Cape Cabin – E safety Policy

The Cabin:

- Is vigilant in its supervision of pupils' use at all times, if a staff member gets called away they ask another to supervise , if this is not possible then the laptop is closed and removed.

- Requires staff to preview websites before use. Plans the curriculum context for Internet use to match pupils' ability, using child-friendly search engines where more open Internet searching is required; eg 'yahoo for kids' or 'ask for kids';

- Never allows / is vigilant when conducting 'raw' image search with pupils e.g. Google or Lycos image search;

- Informs users that Internet use is monitored;

- Informs staff and students that they must report any failure of the filtering systems directly to the school;

- Ensures parents provide consent for pupils to use the Internet, as well as other ICT technologies, as part of the acceptable use agreement from the time of their child's entry in to their school;

- Makes clear all users know and understand what the 'rules of appropriate use' are and what sanctions result from misuse – through staff meetings and teaching programme;

- Keeps a record of any bullying or inappropriate behaviour for as long as is reasonable in-line with the school behaviour management system;

- Ensures the named child protection officer has appropriate training;Helen Tilley DSL has also completed NSPCC Online Safety Training July 2023

- Provides advice and information on reporting offensive materials, abuse / bullying etc available for pupils, staff and parents;

- Provides e-safety advice for pupils, staff and parents; Including posters in the cabins reminding people how to stay safe online.

- Immediately refers any material we suspect is illegal to the appropriate authorities – Police – and the LA.

Education and training:

We :

- Fosters a 'No Blame' environment that encourages pupils to tell a teacher / responsible adult immediately if they encounter any material that makes them feel uncomfortable;

- Teaches pupils and informs staff what to do if they find inappropriate web material i.e. to switch off monitor and report the URL to the teacher or System Manager.

- Ensures pupils and staff know what to do if there is a cyber-bullying incident;

- Ensures all pupils know how to report any abuse;

- Ensures that when copying materials from the web, staff and pupils understand issues around plagiarism; how to check copyright and also know that they must observe and respect copyright / intellectual property rights;

- We use PSHCE sessions to discuss keeping safe on line, we deliver AQA Unit Awards including The Internet Basics, Understanding IT and Social Media and Mental Health.

- Ensures that staff and pupils understand the issues around aspects of the commercial use of the Internet, as age appropriate. This may include, risks in pop-ups; buying on-line; on-line gaming / gambling;

Useful Links:

www.saferinternetday.org

www.bbc.co.uk/teach/safer-internet-day-resources/z6bbhbk

www.thinkuknow.co.uk/

www.internetmatters.org/

www.childnet.com/

www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/

