





Henllys Church in Wales School

Online Safety Policy

This policy applies to all members of the school community (including staff, learners, volunteers, parents and carers, visitors, community users) who have access to and are users of school digital systems, both in and out of the school. It also applies to the use of personal digital technology on the school site (where allowed).

Date created: [03/07/23]

Next review date: [03/07/24]



Scope of the Online Safety Policy

This Online Safety Policy outlines the commitment of Henllys Church in Wales School to safeguard members of our school community online in accordance with principles of open government and with the law. Schools should be aware of the legislative framework under which this Online Safety Policy template and guidance has been produced as outlined in the attached 'Legislation' Appendix.

This Online Safety Policy applies to all members of the school community (including staff, learners, volunteers, parents and carers, visitors, community users) who have access to and are users of school digital systems, both in and out of the school. It also applies to the use of personal digital technology on the school site (where allowed).

Henllys Church in Wales School will deal with such incidents within this policy and associated behaviour and anti-bullying policies and will, where known, inform parents/carers of incidents of inappropriate online safety behaviour that take place out of school.

Policy development, monitoring and review

This Online Safety Policy has been developed by the *[insert group/committee name e.g. Online Safety Group]* made up of:

- *headteacher/senior leaders*
- *online safety lead*
- *staff – including teachers/education practitioners/support staff/technical staff*
- *governors*
- *parents and carers*
- *community users*

Consultation with the whole school community has taken place through a range of formal and informal meetings.



Schedule for development, monitoring and review

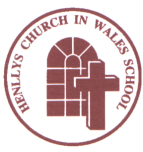
This Online Safety Policy was approved by the <i>school governing body</i> on:	11 th July 2023
The implementation of this Online Safety Policy will be monitored by:	Louise Sulway – Online Safety Lead SLT
Monitoring will take place at regular intervals:	Annually
The <i>governing body</i> will receive a report on the implementation of the Online Safety Policy generated by the monitoring group (which will include anonymous details of online safety incidents) at regular intervals:	Annually
The Online Safety Policy will be reviewed annually, or more regularly in the light of any significant new technological developments, new threats to online safety or incidents that have taken place. The next anticipated review date will be:	04.07.2023
Should serious online safety incidents take place, the following external persons/agencies should be informed:	SRS, LA ICT manager, LA safeguarding officer, police etc

Process for monitoring the impact of the Online Safety Policy

The school will monitor the impact of the policy using:

logs of reported incidents

- *monitoring logs of internet activity (including sites visited)*
- *internal monitoring data for network activity*
- *surveys/questionnaires of:*
 - *learners*
 - *parents and carers*
 - *staff.*



Policy and leadership

Responsibilities

In order to ensure the online safeguarding of members of our school community it is important that all members of that community work together to develop safe and responsible online behaviours, learning from each other and from good practice elsewhere, reporting inappropriate online behaviours, concerns and misuse as soon as these become apparent. While this will be a team effort, the following sections outline the online safety roles and responsibilities of individuals¹ and groups within the school.

Headteacher and senior leaders

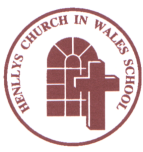
- The headteacher has a duty of care for ensuring the safety (including online safety) of members of the school community and fostering a culture of safeguarding, though the day-to-day responsibility for online safety may be delegated to the Online Safety Lead.
- The headteacher and (at least) another member of the senior leadership team should be aware of the procedures to be followed in the event of a serious online safety allegation being made against a member of staff².
- The headteacher/senior leaders are responsible for ensuring that the Online Safety Lead, technical staff, and other relevant staff carry out their responsibilities effectively and receive suitable training to enable them to carry out their roles and train other colleagues, as relevant.
- The headteacher/senior leaders will ensure that there is a system in place to allow for monitoring and support of those in school who carry out the internal online safety monitoring role.
- The headteacher/senior leaders will receive regular monitoring reports from the Online Safety Lead.

Governors

Keeping Learners Safe states:

¹ In a small school some of the roles described may be combined, though it is important to ensure that there is sufficient 'separation of responsibility' should this be the case.

² See flow chart on dealing with online safety incidents in '[Responding to incidents of misuse](#)' and relevant local authority HR/other relevant body disciplinary procedures.



2.38. "All governors, including the chair of governors, should be given access to safeguarding and child protection training to ensure a basic and consistent level of awareness. This training includes, but is not limited to, the Keeping learners safe modules."

3.61. "The DSP should liaise with the designated governor for safeguarding so that the designated governor can report on safeguarding issues, irrespective of whether the issue is online or offline, to the governing body"

Governors are responsible for the approval of the Online Safety Policy and for reviewing the effectiveness of the policy e.g. by asking the questions posed in the Welsh Government and UKCIS document Five key questions for governing bodies to help challenge their school to effectively safeguard their learners. This will be carried out by the Mrs L Sulway/Mr K Jones whose members will receive regular information about online safety incidents and monitoring reports. A member of the governing body will take on the role of Online Safety Governor³

to include:

- regular meetings with the Online Safety Lead
- regularly receiving (collated and anonymised) reports of online safety incidents
- checking that provision outlined in the Online Safety Policy (e.g. online safety education provision and staff training is taking place as intended)
- reporting to relevant *governors group/meeting*
- *membership of the school Online Safety Group*
- *occasional review of the filtering change control logs and the monitoring of filtering logs (where possible)*

The governing body will also support the school in encouraging parents/carers and the wider community to become engaged in online safety activities.

Online Safety Lead – Mrs Louise Sulway

The online safety lead will:

- lead the Online Safety Group
- work closely on a day-to-day basis with the Designated Safeguarding Person (DSP), where these roles are not combined
- take day-to-day responsibility for online safety issues, being aware of the potential for serious child protection concerns
- have a leading role in establishing and reviewing the school online safety policies/documents
- promote an awareness of and commitment to online safety education across the school and beyond

³ It is suggested that the role may be combined with that of the designated governor for safeguarding. In other settings this may be the management committee person for child protection



- liaise with curriculum leaders to ensure that the online safety curriculum is planned and embedded
- ensure that all staff are aware of the procedures that need to be followed in the event of an online safety incident taking place and the need to immediately report those incidents
- receive reports of online safety incidents⁴ and create a log of incidents to inform future online safety developments
- provide (or identify sources of) training and advice for staff/governors/parents/carers/learners
- liaise with (school/local authority) technical staff, pastoral staff and support staff (as relevant)
- meet regularly with the online safety governor to discuss current issues, review (anonymised) incidents and if possible, filtering and monitoring logs
- attend relevant governing body meetings/groups
- report regularly to headteacher/senior leadership team.
- liaises with the local authority/relevant body.

Designated Safeguarding Person (DSP)

The Designated Safeguarding Person should be trained in online safety issues and be aware of the potential for serious safeguarding issues to arise from:

- sharing of personal data (See 'Personal data policy' in the Appendix.)
- access to illegal/inappropriate materials
- inappropriate online contact with adults/strangers
- potential or actual incidents of grooming
- online bullying.

Curriculum Leads

Curriculum Leads will work with the online safety lead to develop a planned and coordinated online safety education programme. This will be provided through:

- a discrete programme
- the Digital Competence Framework
- personal and social education/sex and relationships education
- assemblies and pastoral programmes
- through relevant national initiatives and opportunities e.g. Safer Internet Day and Anti-bullying week.

⁴ The school will need to decide how these incidents will be dealt with and whether the investigation/action will be the responsibility of the online safety lead or another member of staff, e.g. headteacher/senior leader/Designated Safeguarding Person/class teacher/head of year, etc.



Teaching and support staff

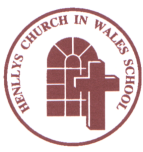
School staff are responsible for ensuring that:

- they have an awareness of current online safety matters/trends and of the current school Online Safety Policy and practices
- they understand that online safety is a core part of safeguarding
- they have read, understood and signed the staff acceptable use agreement (AUA)
- they immediately report any suspected misuse or problem to *(insert relevant person)* for investigation/action, in line with the school safeguarding procedures
- all digital communications with learners and parents/carers should be on a professional level *and only carried out using official school systems*
- online safety issues are embedded in all aspects of the curriculum and other activities
- ensure learners understand and follow the Online Safety Policy and acceptable use agreements, have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations
- they supervise and monitor the use of digital technologies, mobile devices, cameras, etc., in lessons and other school activities (where allowed) and implement current policies with regard to these devices
- in lessons where internet use is pre-planned learners should be guided to sites checked as suitable for their use *and that processes are in place for dealing with any unsuitable material that is found in internet searches*
- where lessons take place using live-streaming or video-conferencing, staff must have full regard to national safeguarding guidance and local safeguarding policies and should take note of the guidance contained in the Live-streaming and video-conferencing: safeguarding principles and practice guidance.
- Staff will also sign and agree to the Blended Learning Agreement.
- they have a zero-tolerance approach to incidents of online-bullying, sexual harassment, discrimination, hatred etc
- they model safe, responsible and professional online behaviours in their own use of technology, including out of school and in their use of social media.

Network manager/technical staff

The network manager/technical staff (or local authority/managed service provider) is responsible for ensuring that:

- they are aware of and follow the school Online Safety Policy and Technical Security Policy in order to carry out their work effectively in line with school policy
- the school technical infrastructure is secure and is not open to misuse or malicious attack
- the school meets (as a minimum) the required online safety technical requirements as identified by the local authority or other relevant body



- users may only access the networks and devices through a properly enforced password protection policy
- they keep up-to-date with online safety technical information in order to effectively carry out their online safety role and to inform and update others as relevant
- the use of the technical and communications systems is regularly monitored in order that any misuse/attempted misuse can be reported to (insert relevant person) for investigation and action
- *the filtering policy is applied and updated on a regular basis and its implementation is not the sole responsibility of any single person* (see appendix 'Technical Security Policy template' for good practice).
- *(if present) monitoring software/systems are implemented and updated as agreed in school policies*

Learners

- are responsible for using the school digital technology systems in accordance with the learner acceptable use agreement.
- should understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so
- should know what to do if they or someone they know feels vulnerable when using online technology
- should avoid plagiarism and uphold copyright regulations
- will be expected to know and follow school Online Safety Policy
- should understand the importance of adopting good online safety practice when using digital technologies out of school and realise that the school's Online Safety Policy covers their actions out of school, if related to their membership of the school.

Parents and carers

The school will take every opportunity to help parents and carers understand these issues through:

- providing them with a copy of the learners' acceptable use agreement.
- publish information about appropriate use of social media relating to posts concerning the school
- seeking their permissions concerning digital images, cloud services etc (see parent/carer AUA in the appendix)
- *providing opportunities for parents and carers to improve their understanding of online safety through parents'/carers' evenings, newsletters, letters, website, Hwb, learning platform and information about national/local online safety campaigns and literature*

Parents and carers will be encouraged to support the school in:

- *reinforcing the online safety messages provided to learners in school*



- *the use of their children's personal devices in the school (where this is allowed)*

Community users

Community users who access school systems/website/Hwb/learning platforms as part of the wider school provision will be expected to sign a community user AUA before being provided with access to school systems.

The school encourages the engagement of agencies/members of the community who can provide valuable contributions to the online safety provision and actively seeks to share its knowledge and good practice with other schools and the community.

Online Safety Group

The Online Safety Group has the following members

- online safety lead
- Designated Safeguarding Person
- senior leaders
- online safety governor
- technical staff
- teacher and support staff members
- learners
- parents/carers
- community representatives

Members of the Online Safety Group will assist the Online Safety Lead with:

- the production/review/monitoring of the school Online Safety Policy/documents
- the production/review/monitoring of the school filtering policy (if possible and if the school chooses to have one) and requests for filtering changes
- mapping and reviewing the online safety education provision – ensuring relevance, breadth and progression and coverage of the Digital Competence Framework
- reviewing network/filtering/monitoring/incident logs, where possible
- encouraging the contribution of learners to staff awareness, recent trends and the school online safety provision
- consulting stakeholders – including staff/parents/carers about the online safety provision
- monitoring improvement actions identified through use of the 360 degree safe Cymru self-review tool.

An Online Safety Group terms of reference template can be found in the appendices.



Professional Standards

There is an expectation that national professional standards will be applied to online safety as in other aspects of school life i.e.

- there is a consistent emphasis on the central importance of literacy, numeracy, digital competence and digital resilience. Learners will be supported in gaining skills across all areas of learning and every opportunity will be taken to extend learners' skills and competence
- there is a willingness to develop and apply new techniques to suit the purposes of intended learning in a structured and considered approach and to learn from the experience.
- practitioners are able to reflect on their practice, individually and collectively, against nationally agreed standards of effective practice and affirm and celebrate their successes
- policies and protocols are in place for the use of online communication technology between the staff and other members of the school and wider community, using officially sanctioned school mechanisms.

Policy

Online Safety Policy

The school Online Safety Policy:

- sets expectations for the safe and responsible use of digital technologies for learning, administration, and communication
- allocates responsibilities for the delivery of the policy
- is regularly reviewed in a collaborative manner, taking account of online safety incidents and changes/trends in technology and related behaviours
- establishes guidance for staff in how they can use digital technologies responsibly, protecting themselves and the school and how they can use this understanding to help safeguard learners in the digital world
- describes how the school will help prepare learners to be safe and responsible users of online technologies
- establishes clear procedures to identify, report, respond to and record the misuse of digital technologies and online safety incidents, including external support mechanisms
- is supplemented by a series of related acceptable use agreements
- is made available to staff at induction and through normal communication channels such as staff meetings and training days.
- is published on the school website.



Acceptable use

The school has defined what it regards as acceptable/unacceptable use and this is shown in the tables below.

Acceptable use agreements

The Online Safety Policy and appendices define acceptable use at the school. Within the appendices there are acceptable use agreements for:

- learners – differentiated by age. Learners will be introduced to the acceptable use rules at induction, the start of each school year and regularly re-enforced during lessons, assemblies and by posters/splash screens around the school. *Learner groups are encouraged to suggest child friendly versions of the rules.*
- staff /volunteer AUAs will be agreed and signed by staff and volunteers
- parent/carer AUAs inform them of the expectations of acceptable use for their children and seek permissions for digital images, the use of cloud systems etc.
- community users that access school digital technology systems will be required to sign an AUA.

The acceptable use agreements will be communicated/re-enforced through:

- staff induction and handbook
- digital signage
- posters/notices around where technology is used
- communication with parents/carers
- built into education sessions
- school website
- peer support.

User actions		Acceptable	Acceptable at certain times	Acceptable for nominated users	Unacceptable	Unacceptable and illegal
Users shall not access online content (including	Any illegal activity for example: <ul style="list-style-type: none"> • Child sexual abuse imagery* 					X

User actions		Acceptable	Acceptable at certain times	Acceptable for nominated users	Unacceptable	Unacceptable and illegal
apps, games, sites) to make, post, download, upload, data transfer, communicate or pass on, material, remarks, proposals or comments that contain or relate to:	<ul style="list-style-type: none"> • Child sexual abuse/exploitation/grooming • Terrorism • Encouraging or assisting suicide • Offences relating to sexual images i.e., revenge and extreme pornography • Incitement to and threats of violence • Hate crime • Public order offences - harassment and stalking • Drug-related offences • Weapons / firearms offences • Fraud and financial crime including money laundering 					
Users shall not undertake activities that might be classed as cyber-crime under the Computer Misuse Act (1990)	<ul style="list-style-type: none"> • Using another individual's username or ID and password to access data, a program, or parts of a system that the user is not authorised to access (even if the initial access is authorised) • Gaining unauthorised access to school networks, data and files, through the use of computers/devices • Creating or propagating computer viruses or other harmful files • Revealing or publicising confidential or proprietary information (e.g., financial / personal information, databases, computer / network access codes and passwords) • Disable/Impair/Disrupt network functionality through the use of computers/devices • Using penetration testing equipment (without relevant permission) 					X
Users shall not undertake activities that are not illegal but are classed as unacceptable in school policies:	Accessing inappropriate material/activities online in a school setting including pornography, gambling, drugs. (Informed by the school's filtering practices and/or AUAs)			X	X	
	Promotion of any kind of discrimination				X	
	Using school systems to run a private business				X	
	Using systems, applications, websites or other mechanisms that bypass the filtering or other safeguards employed by the school				X	



User actions		Acceptable	Acceptable at certain times	Acceptable for nominated users	Unacceptable	Unacceptable and illegal
	Infringing copyright				X	
	Unfair usage (downloading/uploading large files that hinders others in their use of the internet)			X	X	
	Any other information which may be offensive to others or breaches the integrity of the ethos of the school or brings the school into disrepute				X	

<p>Consideration should be given for the following activities when undertaken for non-educational purposes:</p> <p>Schools may wish to add further activities to this list.</p>	Staff and other adults				Learners			
	Not allowed	Allowed	Allowed at certain times	Allowed for selected staff	Not allowed	Allowed	Allowed at certain times	Allowed with staff permission/awareness
Online gaming			X		X			
Online shopping/commerce			X					



File sharing	X				X			
Social media			X		X			
Messaging/chat			X		X			
Entertainment streaming e.g. Netflix, Disney+			X		X			
Use of video broadcasting, e.g. YouTube, Twitch, TikTok			X					X
Mobile phones may be brought to school		X						X
Use of mobile phones for learning at school			X		X			
Use of mobile phones in social time at school		X						
Taking photos on mobile phones/cameras			X		X			
Use of other personal devices, e.g. tablets, gaming devices	X				X			
Use of personal e-mail in school, or on school network/wi-fi			X		X			
Use of school e-mail for personal e-mails	X				X			

When using communication technologies the school considers the following as good practice:

- when communicating in a professional capacity, staff should ensure that the technologies they use are officially sanctioned by the school
- any digital communication between staff and learners or parents/carers (e-mail, social media, learning platform, etc.) must be professional in tone and content. *Personal e-mail addresses, text messaging or social media must not be used for these communications.*
- staff should be expected to follow good practice when using personal social media regarding their own professional reputation and that of the school and its community
- users should immediately report to a nominated person – in accordance with the school policy – the receipt of any communication that makes them feel uncomfortable, is offensive,



discriminatory, threatening or bullying in nature and must not respond to any such communication

- *relevant policies and permissions should be followed when posting information online e.g., school website and social media. Only school e-mail addresses should be used to identify members of staff and learners.*

Reporting and responding

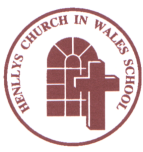
The school has in place procedures for identifying and reporting cases, or suspected cases, of online safeguarding issues/incidents and understands that because of our day-to-day contact with children our staff are well placed to observe the outward signs of these issues.

We ensure that every member of staff and every governor knows that they have an individual responsibility for reporting and that they are aware of the need to be alert to signs of abuse and neglect, and know how to respond to a learner who may disclose such issues.

We also understand that reporting systems do not always respond to the needs of learners and that we need to identify issues and intervene early to better protect learners.

The school will take all reasonable precautions to ensure online safety for all school users, but recognises that incidents may occur inside and outside of the school (with impact on the school) which will need intervention. The school will ensure:

- there are clear reporting routes which are understood and followed by all members of the school community which are consistent with the school safeguarding procedures, and with the whistleblowing, complaints and managing allegations policies.
- all members of the school community will be made aware of the need to immediately report online safety issues/incidents
- reports will be dealt with as soon as is practically possible once they are received
- the Designated Safeguarding Person, Online Safety Lead and other responsible staff have appropriate skills and training to deal with the various risks related to online safety
- if there is any suspicion that the incident involves child abuse images, any other illegal activity or the potential for serious harm ([see flowchart and user actions chart in the appendix](#)), the incident must be escalated through the normal school safeguarding procedures and the police informed. In these circumstances any device involved should be isolated to support a potential police investigation. In addition to child abuse images such incidents would include:
 - incidents of 'grooming' behaviour
 - the sending of obscene materials to a child
 - adult material which potentially breaches the Obscene Publications Act
 - criminally racist material
 - promotion of terrorism or extremism
 - other criminal conduct, activity or materials.

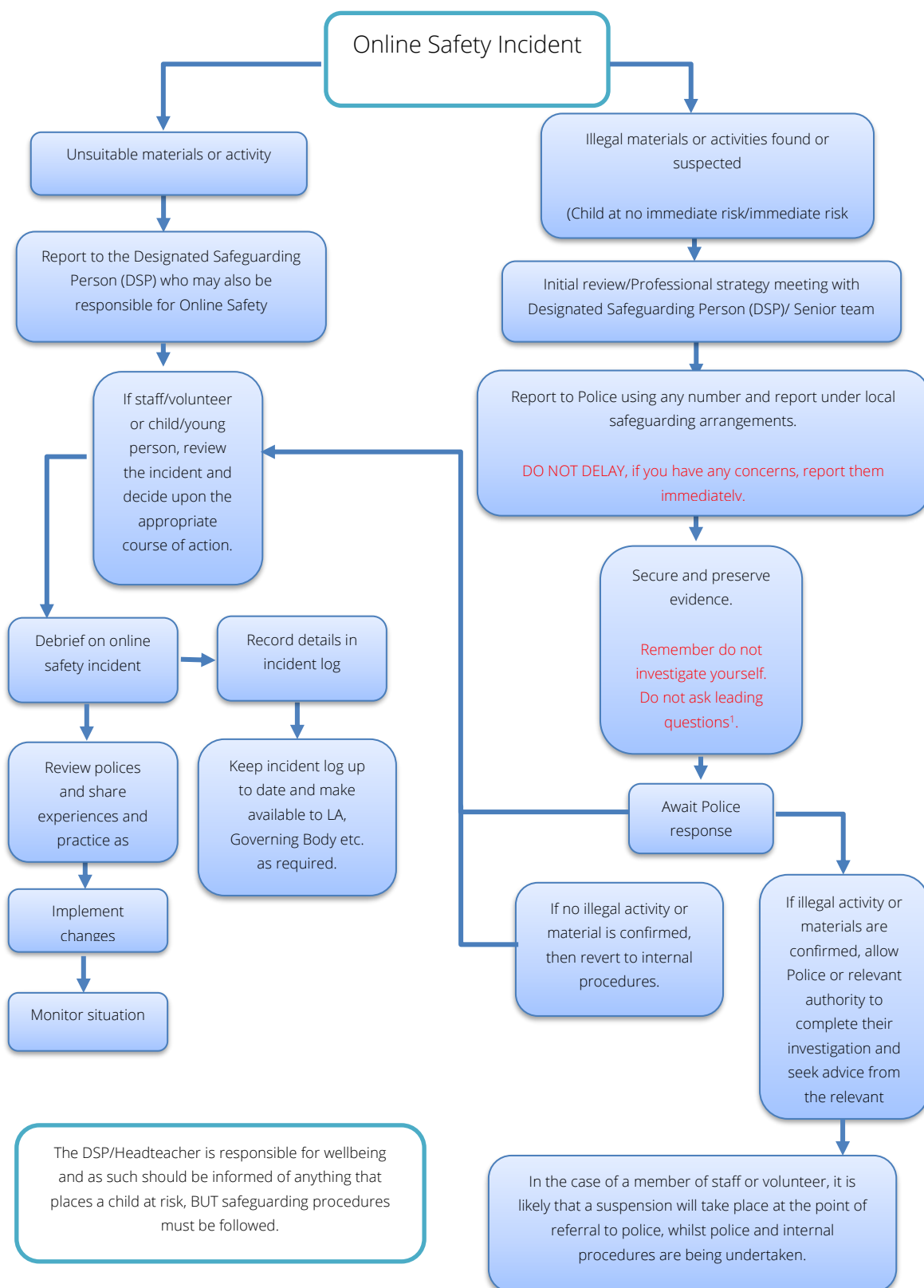


- any concern about staff misuse will be reported immediately to the Headteacher, unless the concern involves the Headteacher, in which case the complaint is referred to the Chair of Governors and the local authority
- as long as there is no suspected illegal activity devices may be checked using the following procedures:
 - one or more senior members of staff should be involved in this process. This is vital to protect individuals if accusations are subsequently reported.
 - conduct the procedure using a designated computer that will not be used by learners and if necessary can be taken off site by the police should the need arise (should illegal activity be subsequently suspected). Use the same computer for the duration of the procedure.
 - it is important to ensure that the relevant staff should have appropriate internet access to conduct the procedure, but also that the sites and content visited are closely monitored and recorded (to provide further protection).
 - record the URL of any site containing the alleged misuse and describe the nature of the content causing concern. It may also be necessary to record and store screenshots of the content on the machine being used for investigation. These may be printed, signed and attached to the form (**except in the case of images of child sexual abuse – see above**).
 - once this has been completed and fully investigated the group will need to judge whether this concern has substance or not. If it does then appropriate action will be required and could include the following:
 - internal response or discipline procedures
 - involvement by local authority (as relevant)
 - police involvement and/or action
- it is important that those reporting an online safety incident have confidence that the report will be treated seriously and dealt with effectively
- there are support strategies in place e.g. peer support for those reporting or affected by an online safety incident
- incidents should be logged on reporting template and/or with SRS.
- relevant staff are aware of external sources of support and guidance in dealing with online safety issues, e.g. local authority; police; Professionals Online Safety Helpline; Reporting Harmful Content; CEOP; Keeping safe online on Hwb
- those involved in the incident will be provided with feedback about the outcome of the investigation and follow up actions.
- learning from the incident (or pattern of incidents) will be provided to:
 - *the Online Safety Group for consideration of updates to policies or education programmes and to review how effectively the report was dealt with*
 - *staff, through regular briefings*
 - *learners, through assemblies/lessons*



- *parents/carers, through newsletters, school social media, website*
- *governors, through regular safeguarding updates*
- *local authority/external agencies, as relevant*

The school will make the flowchart below available to staff to support the decision-making process for dealing with online safety incidents.





School actions

It is more likely that the school will need to deal with incidents that involve inappropriate rather than illegal misuse. It is important that any incidents are dealt with as soon as possible in a proportionate manner, and that members of the school community are aware that incidents have been dealt with. It is intended that incidents of misuse will be dealt with through normal behaviour/disciplinary procedures as follows:

Responding to Learner Actions

Incidents	Refer to class teacher/tutor	Refer to Headteacher	Refer to Police/Social Work	Refer to local authority technical support for advice/action	Inform parents/carers	Remove device/network/internet access	Issue a warning	Further sanction, in line with behaviour policy
Deliberately accessing or trying to access material that could be considered illegal (see list in earlier section on User Actions on unsuitable/inappropriate activities).		X	X	X	x	x		x
Attempting to access or accessing the school network, using another user's account (staff or learner) or allowing others to access school network by sharing username and passwords	x	X			x		X	x
Corrupting or destroying the data of other users.	x	X		x	x			X
Sending an e-mail, text or message that is regarded as offensive, harassment or of a bullying nature	x	x	x		x			X
Unauthorised downloading or uploading of files or use of file sharing.	x	x		x	x			X
Using proxy sites or other means to subvert the school's filtering system.	x	x		x	x			X
Accidentally accessing offensive or pornographic material and failing to report the incident.	x	x		x	x			X



Deliberately accessing or trying to access offensive or pornographic material.	x	x	x	x	x	x		X
Receipt or transmission of material that infringes the copyright of another person or infringes the Data Protection Act.	X	x		x	x			X
Unauthorised use of digital devices (including taking images)	x	x			x			X
Unauthorised use of online services	x	x		x	X			X
Actions which could bring the school into disrepute or breach the integrity or the ethos of the school.	x	x			X			x
Continued infringements of the above, following previous warnings or sanctions.	x	x			X	x		x



Responding to Staff Actions

Incidents	Refer to line manager	Refer to Headteacher/ Principal	Refer to local authority/MAT/HR	Refer to Police	Refer to LA / Technical Support Staff for action re filtering, etc.	Issue a warning	Suspension	Disciplinary action
Deliberately accessing or trying to access material that could be considered illegal (see list in earlier section on unsuitable / inappropriate activities)		X	X	X				X
Deliberate actions to breach data protection or network security rules.		x	x		x		X	X
Deliberately accessing or trying to access offensive or pornographic material.		x	x	x	x			X
Corrupting or destroying the data of other users or causing deliberate damage to hardware or software.		x	x		x		X	
Using proxy sites or other means to subvert the school's filtering system.		x	x				X	
Unauthorised downloading or uploading of files or file sharing.		x	x		x	X		
Breaching copyright or licensing regulations.		x	x		x	X		
Allowing others to access school network by sharing username and passwords or attempting to access or accessing the school network, using another person's account.		x	x		x	X		
Sending an e-mail, text or message that is regarded as offensive, harassment or of a bullying nature.		x	x				X	
Using personal e-mail/social networking/messaging to carry out digital		x	x	x				x



communications with learners and parents/carers								
Inappropriate personal use of the digital technologies e.g. social media / personal e-mail.		x	x			X		
Careless use of personal data, e.g. displaying, holding or transferring data in an insecure manner.		x	x		x	X		
Actions which could compromise the staff member's professional standing.		x	x	x			X	
Actions which could bring the school into disrepute or breach the integrity or the ethos of the school.		x	x				X	
Failing to report incidents whether caused by deliberate or accidental actions.		x	x	x	x		X	
Continued infringements of the above, following previous warnings or sanctions.		x	x		x			X

Education

Online Safety Education Programme

While regulation and technical solutions are very important, their use must be balanced by educating learners to take a responsible approach. The education of learners in online safety is therefore an essential part of the school's safeguarding provision. Learners need the help and support of the school to recognise and avoid online safety risks and develop their resilience.

Online safety should be a focus in all areas of the curriculum and staff should reinforce online safety messages across the curriculum. The online safety curriculum should be broad, relevant and provide progression, with opportunities for creative activities and will be provided in the following ways

- a planned online safety curriculum across all year groups and a range of subjects, (e.g. DCF/PSE/RSE/Health and Well-being) and topic areas and should be regularly revisited
- key online safety messages should be reinforced as part of a planned programme of assemblies and tutorial/pastoral activities

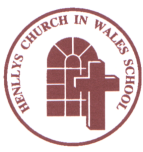


- it incorporates/makes use of relevant national initiatives and opportunities e.g. Safer Internet Day and Anti-bullying week
- the programme will be accessible to learners at different ages and abilities such as those with additional learning needs or those with English as an additional language. Learners considered to be at increased risk online (e.g. children in care, SEND learners, learners experiencing loss or trauma or mental health issues) are provided with targeted or differentiated online safety education
- learners should be taught in all lessons to be critically aware of the materials/content they access online and be guided to validate the accuracy of information
- learners should be taught to acknowledge the source of information used and to respect copyright when using material accessed on the internet
- learners should be supported 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 decision-making.
- *learners should be helped to understand the need for the learner acceptable use agreement and encouraged to adopt safe and responsible use both within and outside school*
- *staff should act as good role models in their use of digital technologies the internet and mobile devices*
- *in lessons where internet use is pre-planned, it is best practice that learners should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches*
- *where learners are allowed to freely search the internet, staff should be vigilant in supervising the learners and monitoring the content of the websites the young people visit*
- *it is accepted that from time to time, for good educational reasons, students may need to research topics, (e.g. racism, drugs, discrimination) that would normally result in internet searches being blocked. In such a situation, staff can request that the technical staff (or other nominated person) can temporarily remove those sites from the filtered list for the period of study. Any request to do so, should be auditable, with clear reasons for the need*
- the online safety education programme will be regularly audited and evaluated to ensure the quality of learning and outcomes.

Contribution of Learners

The school acknowledges, learns from and uses the skills and knowledge of learners in the use of digital technologies. We recognise the potential for this to shape the online safety strategy for the school community and how this contributes positively to the personal development of young people. Their contribution is recognised through:

- mechanisms to canvass learner feedback and opinion.
- appointment of digital leaders/anti-bullying ambassadors/peer mentors



- the Online Safety Group has learner representation
- learners contribute to the online safety education programme e.g. peer education, digital leaders leading lessons for younger learners, online safety campaigns
- learners designing/updating acceptable use agreements
- contributing to online safety events with the wider school community e.g. parents' evenings, family learning programmes etc.

Staff/volunteers

It is essential that all staff receive online safety training and understand their responsibilities, as outlined in this policy. Training will be offered as follows:

- a planned programme of formal online safety, cyber security and data protection training will be made available to all staff. This will be regularly updated and reinforced. An audit of the online safety training needs of all staff will be carried out regularly. It is expected that some staff will identify online safety as a training need within the performance management process
- the training will be an integral part of the school's annual safeguarding and data protection training for all staff
- all new staff will receive online safety training as part of their induction programme, ensuring that they fully understand the school online safety policy and acceptable use agreements. It includes explicit reference to classroom management, professional conduct, online reputation and the need to model positive online behaviours
- the Online Safety Lead and Designated Safeguarding Person (or other nominated person) will receive regular updates through attendance at external training events, (e.g. Hwb Keeping safe online training events, from the Regional Consortium/SWGfL/LA/other relevant organisations) and by reviewing guidance documents released by relevant organisations
- this Online Safety Policy and its updates will be presented to and discussed by staff in staff/team meetings/INSET days
- the Online Safety Lead (or other nominated person) will provide advice/guidance/training to individuals as required.

Governors

Governors should take part in online safety training/awareness sessions, with particular importance for those who are members of any sub-committee/group involved in technology/online safety/health and safety/safeguarding. This may be offered in a number of ways such as:

- Hwb training – [Online safety for governors](#)
- attendance at training provided by the local authority or other relevant organisation (e.g. SWGfL)
- participation in school training/information sessions for staff or parents.



A higher level of training will be made available to (at least) the Online Safety Governor.

Schools should consider providing all governors with a Hwb account in order to use the secure tools and services available e.g. Microsoft Outlook, Teams etc as well as appropriate application training. This would negate the need for governors to use personal email accounts, thereby reducing the risk to data.

Families

The school will seek to provide information and awareness to parents and carers through:

- *regular communication, awareness-raising and engagement on online safety issues, curriculum activities and reporting routes*
- *regular opportunities for engagement with parents/carers on online safety issues through awareness workshops/parent/carer evenings etc*
- *the learners – who are encouraged to pass on to parents the online safety messages they have learned in lessons and by learners leading sessions at parent/carer evenings.*
- *letters, newsletters, website, learning platform, Hwb*
- *high profile events/campaigns e.g. Safer Internet Day*
- *reference to the relevant web sites/publications, e.g. Hwb Keeping safe online, The UK Safer Internet Centre, Childnet International (see Appendix for further links/resources).*
- *Sharing good practice with other schools in clusters and or the local authority*

Adults and Agencies

The Enhancing digital resilience in education: An action plan to protect children and young people online draws upon the self-review information schools in Wales record in the 360 safe Cymru tool. This data highlights that schools showing the strongest performance, amongst other indicators,

Drawing on this intelligence, the school will provide opportunities for local community groups and members of the wider community to gain from the school's online safety knowledge and experience. This may be offered through the following:

- providing family learning courses in use of new digital technologies and online safety
- online safety messages targeted towards families and relatives.
- the school will provide online safety information via their learning platform, website, and social media for the wider community
- supporting community groups, e.g. early years settings, childminders, youth/sports/voluntary groups to enhance their online safety provision.



The school recognises the support and advice that may be provided by external groups and agencies and values their contribution to school programmes and events.

The school is committed to sharing its good practice with other schools and education settings.

Technology

The school is responsible for ensuring that the school infrastructure/network is as safe and secure as is reasonably possible and that policies and procedures approved within this policy are implemented. The school should ensure that all staff are made aware of policies and procedures in place on a regular basis and explain that everyone is responsible for online safety and data protection.

Filtering

- the school filtering policies are agreed by senior leaders and technical staff and are regularly reviewed and updated in response to changes in technology and patterns of online safety incidents/behaviours
- the school manages access to content across its systems for all users. The filtering provided meets the standards defined in the Welsh Government [Recommended web filtering standards for schools](#) and the UK Safer Internet Centre [Appropriate filtering](#). –
- internet access is filtered for all users - SRS Smooth Wall
- illegal content (e.g. child sexual abuse images) is filtered by the broadband or filtering provider by actively employing the Internet Watch Foundation CAIC list and the police assessed list of unlawful terrorist content, produced on behalf of the Home Office. Content lists are regularly updated.
- there are established and effective routes for users to report inappropriate content
- there is a clear process in place to deal with requests for filtering changes (see Appendix for more details).
- *the school has (if possible) provided enhanced/differentiated user-level filtering* (allowing different filtering levels for different ages/stages and different groups of users: staff/learners, etc.)
- younger learners will use child friendly/age appropriate search engines e.g. [HWB, Swiggle](#)
- there is an appropriate and balanced approach to providing access to online content according to role and/or need
- filtering logs are regularly reviewed and alert the school to breaches of the filtering policy, which are then acted upon.
- *where personal mobile devices have internet access through the school network, content is managed in ways that are consistent with school policy and practice.*



- *the system manages access to content through non-browser services (e.g. apps and other mobile technologies)*

If necessary, the school will seek advice from, and report issues to, the [Report Harmful Content](#) site.

Monitoring

The school follows the UK Safer Internet Centre [Appropriate Monitoring](#) guidance and protects users and school systems through:

- physical monitoring (adult supervision in the classroom)
- internet use is logged, regularly monitored and reviewed
- filtering logs are regularly analysed and breaches are reported to senior leaders
- *pro-active alerts inform the school of breaches to the filtering policy, allowing effective intervention.*
- *where possible, school technical staff regularly monitor and record the activity of users on the school technical systems*

Users are made aware, through the acceptable use agreements, that monitoring takes place.

Technical Security

School technical systems will be managed in ways that ensures that the school meets recommended technical requirements there will be regular reviews and audits of the safety and security of school technical systems

- servers, wireless systems and cabling are securely located and physical access restricted
- there are rigorous and verified back-up routines, including the keeping of copies off-site or in the cloud,
- all users have clearly defined access rights to school technical systems and devices. Details of the access rights available to groups of users will be recorded by the Network Manager (or other person) and will be reviewed, at least annually, by the Online Safety Group
- all users (adults and learners) have responsibility for the security of their username and password, must not allow other users to access the systems using their log on details. Sharing of passwords or ID and passwords could lead to an offence under the Computer Misuse Act 1990. Users must immediately report any suspicion or evidence that there has been a breach of security
- all school networks and system will be protected by secure passwords. Passwords must not be shared with anyone. All users will be provided with a username and password by the Online Safety Lead who will keep an up to date record of users and their usernames



- the master account passwords for the school systems are kept in a secure place, e.g. school safe.
- passwords should be long.
- records of learner usernames and passwords for Progression step 1 - 2 learners can be kept in an electronic or paper-based form, but they must be securely kept when not required by the user.
- password requirements for learners at Progression Step 3 should increase as learners progress through school
- SRS is responsible for ensuring that software licence logs are accurate and up-to-date and that regular checks are made to reconcile the number of licences purchased against the number of software installations.
- an appropriate system is in place for users to report any actual/potential technical incident/security breach to the relevant person, as agreed) . Reporting log found in main office.
- appropriate security measures are in place, provided by SRS to protect the servers, firewalls, routers, wireless systems, work stations, mobile devices, etc., from accidental or malicious attempts which might threaten the security of the school systems and data. These are tested regularly. The school infrastructure and individual workstations are protected by up to date virus software.
- an agreed policy is in place in line with SRS guidance, for the provision of temporary access of 'guests', (e.g. trainee teachers, supply teachers, visitors) onto the school systems
- an agreed procedure is in place that allows staff to/forbids staff from downloading executable files and installing programmes on school devices
- an agreed procedure is in place regarding the use of removable media (e.g. memory sticks/CDs/DVDs) by users on school devices.
- systems are in place that prevent the unauthorised sharing of personal data unless safely encrypted or otherwise secured. (See school personal data policy template in the appendix for further detail)

Mobile technologies

- The school acceptable use agreements for staff, learners, parents and carers outline the expectations around the use of mobile technologies.
- The school allows:

	School devices	Personal devices
--	----------------	------------------



	School owned for individual use	School owned for multiple users	Authorised device ⁵	Student owned	Staff owned	Visitor owned
Allowed in school	Yes	Yes	Yes	Yes	Yes	Yes
Full network access	Yes	Yes	Yes	No	Yes through MFA	No
Internet only	yes	yes	yes	yes	yes	Yes – guest wifi
No network access	yes	yes	yes	no	yes	yes

School owned/provided devices:

- to whom they will be allocated
- where, when and how their use is allowed – times/places/in/out of school
- if personal use is allowed
- levels of access to networks/internet (as above)
- management of devices/installation of apps/changing of settings/monitoring
- network/broadband capacity
- technical support
- filtering of devices
- access to cloud services
- use on trips/events away from school
- data protection
- taking/storage/use of images
- exit processes, what happens to devices/software/apps/stored data if user leaves the school
- liability for damage
- staff training.

Personal devices

⁵ Authorised device – purchased by the learner/family through a school-organised scheme. This device may be given full access to the network as if it were owned by the school.



- able to use personal mobile devices in school (staff/visitors)
- restrictions on where, when and how they may be used in school
- storage should be in class cupboards
- use personal devices for school business – Class Dojo
- levels of access to networks/internet - Guest Wifi SRS
- network/broadband capacity – Guest WIFI
- filtering of the internet connection to these devices and monitoring the access through SRS – Guest WIFI
- data protection
- taking/storage/use of images – Photos to be deleted after use – Class Dojo
- liability for loss/damage or malfunction following access to the network (likely to be a disclaimer about school responsibility)
- personal devices to be kept out of reach of learners.
- Visitors will be informed about school requirements on arrival.
- how education about the safe and responsible use of mobile devices is included in the school online safety education programmes
- Misuse to be reported to DSP and reported using Reporting form (See appendix)

Social media

The school provides the following measures to ensure reasonable steps are in place to minimise risk of harm to learners through:

- ensuring that personal information is not published
- education/training being provided including acceptable use, age restrictions, social media risks, digital and video images policy, checking of settings, data protection and reporting issues
- clear reporting guidance, including responsibilities, procedures and sanctions
- risk assessment, including legal risk
- guidance for learners, parents/carers

School staff should ensure that:

- no reference should be made in social media to learners, parents/carers or school staff
- they do not engage in online discussion on personal matters relating to members of the school community
- personal opinions should not be attributed to the school or local authority
- security settings on personal social media profiles are regularly checked to minimise risk of loss of personal information
- they act as positive role models in their use of social media



When official school social media accounts are established there should be:

- a process for approval by senior leaders
- clear processes for the administration and monitoring of these accounts – involving at least two members of staff
- a code of behaviour for users of the accounts
- systems for reporting and dealing with abuse and misuse
- understanding of how incidents may be dealt with under school disciplinary procedures.

Personal use

- personal communications are those made via personal social media accounts. In all cases, where a personal account is used which associates itself with, or impacts on, the school it must be made clear that the member of staff is not communicating on behalf of the school with an appropriate disclaimer. Such personal communications are within the scope of this policy
- personal communications which do not refer to or impact upon the school are outside the scope of this policy
- where excessive personal use of social media in school is suspected, and considered to be interfering with relevant duties, disciplinary action may be taken
- the school permits reasonable and appropriate access to private social media sites

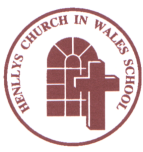
Monitoring of public social media

- As part of active social media engagement, the school will pro-actively monitor the Internet for public postings about the school
- the school should effectively respond to social media comments made by others according to a defined policy or process
- when parents/carers express concerns about the school on social media we will urge them to make direct contact with the school, in private, to resolve the matter. Where this cannot be resolved, parents/carers should be informed of the school complaints procedure.

Digital and video images

The school will inform and educate users about these risks and will implement policies to reduce the likelihood of the potential for harm:

- should a maintained school or setting choose to use live-streaming or video-conferencing, governing bodies, headteachers and staff must have full regard to national safeguarding guidance and local safeguarding policies and should take note of the guidance contained in the Live-streaming and video-conferencing: safeguarding principles and practice guidance and Keeping Learners Safe para 7.6



- when using digital images, staff should inform and educate learners about the risks associated with the taking, use, sharing, publication and distribution of images. In particular they should recognise the risks attached to publishing their own images on the internet, e.g. on social networking sites
- in accordance with guidance from the Information Commissioner's Office, parents/carers are welcome to take videos and digital images of their children at school events for their own personal use (as such use is not covered by the Data Protection Act). To respect everyone's privacy and in some cases protection, these images should not be published/made publicly available on social networking sites, nor should parents/carers comment on any activities involving other learners in the digital/video images
- staff and volunteers are allowed to take digital/video images to support educational aims, but must follow school policies concerning the sharing, storage, distribution and publication of those images. Staff/volunteers must be aware of those learners whose images must not be taken/published. Those images should only be taken on school equipment. The personal equipment of staff should not be used for such purposes
- care should be taken when taking digital/video images that learners are appropriately dressed and are not participating in activities that might bring the individuals or the school into disrepute
- learners must not take, use, share, publish or distribute images of others without their permission
- photographs published on the website, or elsewhere that include learners will be selected carefully and will comply with good practice guidance on the use of such images
- learners' full names will not be used anywhere on a website or blog, particularly in association with photographs
- written permission from parents or carers will be obtained before photographs of learners are taken for use in school or published on the school website/social media. (see parents and carers acceptable use agreement in the Appendix). Permission is not required for images taken solely for internal purposes
- parents/carers will be informed of the purposes for the use of images, how they will be stored and for how long – in line with the school data protection policy
- images will be securely stored on the school network in line with the school retention policy
- learners' work can only be published with the permission of the learner and parents/carers.

Online Publishing

The school communicates with parents/carers and the wider community and promotes the school through:

- Public-facing website
- Social media



- Online newsletters
- Other

The school website is managed/hosted by WordPress. The school ensures that good practice has been observed in the use of online publishing e.g. use of digital and video images, copyright, identification of young people, publication of school calendars and personal information – ensuring that there is no risk to members of the school community, through such publications.

Where learner work, images or videos are published, their identities are protected and full names are not published.

The school public online publishing provides information about online safety e.g. publishing the schools Online Safety Policy; curating latest advice and guidance; news articles etc, creating an online safety page on the school website.

Data Protection

Personal data will be recorded, processed, transferred and made available according to the current data protection legislation.

The school:

- has a Data Protection Policy.
- implements the data protection principles and is able to demonstrate that it does so
- has paid the appropriate fee to the Information Commissioner's Office (ICO)
- has appointed an appropriate Data Protection Officer (DPO) who has a high level of understanding of data protection law and is free from any conflict of interest.
- has a 'Record of Processing Activities' in place and knows exactly what personal data is held, where, why and which member of staff has responsibility for managing it
- the Record of Processing Activities lists the lawful basis for processing personal data (including, where relevant, consent). Where special category data is processed, an additional lawful basis is listed
- has an 'information asset register' in place and knows exactly what personal data is held, where, why and which member of staff has responsibility for managing it
- information asset register lists the lawful basis for processing personal data (including, where relevant, consent). Where special category data is processed, an additional lawful basis will have also been listed
- will hold the minimum personal data necessary to enable it to perform its function and will not hold it for longer than necessary for the purposes it was collected for. The school 'retention schedule' supports this



- data held is accurate and up to date and is held only for the purpose it was held for. Systems are in place to identify inaccuracies, such as asking parents to check emergency contact details at suitable intervals
- provides staff, parents, volunteers, teenagers and older children with information about how the school looks after their data and what their rights are in a clear Privacy Notice (see Privacy Notice section in the appendix)
- has procedures in place to deal with the individual rights of the data subject, e.g. one of the dozen rights applicable is that of Subject Access which enables an individual to see/have a copy of the personal data held about them
- carries out Data Protection Impact Assessments (DPIA) where necessary e.g. to ensure protection of personal data when accessed using any remote access solutions, or entering into a relationship with a new supplier
- IT system security is ensured and regularly checked. Patches and other security essential updates are applied promptly to protect the personal data on the systems. Administrative systems are securely ring fenced from systems accessible in the classroom/to learners
- has undertaken appropriate due diligence and has data protection compliant contracts in place with any data processors
- understands how to share data lawfully and safely with other relevant data controllers. See Wales Accord on Sharing Personal Data.
- has clear and understood policies and routines for the deletion and disposal of data
- reports any relevant breaches to the Information Commissioner within 72hrs of becoming aware of the breach as required by law. It also reports relevant breaches to the individuals affected as required by law. In order to do this it has a policy for reporting, logging, managing, investigating and learning from information risk incidents
- As a maintained school, has a Freedom of Information Policy which sets out how it will deal with FOI requests
- provides protection training for all staff at induction and appropriate refresher training thereafter. Staff undertaking particular data protection functions, such as handling requests under the individual's rights, will receive training appropriate for their function as well as the core training provided to all staff

When personal data is stored on any mobile device or removable media the:

- data will be encrypted and password protected.
- device will be password protected.
- device will be protected by up to date virus and malware checking software
- data will be securely deleted from the device, in line with school policy (below) once it has been transferred or its use is complete.



Staff must ensure that they:

- at all times take care to ensure the safe keeping of personal data, minimising the risk of its loss or misuse
- can recognise a possible breach, understand the need for urgency and know who to report it to within the school
- can help data subjects understand their rights and know how to handle a request whether verbal or written and know who to pass it to in the school
- only use encrypted mobile devices (including USBs) for personal data, particularly when it is about children
- will not transfer any school personal data to personal devices. VPN access is in place for staff.
- use personal data only on secure password protected computers and other devices, ensuring that they are properly “logged-off” at the end of any session in which they are using personal data
- transfer data using encryption, a secure email account (where appropriate), and secure password protected devices.

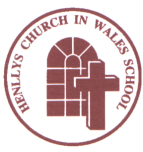
Cyber Security

- the school has adopted and made use of the relevant Hwb Network and Data Standards
- the school, in partnership with their education technology support partner (SRS), has identified the most critical parts of the school’s digital and technology services and sought assurance about their cyber security.
- the school, in partnership with their education technology support partner (SRS), has an effective backup and restoration plan in place in the event of cyber attacks
- the school’s governance and IT policies reflect the importance of good cyber security
- staff receive training on the common cyber security threats and incidents that schools experience.
- the school has a business continuity and incident management plan in place that includes IT and these wider services.

Outcomes

The impact of the Online Safety Policy and practice is regularly evaluated through the review/audit of online safety incident logs; behaviour/bullying reports; surveys of staff, learners; parents/carers and is reported to relevant groups:

- there is balanced professional debate about the evidence taken from the reviews/audits and the impact of preventative work e.g. online safety education, awareness and training



- there are well-established routes to regularly report patterns of online safety incidents and outcomes to school leadership and Governors
- parents/carers are informed of patterns of online safety incidents as part of the school's online safety awareness raising
- online safety (and related) policies and procedures are regularly updated in response to the evidence gathered from these reviews/audits/professional debate
- the evidence of impact is shared with other schools, agencies and LAs to help ensure the development of a consistent and effective local online safety strategy.

Acknowledgements:

- Members of the SWGfL Online Safety Group
- Representatives of Welsh local authorities
- Representatives from a range of Welsh schools involved in consultation and pilot groups

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Appendices

A1 Blended Learning Agreement	Error! Bookmark not defined.
A2 Learner Acceptable Use Agreement Template – for KS2.....	38
A3 Learner Acceptable Use Policy Agreement Template – for younger pupils	43
A4 Parent/Carer Acceptable Use Agreement Template and permission forms.....	44
A5 Staff (and Volunteer) Acceptable Use Policy Agreement Template	49
A6 Acceptable Use Agreement for Community Users Template	53
A7 Online Safety Group Terms of Reference template	55
A8 Responding to incidents of misuse – flow chart	58
A9 Record of reviewing devices/internet sites.....	59
A10 Reporting Log.....	60
B1 Training Needs Audit Log	61
C1 Technical Security Policy Template (including filtering and passwords).....	62
C2 Personal Data Advice and Guidance.....	70
C3 Mobile Technologies Policy Template (inc. BYOD/BYOT)	86
C4 Social Media Policy Template	89
Legislation	97
Links to other organisations or documents.....	103



Blended/Distance Learning

During the current climate, Henllys Church in Wales needs to have procedures in place in the event that your child or your child's class or teacher are unable to attend school due to having to self-isolate. We also have to consider what would happen in the event of another lockdown which included the closure of all schools.

In line with our Blended Learning Policy (which can be found on our school website), the school will revert back to an 'asynchronous' approach to online learning to ensure we are providing opportunities to allow the children to continue with their education. Homelearning will be set on the children's Dojo portfolio. All homelearning can then be uploaded onto this platform and teachers will provide feedback on work submitted. The children (and you) can then complete work set at convenient times during the day. Teachers may also upload pre-recorded demonstrations to aid the understanding of tasks set and help develop key skills.

There will also be opportunities to have synchronous wellbeing 'check ins' with the class teachers or LSA's and some classmates via Video Conferencing on Microsoft Teams. This proved to be highly effective during our last lockdown and feedback from parents and pupils was very positive.

Blended/Distance Learning Video Conferencing Agreement

In order to maintain a safe and purposeful environment during these wellbeing 'check ins' please read the following information with your child or children.

Teacher's agreement

- Discuss roles and responsibilities with children at the outset of all sessions/lessons.
- Notify the school, children and parents/carers of any scheduled sessions/lessons, cancelled or changes in arrangements.
- Ensure that we keep ourselves up-to-date with all relevant policies and procedures including online safety, safeguarding and data protection policies.
- Prevent a one-to-one situation at the end of an online 'check in' sessions/lessons by disconnecting all participants at the close of the lesson/session.

Children's agreement

- I will ensure I am punctual for Video Conferencing sessions/lessons.
- I will show respect for others within the online classroom.
- I will dress appropriately for all lessons/sessions, thinking about respect for others.
- I will ensure the location I log in from is appropriate and change my 'background' setting as agreed with the teacher.
- I will seek to contribute to the session/lesson in a positive manner and not be disruptive at any time
- I will not share images of the session/lesson.

Parental/Guardian agreement

- To ensure E-safety measures are taking place, I agree that a parent/guardian must be present during the duration of all Video Conferencing sessions/lessons.
- I will also dress appropriately for all lessons/sessions.



Please edit the following permission slip and copy and paste it to your child's class teacher via Class Dojo.

I..... give permission for to participate in Video Conferencing wellbeing 'check ins' with fellow class members and members of staff. I can confirm that I have read the guidance above with my child and that during the duration of the Video Conferencing session/lesson a parent/guardian will be present at all times.

Signed: (Please type your name) Date.....

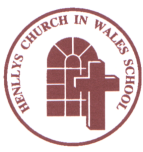
Relationship to child:

Please note that your child can not attend any Video Conferencing sessions/lessons without your permission.

Risk assessment



Risk management form: E-safety and reporting procedures during Blended Learning (Completed using <i>Live-streaming safeguarding principles and practice for education practitioners as Guidance</i>)		
Date: 15/01/2021		
Safe – guarding against possible incidents	Who might be at risk?	Safety measures: <i>Measures that are in place and/or will be taken to reduce the risk.</i>
Staff access to Virtual meetings, resources and planning.	Staff	Staff have received training from LS ensuring VPN is used where possible and on school based laptops. LS received advice from PS (SRS) concerning ways to minimise data breach and protection.
Staff Blended Learning agreement	Staff/Pupils/Parents or Guardians	Agreement has been made with all staff that two members of staff are present at each Virtual meeting. Staff have agreed to follow the Blended Learning Agreement which has been developed to include a 3 way agreement between, staff, pupils and parents/guardians. See Blended Learning Agreement below.
Reporting of incidents	Staff/Pupils/Parents or Guardians	All parents/guardians must have signed the Virtual meeting agreement before the Microsoft Teams link has been given to pupils. If there are any incidents that are in breach of the agreement staff will report using a combination of the Safe-guarding flow chart (Inappropriate activities/materials/website) and reporting procedure/form (Matters of concern or in breach of Blended Learning Agreement). If staff have any safeguarding concerns about a child, they will discuss these with the Designated Safeguarding Person (DSP). If for any reason staff cannot contact the Designated Safeguarding Person the next step would be to contact the local authority Children's Services Team and report any concerns. If staff think a child or young person is in immediate danger then they will contact the police on 999.
Children/Parents says or does something inappropriate.	Pupils/Parents or guardians	Staff can remove learners if they are behaving inappropriately. To remove someone in Microsoft Teams – open the participant list and click the X beside the name of the person you want to remove . If something inappropriate is shared on the screen, staff should end the lesson/session as soon as possible and raise the issue with the Designated Safeguarding Person. All learners in the room can then be contacted as soon as possible after the event to inform them of what happened, and what the arrangements are for future lessons/sessions. The staff will then use the report form below.
External organisations	Staff/ Pupils/ External organisations	When using external organisations they will need to follow the same Safe – guarding guidance as any Virtual meetings. Two members of staff to be present Blended Learning Agreement to be signed by External Organisations. The practitioner should set up and control the session, inviting the external organisation as a guest participant. The practitioner should clearly establish expectations and communicate the expectations set out in this guidance to the external provider. The practitioner should ensure they end the lesson/session for all when the lesson/session is over. Other professionals involved in providing online sessions with learners and/or their families will have been provided with clear guidance from their professional associations and/or employers and should follow these in conjunction with this guidance.



A2 Learner Acceptable Use Agreement – for KS2

Introduction

Digital technologies have become integral to the lives of children and young people, both within and outside schools. These technologies are powerful tools, which open up new opportunities for everyone. They can stimulate discussion, encourage creativity and stimulate awareness of context to promote effective learning. Learners should have an entitlement to safe access to these digital technologies.

This acceptable use agreement is intended:

- to ensure that learners will have good access to devices and the internet, be responsible users and stay safe while using digital technologies for educational, personal and recreational use
- to help learners understand good online behaviours that they can use in school, but also outside school
- to protect school devices and networks from accidental or deliberate misuse that could put the security of the systems and users at risk.

Acceptable Use Agreement

When I use devices I must behave responsibly to help keep me and other users safe online and to look after the devices.

For my own personal safety:

- I understand that what I do online will be supervised and monitored and that I may not be allowed to use devices in school unless I follow these rules and use them responsibly
- I will only visit internet sites that adults have told me are safe to visit
- I will keep my username and password safe and secure and not share it with anyone else
- I will be aware of “stranger danger” when I am online
- I will not share personal information about myself or others when online
- If I arrange to meet people off-line that I have communicated with online, I will do so in a public place and take a trusted adult with me
- I will immediately tell an adult if I see anything that makes me feel uncomfortable when I see it online.



I will look after the devices I use, so that the school and everyone there can be safe:

- I will handle all the devices carefully and only use them if I have permission.
- I will not try to alter the settings on any devices or try to install any software or programmes.
- I will tell an adult if a device is damaged or if anything else goes wrong.
- I will only use the devices to do things that I am allowed to do.

I will think about how my behaviour online might affect other people:

- When online, I will act as I expect others to act toward me.
- I will not copy anyone else's work or files without their permission.
- I will be polite and responsible when I communicate with others and I appreciate that others may have different opinions to me.
- I will not take or share images of anyone without their permission.

I know that there are other rules that I need to follow: .

- Where work is protected by copyright, I will not try to download copies (including music and videos).
- When I am using the internet to find information, I should take care to check that the information is accurate, as I understand that the work of others may not be truthful and may be a deliberate attempt to mislead me.
- I should have permission if I use the original work of others in my own work.



I understand that I am responsible for my actions, both in and out of school:

- I know that I am expected to follow these rules in school and that I should behave in the same way when out of school as well.
- I understand that if I do not follow these rules, I may be subject to consequences. This could include: loss of access to the school network/internet, parents/carers contacted and in the event of illegal activities involvement of the police.

Learner Acceptable Use Agreement Form

Please complete the sections below to show that you have read, understood and agree to the rules included in the acceptable use agreement. If you do not sign and return this agreement, access will not be granted to school systems.

I have read and understand the above and agree to follow these guidelines when:

- I use the school systems and devices (both in and out of school)
- I use my own devices in the school (when allowed) e.g. mobile phones, gaming devices USB devices, cameras etc.
- I am out of school and involved in any online behaviour that might affect the school or other members of the school.

Name of Learner: Group/Class:.....

Signed: Date:

Parent/Carer Countersignature



A3 Learner Acceptable Use Policy Agreement – for younger pupils

This is how we stay safe when we use computers:

- I will ask a teacher or suitable adult if I want to use the computers/tablets.
- I will only use activities that a teacher or suitable adult has told or allowed me to use.
- I will take care of computers/tablets and other equipment.
- I will ask for help from a teacher or suitable adult if I am not sure what to do or if I think I have done something wrong.
- I will tell a teacher or suitable adult if I see something that upsets me on the screen.
- I know that if I break the rules I might not be allowed to use a computer/tablet.

Signed (child):

Signed (parent):



A4 Parent/Carer Acceptable Use Agreement and permission forms

Digital technologies have become integral to the lives of children and young people, both within and outside schools. These technologies provide powerful tools, which open up new opportunities for everyone. They can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. Young people should have an entitlement to safe internet access at all times.

This acceptable use policy is intended to ensure:

- that young people will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use
- that school systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk
- that parents and carers are aware of the importance of online safety and are involved in the education and guidance of young people with regard to their online behaviour.

The school will try to ensure that learners will have good access to digital technologies to enhance their learning and will, in return, expect the learners to agree to be responsible users. A copy of the learner acceptable use agreement is attached to this permission form, so that parents/carers will be aware of the school expectations of the learners in their care.

Parents are requested to sign the permission form below to show their support of the school in this important aspect of the school's work.

Permission Form

Parent/Carers Name:.....**Name(s) of Learners**.....

As the parent/carers of the above learners, I give permission for my child to have access to the internet and to ICT systems at school.

I know that my child has signed an acceptable use agreement and has received, or will receive, online safety education to help them understand the importance of safe use of technology and the internet – both in and out of school.

Or: (Progression step 1- 2)

I understand that the school has discussed the acceptable use agreement with my child and that they have received, or will receive, online safety education to help them understand the importance of safe use of technology and the internet – both in and out of the school.



I understand that the school will take every reasonable precaution, including monitoring and filtering systems, to ensure that young people will be safe when they use the internet and systems. I also understand that the school cannot ultimately be held responsible for the nature and content of materials accessed on the internet and using mobile technologies.

I understand that my child's activity on the systems will be monitored and that the school will contact me if they have concerns about any possible breaches of the acceptable use agreement.

I will encourage my child to adopt safe use of the internet and digital technologies at home and will inform the school if I have concerns over my child's online safety.

As the school is collecting personal data by issuing this form, it should inform parents/carers as to:

This form (electronic or printed)
Who will have access to this form.
Where this form will be stored.
How long this form will be stored for.
How this form will be destroyed.

Signed:

Date:

When complete, ensure the information on this form is recorded in the school database.

When complete, this page should be stored in a secure location for the duration of:

Use of Digital/Video Images

There are certain activities where the school do not use consent as the basis for processing your child's data. We take photographs/videos of the children for the purposes of recording and tracking pupil progress under the [e.g. *Education Act 1996*] and compiling evidence for assessment purposes. These are kept in secure locations within the school and destroyed in line with our retention policy. We may also need to share these files with third parties, such as [Insert



professionals/third parties who may be a recipient or contributor, if any]. Further details can be found in the school privacy notice.

On other occasions the school may wish to publish photographs and/or video footage of pupils in public documents such as the school prospectus, our social media pages (e.g. Twitter) and website, on display around the school, and in community publications such as local newspapers. All images are published with the strictest regard for safeguarding and child protection, and only with your consent.

The school will comply with data protection laws and request parent's/carers permission before publishing images of members of the school. We will also ensure that when images are published the learner cannot be identified using their names.

Please note that you can withdraw your consent at any time. If you have any queries or wish to withdraw or review your consent, please contact the school.

In accordance with guidance from the Information Commissioner's Office, parents/carers are welcome to take videos and digital images of their children at school events for their own personal use (as such use is not covered by the Data Protection Act 2018). To respect everyone's privacy and in some cases protection, these images should not be published/made publicly available on social networking sites, nor should parents/carers comment on any activities involving other learners in the digital/video images.

Parents/carers are requested to sign the permission form below to allow the school to take and use images of their children and for the parents/carers to agree.



As the school is collecting personal data by issuing this form, it should inform parents/carers as to:

This form (electronic or printed)	The images
The school will retain the consent form for the period of 1 academic year. Consent for the publication of photographs/images will be renewed on an annual basis.	Where the images may be published. Such as; Twitter, Facebook, the school website, local press, etc. (see relevant section of form below)
	Who will have access to the images.
	Where the images will be stored.
	How long the images will be stored for.
	How the images will be destroyed.
	<p>How a request for deletion of the images can be made.</p> <p>Parents/Carers should note that websites can be viewed throughout the World, and not just in the United Kingdom where UK/EU data protection law applies. Images and information can no longer be controlled by the school when copied from the website.</p>



Digital/Video Images Permission Form

Parent/Carers Name: Name(s) of Learner(s):

Description of the use of Photographs or Images	Please Tick	
I agree for photographs/videos to be taken of my child during school activities for use <u>on display boards or walls around the school.</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I agree for photographs/videos to be taken of my child during school activities for use <u>within school printed publications.</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I agree for photographs/videos to be taken of my child during school activities for use <u>on school digital channels (e.g. websites, social media).</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I agree for photographs/videos to be taken of my child during school activities and <u>used in local or national media (e.g. newspapers or television appearance).</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

OR

I <u>do not</u> wish any photographs/videos to be taken of my child for the purposes outlined above.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
--	------------------------------	-----------------------------

Signed:

Date:

Parents/carers are welcome to take videos and digital images of their children at school events for their own personal use (as such use is not covered by Data Protection Laws). However, to respect everyone's privacy (and in some cases protection) these images should not be published/made publicly available on social networking sites, nor should parents/carers comment on any activities involving other learners in the digital/video images.



Use of HWB Systems

Permission is given for learners within our school to access the HWB. These are kept in the main office.

As the school is collecting special category personal data and *delete as appropriate* sharing this with a third party, it should inform parents/carers about:

This form (electronic or printed)	The data shared with the service provider
Who will have access to this form.	What data will be shared
Where this form will be stored.	Who the data will be shared with
How long this form will be stored for.	Who will have access to the data.
How this form will be destroyed.	Where the data will be stored.
	How long the data will be stored for.
	How the data will be destroyed.
	How consent to process the biometric data can be withdrawn.

Parent/Carers Name: Name(s) of Learner(s)

A5 Staff (and Volunteer) Acceptable Use Policy Agreement

School Policy

New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. The internet and other digital information and communications technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. They also bring opportunities for staff to be more creative and productive in their work. All users should have an entitlement to safe access to the internet and digital technologies at all times.

This acceptable use policy is intended to ensure:

- that staff and volunteers will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use



- that school systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk
- that staff are protected from potential risk in their use of technology in their everyday work.

The school will try to ensure that staff and volunteers will have good access to digital technology to enhance their work, to enhance learning opportunities and will, in return, expect staff and volunteers to agree to be responsible users.

Acceptable Use Policy Agreement

I understand that I must use school systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the systems and other users. I recognise the value of the use of digital technology for enhancing learning and will ensure that learners receive opportunities to gain from the use of digital technology. I will, where possible, educate the children and young people in my care in the safe use of digital technology and embed online safety in my work with children and young people.

For my professional and personal safety:

- I understand that the school will monitor my use of the school digital technology and communications systems
- I understand that the rules set out in this agreement also apply to use of these technologies (e.g. laptops, e-mail, VLE etc.) out of school, and to the transfer of personal data (digital or paper based) out of the school .
- I understand that the school digital technology systems are primarily intended for educational use and that I will only use the systems for personal or recreational use within the policies and rules set down by the school.
- I will not disclose my username or password to anyone else, nor will I try to use any other person's username and password. I understand that I should not write down or store a password where it is possible that someone may steal it
- I will immediately report any illegal, inappropriate or harmful material or incident, I become aware of, to the appropriate person.

I will be professional in my communications and actions when using school systems:

- I will not access, copy, remove or otherwise alter any other user's files, without their express permission.
- I will communicate with others in a professional manner. I will not use aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will ensure that when I take and/or publish images of others I will do so with their permission and in accordance with the school's policy on the use of digital/video images. I will not use my personal equipment to record these images, unless I have permission to do so. Where these images are published (e.g. on the school website/VLE) it will not be possible to identify by name, or other personal information, those who are featured.



- I will only use social networking sites in the school in accordance with school policies.
- I will only communicate with learners and parents/carers using official school systems. Any such communication will be professional in tone and manner.
- I will not engage in any online activity that may compromise my professional responsibilities.

The school has the responsibility to provide safe and secure access to technologies and ensure the smooth running of the school:

- When I use my personal mobile devices in school, I will follow the rules set out in this agreement, in the same way as if I was using school equipment. I will also follow any additional rules set by the school about such use. I will ensure that any such devices are protected by up to date anti-virus software and are free from viruses.
- I will not use personal e-mail addresses on the school ICT systems.
- I will not open any hyperlinks in e-mails or any attachments to e-mails, unless the source is known and trusted, or if I have any concerns about the validity of the e-mail (due to the risk of the attachment containing viruses or other harmful programmes).
- I will ensure that my data is regularly backed up, in accordance with relevant school policies.
- I will not try to upload, download or access any materials which are illegal (child sexual abuse images, criminally racist material, terrorist or extremist material, adult pornography covered by the Obscene Publications Act) or inappropriate or may cause harm or distress to others. I will not try to use any programmes or software that might allow me to bypass the filtering/security systems in place to prevent access to such materials.
- I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not install or attempt to install programmes of any type on a machine, or store programmes on a computer, nor will I try to alter computer settings, unless this is allowed in school policies.
- I will not disable or cause any damage to school equipment, or the equipment belonging to others.
- I will only transport, hold, disclose or share personal information about myself or others, as outlined in the school/LA Personal Data Policy (or other relevant policy). Where digital personal data is transferred outside the secure local network, it must be encrypted. Paper based documents containing personal data must be held in lockable storage.
- I understand that data protection policy requires that any staff or learner data to which I have access, will be kept private and confidential, except when it is deemed necessary that I am required by law or by school policy to disclose such information to an appropriate authority.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.

When using the internet in my professional capacity or for school sanctioned personal use:

- I will ensure that I have permission to use the original work of others in my own work



- where work is protected by copyright, I will not download or distribute copies (including music and videos).

I understand that I am responsible for my actions in and out of the school:

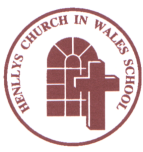
- I understand that this acceptable use policy applies not only to my work and use of school digital technology equipment in the school, but also applies to my use of school systems and equipment off the premises and my use of personal equipment on the premises or in situations related to my employment by the school.
- I understand that if I fail to comply with this acceptable use agreement, I could be subject to disciplinary action. This could include: a warning, a suspension, referral to Governors and/or the local authority and in the event of illegal activities the involvement of the police.

I have read and understand the above and agree to use the school digital technology systems (both in and out of the school) and my own devices (in the school and when carrying out communications related to the school) within these guidelines.

Staff/Volunteer Name:

Signed:

Date:



A6 Acceptable Use Agreement for Community Users

This acceptable use agreement is intended to ensure that:

- community users will be responsible and stay safe while using school systems and devices and will be protected from potential harm in their use
- that school systems, devices and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.

Acceptable Use Agreement

I understand that I must use school systems and devices in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the systems, devices and other users. This agreement will also apply to any personal devices that I bring into the school:

- I understand that my use of school systems and devices will be monitored.
- I will not use a personal device that I have brought into school for any activity that would be inappropriate in a school.
- I will not try to upload, download or access any materials which are illegal (child sexual abuse images, criminally racist material, terrorist and extremist material, adult pornography covered by the Obscene Publications Act) or inappropriate or may cause harm or distress to others. I will not try to use any programmes or software that might allow me to bypass the filtering/security systems in place to prevent access to such materials.
- I will immediately report any illegal, inappropriate or harmful material or incident, I become aware of, to the appropriate person.
- I will not access, copy, remove or otherwise alter any other user's files, without permission.
- I will ensure that if I take and/or publish images of others I will only do so with their permission. I will not use my personal equipment to record these images, without permission. If images are published it will not be possible to identify by name, or other personal information, those who are featured.
- I will not publish or share any information I have obtained whilst in the school on any personal website, social networking site or other means, unless I have permission from the school.
- I will not, without permission, make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not install or attempt to install programmes of any type on a school device, nor will I try to alter computer settings, unless I have permission to do so.
- I will not disable/cause any damage to school equipment, or the equipment belonging to others.
- I will immediately report equipment/software damage/faults, however this may have happened.
- I will ensure that I have permission to use the original work of others in my own work.



- I will not download or distribute copies of work protected by copyright (including music and videos).
- I understand that if I fail to comply with this acceptable use agreement, the school has the right to remove my access to school systems/devices

I have read and understand the above and agree to use the school digital technology systems (both in and out of the school) and my own devices (in the school and when carrying out communications related to the school) within these guidelines.

As the school is collecting personal data by issuing this form, it should inform community users about:

Who will have access to this form.	How this form will be destroyed.
Where this form will be stored.	How long this form will be stored for.

Name:

Signed:

Date:



A7 Online Safety Group Terms of Reference

1. Purpose

To provide a consultative group that has wide representation from the [school] community, with responsibility for issues regarding online safety and the monitoring of the Online Safety Policy, including the impact of initiatives.

2. Membership

- The Online Safety Group will seek to include representation from all stakeholders. The composition of the group should include
- SLT member/s
- Child Protection/Safeguarding officer
- Teaching staff member
- Support staff member
- Online safety lead (not ICT coordinator by default)
- Governor
- Parent/Carer
- ICT Technical Support staff (where possible)
- Community users (where appropriate)
- *Learner representation* – for advice and feedback. *Learner voice is essential in the make-up of the Online Safety Group, but learners would only be expected to take part in committee meetings where deemed relevant.*

- 2.1. Other people may be invited to attend the meetings at the request of the chairperson on behalf of the Online Safety Group to provide advice and assistance where necessary.
- 2.2. Group members must declare a conflict of interest if any incidents being discussed directly involve themselves or members of their families.
- 2.3. Group members must be aware that many issues discussed by this group could be of a sensitive or confidential nature.
- 2.4. When individual members feel uncomfortable about what is being discussed they should be allowed to leave the meeting with steps being made by the other members to allow for these sensitivities.

3. Chairperson

The Online Safety Group should select a suitable chairperson from within the group. Their responsibilities include:

- Scheduling meetings and notifying group members;
- Inviting other people to attend meetings when required by the group;
- Guiding the meeting according to the agenda and time available;
- Ensuring all discussion items end with a decision, action or definite outcome;
- Making sure that notes are taken at the meetings and that those with any action points are distributed as necessary



4. Duration of Meetings

Meetings shall be held regularly and A special or extraordinary meeting may be called when and if deemed necessary.

5. Functions

These are to assist the Online Safety Lead (or other relevant person) with the following To keep up to date with new developments in the area of online safety.

- To (at least) annually review and develop the Online Safety Policy in line with new technologies and incidents.
- To monitor the delivery and impact of the Online Safety Policy.
- To monitor the log of reported online safety incidents (anonymous) to inform future areas of teaching/learning/training.
- To co-ordinate consultation with the whole school community to ensure stakeholders are up to date with information, training and/or developments in the area of online safety. This could be carried out through [add/delete as relevant]:
 - staff meetings
 - learner forums (for advice and feedback)
 - governors meetings
 - surveys/questionnaires for learners, parents/carers and staff
 - parents evenings
 - website/VLE/newsletters
 - online safety events
 - Safer Internet Day (SID) which is held on the second Tuesday in February every year
 - other methods
- To ensure that monitoring is carried out of internet sites used across the school.
- To monitor filtering/change control logs (e.g. requests for blocking/unblocking sites).
- To monitor the safe use of data across the school.
- To monitor incidents involving online bullying for staff and pupils.

6. Amendments

The terms of reference shall be reviewed annually from the date of approval. They may be altered to meet the current needs of all group members, by agreement of the majority.

The above Terms of Reference for - _____ have been agreed

Signed by (SLT):



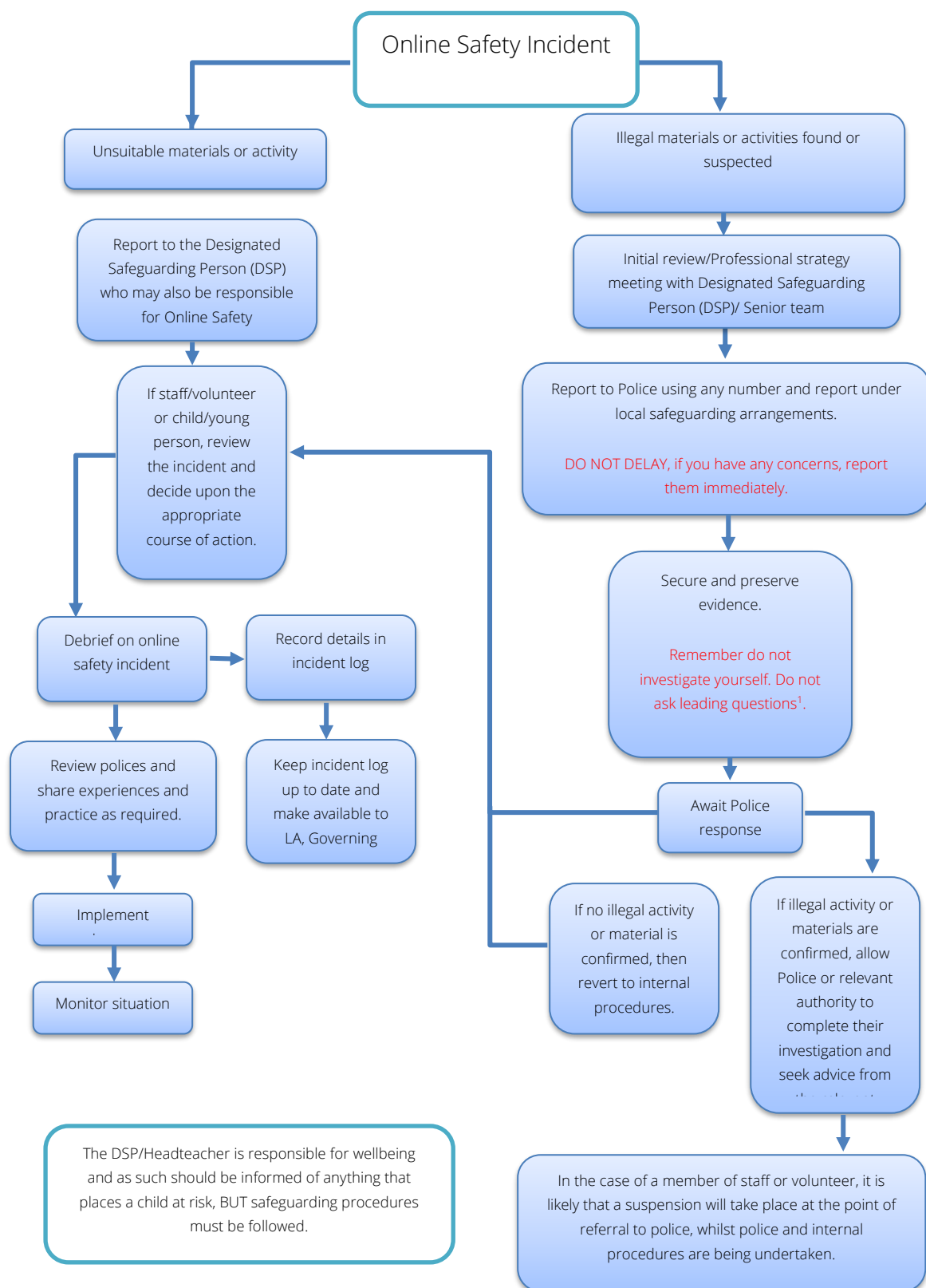
Date:

.....

Date for review:

.....

A8 Responding to incidents of misuse – flow chart





A9 Record of reviewing devices/internet sites

(responding to incidents of misuse)

School:

Date:

Reason for investigation:

.....

.....

Details of first reviewing person

Name:

Position:

Signature:

Details of second reviewing person

Name:

Position:

Signature:

Name and location of device used for review (for web sites)

.....

.....

Web site(s) address/device	Reason for concern

Conclusion and action proposed or taken



A10 Reporting Log

School:

Date	Time	Incident	Action Taken		Incident Reported By	Signature
			What?	By Whom?		



B1 Training Needs Audit Log

School:

Relevant training in the last 12 months	Identified Training Need	To be met by	Cost	Review Date



C1 Technical Security Policy (including filtering and passwords)

Introduction

Effective technical security depends not only on technical measures, but also on appropriate policies and procedures and on good user education and training. The school will be responsible for ensuring that the school infrastructure/network is as safe and secure as is reasonably possible and that:

- users can only access data to which they have right of access
- no user should be able to access another's files (other than that allowed for monitoring purposes within the school's policies).
- access to personal data is securely controlled in line with the school's personal data policy
- logs are maintained of access by users and of their actions while users of the system
- there is effective guidance and training for users
- there are regular reviews and audits of the safety and security of school computer systems
- there is oversight from senior leaders and these have impact on policy and practice.

Responsibilities

The management of technical security will be the responsibility of SRS.

Technical Security

Policy statements

The school will be responsible for ensuring that their infrastructure/network is as safe and secure as is reasonably possible and that policies and procedures approved within this policy are implemented. It will also need to ensure that the relevant people receive guidance and training and will be effective in carrying out their responsibilities:

- **school technical systems will be managed in ways that ensure that the school meets recommended technical requirements** (if not managed by the Local Authority, these may be outlined in Local Authority/other relevant body technical/Online Safety Policy and guidance)
- there will be regular reviews and audits of the safety and security of school technical systems
- servers, wireless systems and cabling must be securely located and physical access restricted



- appropriate security measures are in place to protect the servers, firewalls, switches, routers, wireless systems, work stations, mobile devices etc from accidental or malicious attempts which might threaten the security of the school systems and data
- responsibilities for the management of technical security are clearly assigned to appropriate and well trained staff, SRS.
- all users will have clearly defined access rights to school technical systems. *Details of the access rights available to groups of users will be recorded by the network manager/technical staff/other person and will be reviewed, at least annually, by the Online Safety Group.*
- users will be made responsible for the security of their username and password, must not allow other users to access the systems using their log on details and must immediately report any suspicion or evidence that there has been a breach of security.
- SRS is responsible for ensuring that software licence logs are accurate and up to date and that regular checks are made to reconcile the number of licences purchased against the number of software installations (Inadequate licencing could cause the school to breach the Copyright Act which could result in fines or unexpected licensing costs)
- *mobile device security and management procedures are in place .*
- *school/local authority/managed service provider/technical staff regularly monitor and record the activity of users on the school technical systems and users are made aware of this in the acceptable use agreement.*
- *remote management tools are used by staff to control workstations and view users activity*
- *an appropriate system is in place for users to report any actual/potential technical incident to the Online Safety Lead/network manager/technician (or other relevant person, as agreed)*
- an agreed policy is in place for the provision of temporary access of “guests”, (e.g. trainee teachers, supply teachers, visitors) onto the school system
- *an agreed policy is in place regarding the downloading of executable files and the installation of programmes on school devices by users*
- *an agreed policy is in place regarding the extent of personal use that users (staff/learners/community users) and their family members are allowed on school devices that may be used out of school*
- an agreed policy is in place regarding the use of removable media (e.g. memory sticks/CDs/DVDs) by users on school devices (see school personal data policy template in the appendix for further detail)
- the school infrastructure and individual workstations are protected by up to date software to protect against malicious threats from viruses, worms, trojans etc.



- personal data cannot be sent over the internet or taken off the school site unless safely encrypted or otherwise secured. (see school personal data policy template in the appendix for further detail)

Password Security

Policy Statements:

- These statements apply to all users.
- All school networks and systems will be protected by secure passwords.
- All users have clearly defined access rights to school technical systems and devices. Details of the access rights available to groups of users will be recorded by the Network Manager (or other person) and will be reviewed, at least annually, by the Online Safety Group (or other group).
- All users (adults and learners) have responsibility for the security of their username and password, must not allow other users to access the systems using their log on details and must immediately report any suspicion or evidence that there has been a breach of security.
- Passwords must not be shared with anyone.
- All users will be provided with a username and password by Online Safety Lead will keep an up to date record of users and their usernames.

Password requirements:

- Passwords should be long. Good practice highlights that passwords over 12 characters in length are considerably more difficult to compromise than shorter passwords. Passwords generated by using a combination of unconnected words that are over 16 characters long are extremely difficult to crack. Password length trumps any other special requirements such as uppercase/lowercase letters, number and special characters. Passwords should be easy to remember, but difficult to guess or crack.
- Passwords should be different for different accounts, to ensure that other systems are not put at risk if one is compromised and should be different for systems used inside and outside of the school
- Passwords must not include names or any other personal information about the user that might be known by others
- Passwords must be changed on first login to the system

Learner passwords:

- Records of learner usernames and passwords for foundation phase learners can be kept in an electronic or paper-based form, but they must be securely kept when not required by the user.



- Password requirements for learners at Progression step 3 should increase as learners progress through school.
- Users will be required to change their password if it is compromised.
- Learners will be taught the importance of password security, this should include how passwords are compromised, and why these password rules are important.

Schools may wish to add to this list for all or some learners any of the relevant policy statements from the staff section above.

Notes for technical staff/teams

- Each administrator should have an individual administrator account, as well as their own user account with access levels set at an appropriate level. Consideration should also be given to using two factor authentication for such accounts.
- An administrator account password for the school systems should also be kept in a secure place e.g. school safe. This account and password should only be used to recover or revoke access. Other administrator accounts should not have the ability to delete this account.
- Any digitally stored administrator passwords should be hashed using a suitable algorithm for storing passwords (e.g. Bcrypt or Scrypt). Message Digest algorithms such as MD5, SHA1, SHA256 etc. should not be used.
- Where user-controlled reset is not possible, passwords for new users, and replacement passwords for existing users will be allocated by Online Safety Lead.). Good practice is that the password generated by this change process should be system generated and only known to the user. This password should be temporary and the user should be forced to change their password on first login. The generated passwords should also be long and random.
- Where automatically generated passwords are not possible, then a good password generator should be used by Online Safety Lead to provide the user with their initial password. There should be a process for the secure transmission of this password to limit knowledge to the password creator and the user. The password should be temporary and the user should be forced to change their password on the first login.
- Requests for password changes should be authenticated by Online Safety Lead to ensure that the new password can only be passed to the genuine user (the school will need to decide how this can be managed – possibly by requests being authorised by a line manager for a request by a member of staff or by a member of staff for a request by a learner)
- **Suitable arrangements should be in place to provide visitors with appropriate access to systems which expire after use.** (For example, your technical team may provide pre-created user/password combinations that can be allocated to visitors, recorded in a log, and deleted from the system after use.)
- In good practice, the account is “locked out” following six successive incorrect log-on attempts.
- Passwords shall not be displayed on screen, and shall be securely hashed when stored (use of one-way encryption).



Training/Awareness:

Members of staff will be made aware of the school's password policy:

- at induction
- through the school's Online Safety Policy and password security policy
- through the acceptable use agreement

Learners will be made aware of the school's password policy:

- in lessons
- through the acceptable use agreement

Audit/Monitoring/Reporting/Review:

The responsible person, Online Safety Lead will ensure that full records are kept of:

- User Ids and requests for password changes
- *User logons*
- *Security incidents related to this policy*

Filtering

Introduction

The filtering of internet content provides an important means of preventing users from accessing material that is illegal or is inappropriate in an educational context. The filtering system cannot, however, provide a 100% guarantee that it will do so, because the content on the web changes dynamically and new technologies are constantly being developed. It is important, therefore, to understand that filtering is only one element in a larger strategy for online safety and acceptable use. It is important that the school has a filtering policy to manage the associated risks and to provide preventative measures which are relevant to the situation in this school.

Responsibilities

The responsibility for the management of the school's filtering policy will be held by SRS. They will manage the school filtering, in line with this policy and will keep records/logs of changes and of breaches of the filtering systems.

To ensure that there is a system of checks and balances and to protect those responsible, changes to the school filtering service must:

- be logged in change control logs
- be reported to a second responsible person Online Safety Lead:



All users have a responsibility to report immediately to (insert title) any infringements of the school's filtering policy of which they become aware or any sites that are accessed, which they believe should have been filtered.

Users must not attempt to use any programmes or software that might allow them to bypass the filtering/security systems in place to prevent access to such materials.

Policy Statements

Internet access is filtered for all users. Differentiated internet access is available for staff and customised filtering changes are managed by the school. Illegal content is filtered by the broadband or filtering provider by actively employing the Internet Watch Foundation CAIC list and other illegal content lists. Filter content lists are regularly updated and internet use is logged and frequently monitored. The monitoring process alerts the school to breaches of the filtering policy, which are then acted upon. There is a clear route for reporting and managing changes to the filtering system. Where personal mobile devices are allowed internet access through the school network, filtering will be applied that is consistent with school practice.

- *The school maintains and supports the managed filtering service provided by the Internet Service Provider, SRS*
- *The school has provided enhanced/differentiated user-level filtering through the use of the Smooth Wall filtering programme. (allowing different filtering levels for different ages/stages and different groups of users – staff/learners etc.)*
- *In the event of the technical staff needing to switch off the filtering for any reason, or for any user, this must be logged and carried out by a process that is agreed by the Headteacher (or other nominated senior leader).*
- *Mobile devices that access the school internet connection (whether school or personal devices) will be subject to the same filtering standards as other devices on the school systems*
- *Any filtering issues should be reported immediately to the filtering provider.*
- *Requests from staff for sites to be removed from the filtered list will be considered by the technical staff SRS.. If the request is agreed, this action will be recorded and logs of such actions shall be reviewed regularly by the Online Safety Group.*

Education/Training/Awareness

Learners will be made aware of the importance of filtering systems through the online safety education programme. They will also be warned of the consequences of attempting to subvert the filtering system.

Staff users will be made aware of the filtering systems through:

- the acceptable use agreement



- induction training
- staff meetings, briefings, Inset.

Parents will be informed of the school's filtering policy through the acceptable use agreement and through online safety awareness sessions/newsletter etc.

Changes to the Filtering System

In this section the school should provide a detailed explanation of:

Users who gain access to, or have knowledge of others being able to access, sites which they feel should be filtered (or unfiltered) should report this in the first instance to Online Safety Lead who will decide whether to make school level changes (as above).

Monitoring

No filtering system can guarantee 100% protection against access to unsuitable sites. The school will therefore monitor the activities of users on the school network/equipment as indicated in the school Online Safety Policy and the acceptable use agreement. *Monitoring will take place through SRS.*

Audit/Reporting

Logs of filtering change controls and of filtering incidents will be made available to: the second responsible person Online Safety Lead

- Online Safety Group
- Online Safety Governor/Governors committee/Management Committee **member for child protection**
- External Filtering provider/Local Authority/Police on request

The filtering policy will be reviewed in the response to the evidence provided by the audit logs of the suitability of the current provision.

Further Guidance

Schools may wish to seek further guidance. The following is recommended:

Welsh Government – [Keeping Learners Safe](#)

[Recommended filtering standards for schools in Wales](#)

[Hwb Support Centre](#)

Under the Prevent duty legislation, schools in England (and Wales) are required *“to ensure children are safe from terrorist and extremist material when accessing the internet in school, including by*



establishing appropriate levels of filtering" (for more information see [Hwb - Keeping Communities Safe: Understanding the Prevent Duty in Wales](#)).

UKSIC - "[Appropriate Filtering](#)"

SWGfL provides a site for schools to test their filtering to ensure that illegal materials cannot be accessed: [SWGfL Test Filtering](#)



C2 Personal Data Advice and Guidance

Data Protection Law – A Legislative Context

With effect from 25th May 2018, the data protection arrangements for the UK changed following the implementation of the European Union General Data Protection Regulation (GDPR). This represented a significant shift in legislation and in conjunction with the Data Protection Act (DPA) 2018 replaced the Data Protection Act 1998.

The EU GDPR has been incorporated into UK law as the UK GDPR. The 'UK GDPR' and the DPA 2018 means the UK will have the independence to keep the framework under review. Therefore, the key principles, rights and obligations remain the same. However, there are implications regarding the rules for transferring personal data between the UK and the EEA. In June 2021 the EU adopted an adequacy decision for unrestricted data flows between the UK and the EU until June 2025. Essentially, this means that all the regulations that were brought about in 2018 remain the correct framework to operate within and schools should continue to ensure that data transfers take place in a compliant and lawful manner.

In this document the term "Data Protection Law" refers to the legislation applicable to data protection and privacy as applicable in the UK.

Does the Data Protection Law apply to schools?

In short, yes. All schools process personal data and are considered a separate 'data controller' for the purposes of data protection.

Personal data is "any information relating to an identified or identifiable natural person ('data subject')". An identifiable natural person is one who can be identified, directly or indirectly, by reference to:

- an identifier such as a name, an identification number, location data, an online identifier or
- to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person".

Some types of personal data are known as 'special categories of personal data' and include the following:

"racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, and the processing of genetic data, biometric data for the purpose of uniquely identifying a natural person, data concerning health or data concerning a natural person's sex life or sexual orientation"



The school must identify both a lawful basis (Article 6 of the GDPR) and a separate condition for processing special category data (Article 9 of the GDPR). These should be decided prior to any processing taking place, and further guidance is available on the Information Commissioner's Office (ICO) website

The ICO's powers are wide ranging in the event of non-compliance and schools must be aware of the huge impact that a fine or investigation will have on finances and also in the wider community for example in terms of trust.

The Data Protection Law sets out that a data controller must ensure that personal data shall be:

- a) processed lawfully, fairly and in a transparent manner;
- b) collected for specified, explicit and legitimate purposes ("purpose limitation");
- c) adequate, relevant and limited to what is necessary ("data limitation");
- d) accurate and, where necessary, kept up to date;
- e) kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed ("storage limitation"); and
- f) processed in a manner that ensures appropriate security of the personal data

An overall principle of accountability requires the school to be responsible for and demonstrate compliance with data protection law.

Data protection law requires the school to always have a **lawful basis for processing** personal data. These can be summarised as:

- | | |
|-----------------------|---|
| (a) Consent: | the data subject has given clear consent for you to process their personal data for a specific purpose (see below for further guidance) |
| (b) Contract: | the processing is necessary for a contract you have with the individual, or because they have asked you to take specific steps before entering into a contract. |
| (c) Legal obligation: | the processing is necessary for you to comply with the law (not including contractual obligations). |
| (d) Vital interests: | the processing is necessary to protect someone's life. |



- (e) Public task: the processing is necessary for you to perform a task in the public interest or for your official functions, and the task or function has a clear basis in law.
- (f) Legitimate interests: the processing is necessary for your legitimate interests or the legitimate interests of a third party unless there is a good reason to protect the individual's personal data which overrides those legitimate interests. (This cannot apply if you are a public authority processing data to perform your official tasks).

No single basis is 'better' or more important than the others and which basis is most appropriate to use will depend on your purpose and relationship with the data subject.

Data Mapping to identify personal data, data subjects and processing activities

The school and its employees will collect and/ or process a wide range of information concerning numerous data subjects and some of this information will include personal data. Further, the school may need to share some personal data with third parties. To be able to demonstrate and plan compliance and it is important that the school has a **data map** of these activities. These inform privacy notices and help put security measures in place to keep personal data secure, including steps to avoid a **breach**, and ensure Data Processing Agreements (i.e. contracts) are in place with the suppliers or contractors.

The data map should identify what personal data is held in digital format or on paper records in a school, where the information is stored, why it is processed, and how long it is retained.

In a typical data map for a school, the data subjects and personal data will include, but is not limited to:

- Parents, legal guardians, governors: personal data of names, addresses, contact details
- Learners: curricular / academic data (e.g. class lists, learner progress records, reports, references, contact details, health and SEN reports)
- Staff and contractors: professional records (e.g. employment history, taxation and national insurance records, appraisal records and references, health records)

The ICO have advice and guidance on keeping a Record of Processing Activities.

The school will need to identify appropriate lawful process criteria for each type of personal data, and if this is not possible, such activities should be discontinued.



A school can use the public task lawful basis if processing takes place to perform an official task as set down in UK law (e.g. Education Act 1996):

“processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller”(Article 6(1)(e) of the GDPR)

If not, the school should consider each of the other lawful bases for processing in turn to assess how they fit with the processing and relationship with the data subject. As a public authority, please remember that legitimate interests cannot be used as a lawful basis when processing personal data to perform an official task or a public function.

The rules around consent should be considered carefully, as another lawful basis may be more appropriate. GDPR sets a high standard for consent and should put individuals in charge. Consent is now defined as:

“in relation to the processing of personal data relating to an individual, means a freely given, specific, informed and unambiguous indication of the individual's wishes by which the individual, by a statement or by a clear affirmative action, signifies agreement to the processing of the personal data”.

This means that consent must be freely given, specific, informed, and an unambiguous indication of wishes by a statement or affirmative action. As a result, consent forms should be clear and concise; include an opt-in, granular approach; as well as explain why information is collected and how it will be processed to inform individuals. Implied consent is no longer suitable.

The DPA2018 modifies the GDPR so that the minimum age for consent to be obtained from a child is lowered to 13 years old.

The Information Commissioner's Office (ICO) gives clear advice on when it's appropriate to use consent as a lawful base. It states:

“Consent is appropriate if you can offer people real choice and control over how you use their data and want to build their trust and engagement. But if you cannot offer a genuine choice, consent is not appropriate. If you would still process the personal data without consent, asking for consent is misleading and inherently unfair.”

The school should only use consent if none of the other lawful bases are appropriate. If you do so, you must be able to cope with people saying no (and/or changing their minds). Therefore, it's important that you only use consent for optional extras, rather than for core information the school



requires in order to carry out its function. The below are examples where consent may or may not be appropriate;

- consent should be obtained when publishing a child's photo in any way (i.e. a school website, newsletter, prospectus, or social media).
- the school is required to hold learner and parent/carer details in an MIS. Therefore, it would not be appropriate to rely on consent, as the individual(s) would then have the right to opt out of the processing. In this case, the school could apply the public task lawful basis.
- The school is required to share information for the purposes of child protection issues. As a result, it would not be appropriate to rely on consent, as the individual(s) would have the right to opt out of the processing. The school could also alert an individual about an allegation made against them. In this case, the school could apply the public task lawful basis.

Content of Privacy Notices

Privacy Notices are a key compliance requirement as they ensure that each data subject is aware of the following points when data is collected/ processed by a data controller:

- the identity and contact details of the data controller
- what categories of personal data are being processed
- the purposes and lawful basis for processing the personal data
- where and how the personal data was sourced
- to whom the personal data may be shared with
- whether any personal data is transferred to a country outside of the EEA
- how long the personal data will be stored and retained
- the contact details of the Data Protection Officer
- the existence of automated decision making, including profiling
- data subject's rights and how to exercise them
- details of how to make a complaint to the school or ICO

The right to be informed is closely linked to the fair processing and transparency requirements of data protection principles. In order to comply, the school must provide parents/carers and learners with the above information when collecting personal data from individuals and ensure a privacy notice is easily accessible throughout the processing. For example, privacy notices could be passed to parents/carers and learners in the school prospectus, newsletters, or a specific letter/communication. The school could publish privacy notices on the school website. Parents/carers and learners who are new to the school should be provided with the privacy notice



through an appropriate mechanism. Please be aware, however, that different forms of processing require a Privacy Notice, such as when processing visitor information or using personal data for employment purposes.

A school should ensure that privacy notices are available for learners as data subjects. Children and young people have the same rights as adults when it comes to their personal data. These include the rights described below and policies that explain this should be clear and age appropriate.

Data subject's right of access

Data subjects have a number of rights in connection with their personal data, which include:

- **Right to be informed** how personal data is collected, stored, managed, protected, and processed.
- **Right of access** to request a copy of personal information held of yourself. However, please be aware that information can sometimes be legitimately withheld.
- **Right to rectification** of inaccurate or incomplete personal data.
- **Right to erasure** where you have the right to have your personal data erased in certain circumstances. This does not include any personal data that must be retained by law.
- **Right to restriction**, which allows you to limit the way we use your personal data in some circumstances.
- **Right to portability** gives an individual the right to receive copies of data provided to a controller in a portable format.
- **Right to object** to the processing of one's personal data.
- **Rights in relation to automated decision making and profiling.**

Several of these are likely to impact schools, such as the right of access. Therefore, the school should put procedures in place to deal with Subject Access Requests and other individual rights requests (e.g. erasure and rectification).

Subject Access Requests are probably the most common individual right request made to any organisation. These are written or verbal requests to access all or a part of the personal data held by the Data Controller in connection with a living individual. Controllers have one calendar month to provide the information, unless the case is unusually complex and an extension can be obtained.

A schools must consider all information requested for disclosure. However, there are instances where personal data must not be disclosed to the applicant, even if requested:

- the personal data of any third parties (not relating to the data subject)



- if doing so would cause serious harm to the individual
- child abuse data
- adoption records
- Individual Development Plans for learners with Additional Learning Needs (ALN)

Your school must provide the information free of charge. However, there are occasional instances where a reasonable fee can be charged, for example if the request is clearly unfounded, or excessive.

Personal data breaches and how to manage them

Schools are “data rich” and hold a large volume of personal data on the learners in their care. This data can be in paper (i.e. manual records) and electronic format (e.g. shared drives, electronic databases, and Cloud solutions). Personal data is increasingly being held digitally with the introduction of electronic storage solutions (e.g. Google Drive) and the digital transfer or sharing of information. As a result, personal data is more accessible and the potential for data loss has increased significantly, especially where staff are working from remote locations (such as at home, other schools, or even public spaces).

Data protection law applies to all forms of personal data, regardless of whether it is held on paper or in electronic format. However, this document will place emphasis on data that is held or transferred digitally due to being part of an overall Online Safety Policy template.

A personal data breach is described as a *“breach of security leading to accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to, personal data transmitted, stored or otherwise processed”*. As a result, there is more to a personal data breach than simply losing personal data, and breaches can be the result of both accidental and deliberate causes. For example, a breach may arise from a theft, a deliberate attack on your systems, the unauthorised or malicious use of personal data by a member of staff or a pupil, accidental loss of equipment or paper records, or equipment failure.

An important part of managing a personal data breach is for the school to have a clear and well understood procedure for reporting breaches so they can implement actions and minimise any further risk. The school should have a policy for reporting, logging, managing and recovering from incidents, which establishes:

- a “responsible person” for reporting and investigating incidents
- how to manage personal data breaches, including an escalation procedure
- criteria for determining incident level and timescales, which should help to:



The school may find it useful to develop an incident report form template for staff to complete if a personal data breach is discovered. These forms support the school to record all the information required to analyse the incident and comply with the accessibility principle. An example form should include the following.

All 'high risk' breaches must be reported to the Information Commissioner's Office through the DPO based upon the school procedure for reporting incidents. Data protection laws require this notification to take place within 72 hours of becoming aware of the breach (where feasible).

Schools must consider whether an incident discovered poses a risk to the individuals (i.e. data subjects) involved, including the likelihood and severity of any risk to people's rights and freedoms. If the assessment suggested a high risk is unlikely, the incident does not need to be reported. However, there is a legal duty under data protection law to document the facts relating to a breach, its effects, and the remedial action taken by the organisation. The school should, therefore, maintain a log of all incidents.

Data Protection Impact Assessments (DPIAs)

Data Protection Impact Assessments (DPIAs) identify and assess privacy risks early on in a project that processes personal data to enable the school to mitigate them before the project launches.

DPIAs should be carried out by project leads under the support and guidance of the DPO. Schools should conduct a DPIA before processing activity starts and run alongside the planning and development process.

- **Step 1:** Identify the need for using personal data
- **Step 2:** Describe the information flows
- **Step 3:** Identify the privacy and related risks
- **Step 4:** Identify privacy solutions
- **Step 5:** Sign off and record the DPIA outcomes
- **Step 6:** Integrate the DPIA outcomes back into the project plan

Data protection law requires a DPIA to be completed where processing is likely to result in a high risk to the rights and freedoms of individuals and for the below types of processing:

1. Systematic and extensive profiling with significant effects
2. Large scale use of sensitive data (i.e. special category or criminal data)



3. Public monitoring (i.e. CCTV)

For more information about DPIAs, please see [this guidance on the ICO website](#).

A DPIA should contain the following:

- a description of the processing and the purpose
- an assessment of the necessity and proportionality of the processing in relation to the purpose
- an assessment of the risks to individuals
- the measures in place to address risk, including security and to demonstrate that you comply.

And could be laid out in this way:

Describe source of risk and potential impact on individuals	Likelihood of harm Remote, possible or probable	Severity of harm Minimal, significant, or severe	Overall risk Low medium high*	If medium or high, options to reduce or eliminate risk	Effect on risk Eliminated, reduced, or accepted	Residual risk Low medium high*	Measure approved yes/no

A DPIA is an ongoing process and should be re-visited at least annually to verify that nothing has changed since the processing activity started.

Secure storage of and access to data

The school should ensure that systems are set up so that the existence of protected files is hidden from unauthorised users and those processing personal data will be assigned appropriate access. For example, access to protected data will be controlled according to the role of the user. Members of staff will not, as a matter of course, be granted access to the whole management information system.

Good practice suggests that all users will use strong passwords made up from a combination of simpler words, numbers, and special characters. User passwords must never be shared.

Personal data may only be accessed on machines that are securely protected. Any device that can be used to access personal data must be locked if left (even for very short periods) and set to auto lock if not used for five minutes.



All storage media must be stored in an appropriately secure and safe environment that avoids physical risk, loss or electronic degradation.

Personal data should only be stored on school equipment. Private equipment (i.e. owned by the users) must not be used for the storage of school personal data.

When personal data is stored on any portable computer system, USB stick or any other removable media:

- The data must be encrypted and password protected
- The device must offer approved virus and malware checking software
- The data must be securely deleted from the device, in line with school policy once it has been transferred or its use is complete.

The school will need to set its own policy as to whether data storage on removal media is allowed, even if encrypted. Some organisations do not allow storage of personal data on removable devices.

The school should have a clear policy and procedures for the automatic backing up, accessing and restoring of all data held on school systems, including off-site backups.

Clear policies and procedures should be in place for the use of “Cloud Based Storage Systems” (e.g. Dropbox, Microsoft 365, Google Drive). Please be aware that data held in remote and cloud storage is still required to be protected in line with the Data Protection Act. The school must ensure that it is satisfied with controls put in place by remote/cloud-based data services providers to protect the data. **In Wales, all schools have access to Microsoft Office 365 and G-Suite for Education via Hwb.** For more information please visit [the Data Governance section of Hwb](#).

As a Data Controller, the school is responsible for the security of any data passed to a “third party”. Specific data processing clauses must be included in all contracts where personal data is likely to be passed to a third party. These require a Data Processor that is processing personal data on behalf of the school to:

- only act on the written instructions of the school
- ensure that staff processing the personal data are subject to a duty of confidence
- take appropriate measures to ensure the security of processing
- only engage sub-processors with the prior consent of the controller, and under a written contract



- assist the controller in providing subject access to information and allowing data subjects to exercise their rights under the GDPR
- assist the controller in meeting its data protection obligations in relation to the security of processing, including the notification of personal data breaches and carrying out DPIAs
- delete or return all personal data to the controller as requested at the end of the contract
- provide the controller with whatever information it needs to ensure that they are both meeting their data protection obligations
- tell the controller immediately if it is asked to do something infringing the GDPR, Data Protection Act 2018, or other data protection law of the EU/member state

Secure transfer of data and access out of school

The school recognises that personal data may be accessed by users out of school or transferred to the local authority or other agencies. In these circumstances:

- Users may not remove or copy sensitive/restricted/protected personal data from the school or authorised premises without permission. Media should be encrypted and password protected and transferred securely for storage in a secure location.
- Users must take particular care that computers or removable devices which contain personal data must not be accessed by other users (e.g. family members) when out of school.
- Secure remote access to a management information system or learning platform is preferable when personal data (particularly special categories of personal data) is required by an authorised user from outside the organisation's premises (e.g. by a member of staff to work from their home). If secure remote access is not possible, users must only remove or copy personal or sensitive data from the organisation or authorised premises if the storage media, portable or mobile device is encrypted and is transported securely for storage in a secure location.
- Users must protect all portable and mobile devices, including media, used to store and transmit personal information using approved encryption software.
- Particular care should be taken if data is transferred to another country (particularly outside Europe) and advice should be sought from the Data Protection Officer in this event.

Disposal of personal data

The school should implement a retention schedule that defines the length of time personal data is held before secure destruction. The Information and Records Management Society [Toolkit for schools](#) provides support for this process. The school must ensure the safe destruction of personal data when it is no longer required.



The disposal of personal data, in either paper or electronic form, must be conducted in a way that makes reconstruction highly unlikely. Electronic files must be securely disposed of, and other media must be shredded, incinerated or otherwise disintegrated.

A record of destruction log (i.e. Schedule for Disposal/Destruction) should be kept of all data that is disposed of. The log should include the document ID, classification, date of destruction, method and authorisation.

Demonstrating Compliance - Audit Logging / Reporting / Incident Handling

Organisations are required to keep records of processing activity. The data map referred to above will assist here. Records must include:

- the name and contact details of the data controller
- where applicable, the name and contact details of the joint controller and Data Protection Officer (DPO)
- the purpose of the processing
- to whom the data has been/will be disclosed
- description of data subject and personal data
- where relevant the countries it has been transferred to
- under which condition for processing the personal data has been collected
- under what lawful basis processing is being carried out
- where necessary, how it is retained and destroyed
- a general description of the technical and organisational security measures.

In order to maintain these records good auditing processes must be followed, both at the start of the exercise and on-going throughout the lifetime of the requirement. Therefore, audit logs will need to be kept to:

- provide evidence of the processing activity and the DPIA
- record where, why, how and to whom personal data has been shared
- log the disposal and destruction of the personal data
- enable the school to target training at the most at-risk data
- record any breaches that impact on the personal data



Data Protection Fee

Schools are required to pay the relevant annual fee to the Information Commissioner's Office (ICO) by law. This means the school is breaking the law if, as a data controller, it processes personal data and have either not paid a fee, or not paid the correct fee.

Responsibilities

Every maintained school is required to appoint an independent Data Protection Officer (DPO) as a core function of 'the business'

The Data Protection Officer (DPO) can be internally or externally appointed.

They must have:

- expert knowledge
- timely and proper involvement in all issues relating to data protection
- the necessary resources to fulfil the role
- access to the necessary personal data processing operations
- a direct reporting route to the highest management level.

The data controller must:

- not give the DPO instructions regarding the performance of tasks
- ensure that the DPO does not perform a duty or role that would lead to a conflict of interests
- not dismiss or penalise the DPO for performing the tasks required of them.

As a minimum a Data Protection Officer must:

- inform, as necessary, the controller, a processor or an employee of their obligations under the data protection laws
- provide advice on a DPIA
- co-operate with the Information Commissioner
- act as the contact point for the Information Commissioner
- monitor compliance with policies of the controller in relation to the protection of personal data
- monitor compliance by the controller with data protection law.



The school may also wish to appoint a Data Manager or Information Governance Lead. Schools are encouraged to separate this role from that of Data Protection Officer, where possible. This person will keep up to date with current legislation and guidance and will:

- determine and take responsibility for the school's information risk policy and risk assessment
- oversee the System Controllers.

The school may also wish to appoint staff members to be responsible for the various types of data being held (e.g. learner information / staff information / assessment data etc.). These staff members will manage and address risks to the information and will understand:

- what information is held, for how long and for what purpose
- how information has been amended or added to over time, and
- who has access to the data and why.

Everyone in the school has the responsibility of handling protected or sensitive data (including learner data) in a safe and secure manner.

Governors are required to comply fully with this policy where they have access to personal data as part of their role as a Governor (either in the school or elsewhere if on school business).

Training & awareness

All staff must receive data handling awareness / data protection training and will be made aware of their responsibilities. This should be undertaken regularly. You can do this through:

- Induction training for new staff
- Annual data protection training for all staff
- Staff meetings / briefings / INSET
- Day to day support and guidance

Freedom of Information Act

All schools must have a Freedom of Information Policy which sets out how it will deal with FOI requests. FOI aims to increase "openness by design" in public sector organisations as part of a healthy democratic process. FOI requests are submitted by an individual and the school are required to consider whether the requested information should be released into the public domain. Any



requests for personal data should be dealt with under data protection law. The FOI Section 40(1) and (2) exemption covers personal data.

Good advice would encourage the school to:

- delegate to the Headteacher day-to-day responsibility for FOI policy and the provision of advice, guidance, publicity and interpretation of the school's policy
- consider designating an individual with responsibility for FOI, to provide a single point of reference, and coordinate FOI (including related policies and procedures). The school should consider what information and training staff may need.
- consider arrangements for overseeing access to information and delegation to the appropriate governing body
- proactively publish information with details of how it can be accessed through a Publication Scheme (see Model Publication Scheme below) and review this annually
- ensure that a well-managed records management and information system exists in order to comply with requests
- ensure a record of refusals and reasons for refusals is kept, allowing the school to review its access policy on an annual basis

Model Publication Scheme

The Information Commissioner's Office provides schools and organisations with a [model publication scheme](#) which they should complete. The school's publication scheme should be reviewed annually.

The ICO produce [guidance on the model publication scheme](#) for schools. This is designed to support schools in completing the [Guide to Information for Schools](#).

Parental permission for use of cloud hosted services

Schools that use cloud hosting services are advised to identify the relevant lawful basis to set up an account for learners.

Use of Biometric Information

Biometric information is special category data. The Protection of Freedoms Act 2012, included measures that affect schools that use biometric recognition systems, such as fingerprint identification and facial scanning:

- For all pupils in schools under 18, they must obtain the written consent of a parent before they take and process their child's biometric data.



- They must treat the data with appropriate care and must comply with data protection principles as set out in the data protection law.
- They must provide alternative means for accessing services where a parent or pupil has refused consent.

Advice to schools makes it clear that they are not able to use pupils' biometric data without parental consent. Schools may wish to incorporate the parental permission procedures into revised consent processes. (see Appendix Parent/carer Acceptable Use Agreement)

Privacy and Electronic Communications

Schools should be aware that they are subject to the Privacy and Electronic Communications Regulations in the operation of their websites.



C3 Mobile Technologies Policy (inc. BYOD/BYOT)

Mobile technology devices may be a school owned/provided or privately owned smartphone, tablet, notebook/laptop or other technology that usually has the capability of utilising the school wireless network. The device then has access to the wider internet which may include the school learning platform and other cloud based services such as e-mail and data storage.

The absolute key to considering the use of mobile technologies is that the learners, staff and wider school community understand that the primary purpose of having their personal device at school is educational and that this is irrespective of whether the device is school owned/provided or personally owned. The mobile technologies policy should sit alongside a range of policies including but not limited to the safeguarding policy, anti-bullying policy, acceptable use policy, policies around theft or malicious damage and the behaviour policy. Teaching about the safe and appropriate use of mobile technologies should be included in the online safety education programme.

Potential Benefits of Mobile Technologies

Research has highlighted the widespread uptake of mobile technologies amongst adults and children of all ages. Web-based tools and resources have changed the landscape of learning. Students now have at their fingertips unlimited access to digital content, resources, experts, databases and communities of interest. By effectively maximizing the use of such resources, schools not only have the opportunity to deepen student learning, but they can also develop digital resilience, fluency and citizenship in learners that will prepare them for the high tech world in which they will live, learn and work.

Considerations

There are a number of issues and risks to consider when implementing mobile technologies, these include; security risks in allowing connections to your school network, filtering of personal devices, breakages and insurance, access to devices for all learners, avoiding potential classroom distraction, network connection speeds, types of devices, charging facilities, total cost of ownership

Schools may consider implementing the use of mobile technologies as a means of reducing expenditure on school provided devices. However, it is important to remember that the increased network management costs and overheads involved in implementing this properly are likely to counterbalance or outweigh any savings.

The use of mobile technologies brings both real benefits and challenges for the whole school community – including teachers - and the only effective way for a school to implement these



successfully is to involve the whole school community from the outset. Before the school embarks on this path, the risks and benefits must be clearly identified and shared with all stakeholders.

A range of mobile technology implementations is possible. The school should consider the following statements and remove those that do not apply to their planned implementation approach.

- The school acceptable use agreements for staff, learners and parents/carers will give consideration to the use of mobile technologies
- The school allows: (the school should complete the table below to indicate which devices are allowed and define their access to school systems)

School/devices

Personal devices

	School owned and allocated to a single user	School owned for use by multiple users	Authorised device ⁶	Learner owned	Staff owned	Visitor owned
Allowed in the school	Yes	Yes	Yes	Yes/No ⁷	Yes/No ⁷	Yes/No ⁷
Full network access	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>			
Internet only						
No network access						

⁶ Authorised device – purchased by the learner/family through a school-organised scheme. This device may be given full access to the network as if it were owned by the school

⁷ The school should add below any specific requirements about the use of personal devices in the school e.g. storing in a secure location, use during the day, liability, taking images etc



- The school has provided technical solutions for the safe use of mobile technology for school devices/personal devices (delete/amend as appropriate):
- All school devices are controlled through the use of Mobile Device Management software
- Appropriate access control is applied to all mobile devices according to the requirements of the user (e.g Internet only access, network access allowed, shared folder network access)
- The school has addressed broadband performance and capacity to ensure that core educational and administrative activities are not negatively affected by the increase in the number of connected devices
- For all mobile technologies, filtering will be applied to the internet connection and attempts to bypass this are not permitted
- Appropriate exit processes are implemented for devices no longer used at a school location or by an authorised user.
- *All school devices are subject to routine monitoring*
- *Pro-active monitoring has been implemented to monitor activity*
- *When personal devices are permitted:*
- *All personal devices are restricted through the implementation of technical solutions that provide appropriate levels of network access*
- *Personal devices are brought into the school entirely at the risk of the owner and the decision to bring the device in to the school lies with the user (and their parents/carers) as does the liability for any loss or damage resulting from the use of the device in school*
- *The school accepts no responsibility or liability in respect of lost, stolen or damaged devices while at school or on activities organised or undertaken by the school (the school recommends insurance is purchased to cover that device whilst out of the home)*
- *The school accepts no responsibility for any malfunction of a device due to changes made to the device while on the school network or whilst resolving any connectivity issues*
- *The school recommends that the devices are made easily identifiable and have a protective case to help secure them as the devices are moved around the school. Pass-codes or PINs should be set on personal devices to aid security*
- *The school is not responsible for the day to day maintenance or upkeep of the users personal device such as the charging of any device, the installation of software updates or the resolution of hardware issues*
- Users are expected to act responsibly, safely and respectfully in line with current acceptable use agreements, in addition;
- Visitors should be provided with information about how and when they are permitted to use mobile technology in line with local safeguarding arrangements



- Users are responsible for keeping their device up to date through software, security and app updates. The device is virus protected and should not be capable of passing on infections to the network
- Users are responsible for charging their own devices and for protecting and looking after their devices while in the school
- Personal devices should be charged before being brought to the school as the charging of personal devices is not permitted during the school day
- Devices must be in silent mode on the school site and on school buses
- School devices are provided to support learning. It is expected that learners will bring devices to the school as required.
- The changing of settings (exceptions include personal settings such as font size, brightness, etc...) that would stop the device working as it was originally set up and intended to work is not permitted
- The software/apps originally installed by the school must remain on the school owned device in usable condition and be easily accessible at all times. From time to time the school may add software applications for use in a particular lesson. Periodic checks of devices will be made to ensure that users have not removed required apps
- The school will ensure that devices contain the necessary apps for school work. Apps added by the school will remain the property of the school and will not be accessible to learners on authorised devices once they leave the school roll. Any apps bought by the user on their own account will remain theirs.
- Users should be mindful of the age limits for app purchases and use and should ensure they read the terms and conditions before use.
- Users must only photograph people with their permission. Users must only take pictures or videos that are required for a task or activity. All unnecessary images or videos will be deleted immediately
- *Devices may be used in lessons in accordance with teacher direction*
- *Staff owned devices should not be used for personal purposes during teaching sessions, unless in exceptional circumstances*
- *Printing from personal devices will not be possible*

C4 Social Media Policy

Social media (e.g. Facebook, Twitter, LinkedIn, Instagram) is a broad term for any kind of online platform which enables people to directly interact with each other. However, some games, for



example Minecraft or World of Warcraft and video sharing platforms such as YouTube have social media elements to them.

The school recognises the numerous benefits and opportunities which a social media presence offers. Staff, parents/carers and learners are actively encouraged to find creative ways to use social media. However, there are some risks associated with social media use, especially around the issues of safeguarding, bullying and personal reputation. This policy aims to encourage the safe use of social media by the school, its staff, parents, carers and children.

Scope

This policy is subject to the school codes of conduct and acceptable use agreements.

This policy:

- applies to all staff and to all online communications which directly or indirectly, represent the school
- applies to such online communications posted at any time and from anywhere
- encourages the safe and responsible use of social media through training and education
- *defines the monitoring of public social media activity pertaining to the school.*

The school respects privacy and understands that staff and learners may use social media forums in their private lives. However, personal communications likely to have a negative impact on professional standards and/or the school reputation are within the scope of this policy.

Professional communications are those made through official channels, posted on a school account or using the school name. All professional communications are within the scope of this policy.

Personal communications are those made via personal social media accounts. In all cases, where a personal account is used which associates itself with, or impacts on, the school, it must be made clear that the member of staff is not communicating on behalf of the school with an appropriate disclaimer. Such personal communications are within the scope of this policy.

Personal communications which do not refer to or impact upon the school are outside the scope of this policy.

Digital communications with learners are also considered. *Staff may use social media to communicate with learners via a school social media account for teaching and learning purposes but must consider whether this is appropriate and consider the potential implications.*



Organisational control

Roles & Responsibilities

- **SLT**
 - Facilitating training and guidance on Social Media use.
 - Developing and implementing the Social Media policy.
 - Taking a lead role in investigating any reported incidents.
 - Making an initial assessment when an incident is reported and involving appropriate staff and external agencies as required.
 - Receive completed applications for social media accounts.
 - Approve account creation.
- **Administrator/moderator**
 - Create the account following SLT approval.
 - Store account details, including passwords securely.
 - Be involved in monitoring and contributing to the account.
 - Control the process for managing an account after the lead staff member has left the organisation (closing or transferring).
- **Staff**
 - Know the contents of and ensure that any use of social media is carried out in line with this and other relevant policies.
 - Attending appropriate training.
 - Regularly monitoring, updating and managing content they have posted via school accounts
 - Adding an appropriate disclaimer to personal accounts when naming the school

Process for creating new accounts

The school community is encouraged to consider if a social media account will help them in their work, e.g. a history department Twitter account, or a "Friends of the school" Facebook page. Anyone wishing to create such an account must present a business case to the Leadership Team which covers the following points:-

- the aim of the account
- the intended audience



- how the account will be promoted
- who will run the account (at least two staff members should be named)
- will the account be open or private/closed

Following consideration by the SLT an application will be approved or rejected. In all cases, the SLT must be satisfied that anyone running a social media account on behalf of the school has read and understood this policy and received appropriate training. This also applies to anyone who is not directly employed by the school, including volunteers or parents/carers.

Monitoring

School accounts must be monitored regularly and frequently (preferably 7 days a week, including during holidays). Any comments, queries or complaints made through those accounts must be responded to within 24 hours (or on the next working day if received at a weekend) even if the response is only to acknowledge receipt. Regular monitoring and intervention is essential in case a situation arises where bullying or any other inappropriate behaviour arises on a school social media account.

Behaviour

- The school requires that all users using social media adhere to the standard of behaviour as set out in this policy and other relevant policies.
- Digital communications by staff must be professional and respectful at all times and in accordance with this policy. Staff will not use social media to infringe on the rights and privacy of others or make ill-considered comments or judgments about staff. School social media accounts must not be used for personal gain. Staff must ensure that confidentiality is maintained on social media even after they leave the employment of the school.
- Users must declare who they are in social media posts or accounts. Anonymous posts are discouraged in relation to school activity.
- If a journalist makes contact about posts made using social media staff must follow the school media policy before responding.
- Unacceptable conduct, (e.g. defamatory, discriminatory, offensive, harassing content or a breach of data protection, confidentiality, copyright) will be considered extremely serious by the school and will be reported as soon as possible to a relevant senior member of staff, and escalated where appropriate.
- The use of social media by staff while at work may be monitored, in line with school policies. *The school permits reasonable and appropriate access to private social media sites. However, where excessive use is suspected, and considered to be interfering with relevant duties, disciplinary action may be taken*



- The school will take appropriate action in the event of breaches of the social media policy. Where conduct is found to be unacceptable, the school will deal with the matter internally. Where conduct is considered illegal, the school will report the matter to the police and other relevant external agencies, and may take action according to the disciplinary policy.

Legal considerations

- Users of social media should consider the copyright of the content they are sharing and, where necessary, should seek permission from the copyright holder before sharing.
- Users must ensure that their use of social media does not infringe upon relevant data protection laws, or breach confidentiality.

Handling abuse

- When acting on behalf of the school, handle offensive comments swiftly and with sensitivity.
- If a conversation turns and becomes offensive or unacceptable, school users should block, report or delete other users or their comments/posts and should inform the audience exactly why the action was taken
- If you feel that you or someone else is subject to abuse by colleagues through use of a social networking site, then this action must be reported using the agreed school protocols.

Tone

The tone of content published on social media should be appropriate to the audience, whilst retaining appropriate levels of professional standards. Key words to consider when composing messages are:

- engaging
- conversational
- informative
- friendly (on certain platforms, e.g. Facebook)

Use of images

School use of images can be assumed to be acceptable, providing the following guidelines are strictly adhered to.

- **Permission to use any photos or video recordings should be sought in line with the school's digital and video images policy.** If anyone, for any reason, asks not to be filmed or photographed then their wishes should be respected.
- **Under no circumstances should staff share or upload learner pictures online other than via school owned social media accounts.**



- Staff should exercise their professional judgement about whether an image is appropriate to share on school social media accounts. Learners should be appropriately dressed, not be subject to ridicule and must not be on any school list of children whose images must not be published.
- If a member of staff inadvertently takes a compromising picture which could be misconstrued or misused, they must delete it immediately.

Personal use

- **Staff**
 - Personal communications are those made via personal social media accounts. In all cases, where a personal account is used which associates itself with the school or impacts on the school, it must be made clear that the member of staff is not communicating on behalf of the school with an appropriate disclaimer. Such personal communications are within the scope of this policy.
 - Personal communications which do not refer to or impact upon the school are outside the scope of this policy.
 - Where excessive personal use of social media in school is suspected, and considered to be interfering with relevant duties, disciplinary action may be taken
 - The school permits reasonable and appropriate access to private social media sites.
- **Pupil/Students**
 - **Staff are not permitted to follow or engage with current or prior pupils/students of the school on any personal social media network account.**
 - The school's education programme should enable the learners to be safe and responsible users of social media.
 - Learners are encouraged to comment or post appropriately about the school. Any offensive or inappropriate comments will be resolved by the use of the school's behaviour policy
- **Parents/Carers**
 - **If parents/carers have access to a school learning platform where posting or commenting is enabled, parents/carers will be informed about acceptable use.**
 - The school has an active parent/carers education programme which supports the safe and positive use of social media. This includes information on the website.
 - Parents/carers are encouraged to comment or post appropriately about the school. In the event of any offensive or inappropriate comments being made, the school will



ask the parent/carer to remove the post and invite them to discuss the issues in person. If necessary, refer parents to the school's complaints procedures.

Monitoring posts about the school

- As part of active social media engagement, it is considered good practice to pro-actively monitor the internet for public postings about the school.
- The school should effectively respond to social media comments made by others according to a defined policy or process.

Appendix

Managing your personal use of Social Media:

- "Nothing" on social media is truly private.
- Social media can blur the lines between your professional and private life. Don't use the school logo and/or branding on personal accounts.
- Check your settings regularly and test your privacy.
- Keep an eye on your digital footprint.
- Keep your personal information private.
- Regularly review your connections/'friends' – keep them to those you want to be connected to.
- When posting online consider; scale, audience and permanency of what you post.
- If you want to criticise, do it politely.
- Take control of your images – do you want to be tagged in an image? What would children or parents say about you if they could see your images?
- Know how to report a problem.

Managing school social media accounts

The Do's

- Check with a senior leader before publishing content that may have controversial implications for the school.
- Use a disclaimer when expressing personal views.
- Make it clear who is posting content.
- Use an appropriate and professional tone.
- Be respectful to all parties.
- Ensure you have permission to 'share' other peoples' materials and acknowledge the author.
- Express opinions but do so in a balanced and measured manner.
- Think before responding to comments and, when in doubt, get a second opinion.



- Seek advice and report any mistakes using the school's reporting process.
- Consider turning off tagging people in images where possible.

The Don'ts

- Don't make comments, post content or link to materials that will bring the school into disrepute.
- Don't publish confidential or commercially sensitive material.
- Don't breach copyright, data protection or other relevant legislation.
- Consider the appropriateness of content for any audience of school accounts, and don't link to, embed or add potentially inappropriate content.
- Don't post derogatory, defamatory, offensive, harassing or discriminatory content.
- Don't use social media to air internal grievances.



Legislation

Schools should be aware of the legislative framework under which this Online Safety Policy template and guidance has been produced. It is important to note that in general terms an action that is illegal if committed offline is also illegal if committed online.

It is recommended that legal advice is sought in the event of an online safety issue or situation.

Computer Misuse Act 1990

This Act makes it an offence to:

- erase or amend data or programs without authority;
- obtain unauthorised access to a computer;
- “eavesdrop” on a computer;
- make unauthorised use of computer time or facilities;
- maliciously corrupt or erase data or programs;
- deny access to authorised users.

Schools may wish to view the National Crime Agency (NCA) website which includes information about [“Cyber Choices: Helping you choose the right and legal path”](#). The [TARIAN Regional Cyber Crime Unit \(RCCU\)](#) now has dedicated ‘Cyber Prevent’ officers whose role is to prevent young people from committing cybercrime and/or re-offending. [Supportive resources are available on Hwb](#) and there is a useful [summary of the Computer Misuse Act on the NCA site](#).

Data Protection Act 1998

This protects the rights and privacy of individual’s data. To comply with the law, information about individuals must be collected and used fairly, stored safely and securely and not disclosed to any third party unlawfully. The Act states that person data must be:

- fairly and lawfully processed
- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- not kept longer than necessary
- processed in accordance with the data subject’s rights
- secure
- not transferred to other countries without adequate protection.



The Data Protection Act 2018:

Updates the 1998 Act, incorporates the General Data Protection Regulations (GDPR) and aims to:

- facilitate the secure transfer of information within the European Union
- prevent people or organisations from holding and using inaccurate information on individuals. This applies to information regarding both private lives or business
- give the public confidence about how businesses can use their personal information
- provide data subjects with the legal right to check the information businesses hold about them. They can also request for the data controller to destroy it
- give data subjects greater control over how data controllers handle their data
- place emphasis on accountability. This requires businesses to have processes in place that demonstrate how they're securely handling data
- require firms to keep people's personal data safe and secure. Data controllers must ensure that it is not misused
- require the data user or holder to register with the Information Commissioner's Office (ICO).

All data subjects have the right to:

- receive clear information about what you will use their data for
- access their own personal information
- request for their data to be revised if out of date or erased. These are known as the right to rectification and the right to erasure
- request information about the reasoning behind any automated decisions, such as if computer software denies them access to a loan
- prevent or query about the automated processing of their personal data.

Freedom of Information Act 2000

The Freedom of Information Act gives individuals the right to request information held by public authorities. All public authorities and companies wholly owned by public authorities have obligations under the Freedom of Information Act. When responding to requests, they have to follow a number of set procedures.

Communications Act 2003

Sending by means of the internet a message or other matter that is grossly offensive or of an indecent, obscene or menacing character; or sending a false message by means of or persistently making use of the internet for the purpose of causing annoyance, inconvenience or needless anxiety is guilty of an offence liable, on conviction, to imprisonment. This wording is important because an offence is complete as soon as the message has been sent: there is no need to prove any intent or purpose.



Malicious Communications Act 1988

It is an offence to send an indecent, offensive, or threatening letter, electronic communication or other article to another person.

Regulation of Investigatory Powers Act 2000

It is an offence for any person to intentionally and without lawful authority intercept any communication. Monitoring or keeping a record of any form of electronic communications is permitted, in order to:

- establish the facts
- ascertain compliance with regulatory or self-regulatory practices or procedures
- demonstrate standards, which are or ought to be achieved by persons using the system
- investigate or detect unauthorised use of the communications system
- prevent or detect crime or in the interests of national security
- ensure the effective operation of the system
- monitoring but not recording is also permissible in order to:
 - ascertain whether the communication is business or personal
 - protect or support help line staff
- the school reserves the right to monitor its systems and communications in line with its rights under this act.

Trade Marks Act 1994

This provides protection for Registered Trade Marks, which can be any symbol (words, shapes or images) that are associated with a particular set of goods or services. Registered Trade Marks must not be used without permission. This can also arise from using a Mark that is confusingly similar to an existing Mark.

Copyright, Designs and Patents Act 1988

It is an offence to copy all, or a substantial part of a copyright work. There are, however, certain limited user permissions, such as fair dealing, which means under certain circumstances permission is not needed to copy small amounts for non-commercial research or private study. The Act also provides for Moral Rights, whereby authors can sue if their name is not included in a work they wrote, or if the work has been amended in such a way as to impugn their reputation. Copyright covers materials in print and electronic form, and includes words, images, and sounds, moving images, TV broadcasts and other media (e.g. YouTube).

Telecommunications Act 1984

It is an offence to send a message or other matter that is grossly offensive or of an indecent, obscene or menacing character. It is also an offence to send a message that is intended to cause annoyance, inconvenience or needless anxiety to another that the sender knows to be false.



Criminal Justice & Public Order Act 1994

This defines a criminal offence of intentional harassment, which covers all forms of harassment, including sexual. A person is guilty of an offence if, with intent to cause a person harassment, alarm or distress, they:

- use threatening, abusive or insulting words or behaviour, or disorderly behaviour; or
- display any writing, sign or other visible representation, which is threatening, abusive or insulting, thereby causing that or another person harassment, alarm or distress.

Racial and Religious Hatred Act 2006

This Act makes it a criminal offence to threaten people because of their faith, or to stir up religious hatred by displaying, publishing or distributing written material which is threatening. Other laws already protect people from threats based on their race, nationality or ethnic background.

Protection from Harassment Act 1997

A person must not pursue a course of conduct, which amounts to harassment of another, and which he knows or ought to know amounts to harassment of the other. A person whose course of conduct causes another to fear, on at least two occasions, that violence will be used against him is guilty of an offence if he knows or ought to know that his course of conduct will cause the other so to fear on each of those occasions.

Protection of Children Act 1978

It is an offence to take, permit to be taken, make, possess, show, distribute or advertise indecent images of children in the United Kingdom. A child for these purposes is anyone under the age of 18. Viewing an indecent image of a child on your computer means that you have made a digital image. An image of a child also covers pseudo-photographs (digitally collated or otherwise). A person convicted of such an offence may face up to 10 years in prison

Sexual Offences Act 2003

A grooming offence is committed if you are over 18 and have communicated with a child under 16 at least twice (including by phone or using the internet) it is an offence to meet them or travel to meet them anywhere in the world with the intention of committing a sexual offence. Causing a child under 16 to watch a sexual act is illegal, including looking at images such as videos, photos or webcams, for your own gratification. It is also an offence for a person in a position of trust to engage in sexual activity with any person under 18, with whom they are in a position of trust. (Typically, teachers, social workers, health professionals, connexions staff fall in this category of trust). Any sexual intercourse with a child under the age of 13 commits the offence of rape.



Public Order Act 1986

This Act makes it a criminal offence to stir up racial hatred by displaying, publishing or distributing written material which is threatening. Like the Racial and Religious Hatred Act 2006 it also makes the possession of inflammatory material with a view of releasing it a criminal offence. Children, Families and Education Directorate page 38 April 2007.

Obscene Publications Act 1959 and 1964

Publishing an “obscene” article is a criminal offence. Publishing includes electronic transmission.

Human Rights Act 1998

This does not deal with any particular issue specifically or any discrete subject area within the law. It is a type of “higher law”, affecting all other laws. In the school context, human rights to be aware of include:

- the right to a fair trial
- the right to respect for private and family life, home and correspondence
- freedom of thought, conscience and religion
- freedom of expression
- freedom of assembly
- prohibition of discrimination
- the right to education.

These rights are not absolute. The school is obliged to respect these rights and freedoms, balancing them against those rights, duties and obligations, which arise from other relevant legislation.

The Protection of Freedoms Act 2012

Requires schools to seek permission from a parent/carers to use Biometric systems

Serious Crime Act 2015

This Act introduced a new offence of sexual communication with a child. Also created new offences and orders around gang crime (including CSE).

Criminal Justice and Courts Act 2015

Revenge porn – as it is now commonly known – involves the distribution of private and personal explicit images or video footage of an adult individual without their consent, with the intention of causing them embarrassment and distress. Often revenge porn is used maliciously to shame ex-partners. Revenge porn was made a specific offence in the Criminal Justice and Courts Act 2015. The Act specifies that if you are accused of revenge porn and found guilty of the criminal offence, you could be prosecuted and face a sentence of up to two years in prison. For further guidance or support please contact the [Revenge Porn Helpline](#)





Links to other organisations or documents

The following links may help those who are developing or reviewing a school Online Safety Policy and creating their online safety provision:

Welsh Government

[Safeguarding children](#) (including Keeping Learners Safe and Respect and resilience: developing community cohesion)

[School bullying advice](#)

Hwb

[Hwb homepage](#)

[Keeping safe online](#)

[Hwb Support Centre](#)

[Hwb Trust Centre](#)

[Education Digital Standards](#)

[Enhancing digital resilience in education: An action plan to protect children and young people online - 2020](#)

[Online safety: Five key questions for governing bodies to help challenge their schools and colleges to effectively safeguard their learners](#)

[Digital Competence Framework](#)

[Health and Well-being AOLE](#)

[Keeping Learners Safe Modules 4 and 5 Online Safety for Practitioners and Governors](#)

[Live-streaming and video-conferencing: safeguarding principles and practice](#)

[Safer Internet Day resources](#)

[Hwb resources for governors](#)

[Advice for schools on preparing for and responding to viral online harmful challenges and hoaxes](#)

UK Safer Internet Centre

[UK Safer Internet Centre](#)

[South West Grid for Learning](#)

[Childnet](#)

[Professionals Online Safety Helpline](#)

[Internet Watch Foundation](#)

[Report Harmful Content](#)

[UK Safer Internet Centre – Research Summaries](#)



Others

[CEOP](#)

[CEOP Education](#)

[INSAFE/Better Internet for Kids](#)

[UK Council for Internet Safety \(UKCIS\)](#)

Tools for Schools

[SWGfL Test filtering](#)

[UKCIS Digital Resilience Framework](#)

[SWGfL Swiggle Child Friendly Searching](#)

Bullying/Online-bullying/Sexting/Sexual Harassment

[Childnet – Project deSHAME – Online Sexual Harassment](#)

[Hwb A teacher's guide to recognising and challenging online bullying](#)

[Estyn - We don't tell our teachers - Experiences of peer-on-peer sexual harassment among secondary school pupils in Wales](#)

Data Protection

[ICO Support for organisations](#)

[IRMS - Records Management Toolkit for Schools](#)

[ICO Guidance on taking photos in schools](#)

[ICO – Education Data](#)

[NCSC – Education and Skills - Schools](#)

Infrastructure/Technical Support

[UKSIC Appropriate Filtering and Monitoring](#)

[Hwb Recommended filtering standards for schools in Wales](#)

[NCA Guide to the Computer Misuse Act](#)

[NEN Advice and Guidance Notes](#)

Working with parents and carers

[Childnet Webpages for Parents & Carers](#)

[Get Safe Online resources for parents](#)

[Internet Matters](#)

[Hwb App guides for families](#)

Prevent

[Prevent Duty Guidance](#)

[NCA CyberChoices](#)



TARIAN Regional Cyber Crime Unit (RCCU)

Hwb TrustMe

Hwb A teacher's guide understanding the role of the internet in extremism and radicalisation

Research

Ofcom –Media Literacy Research

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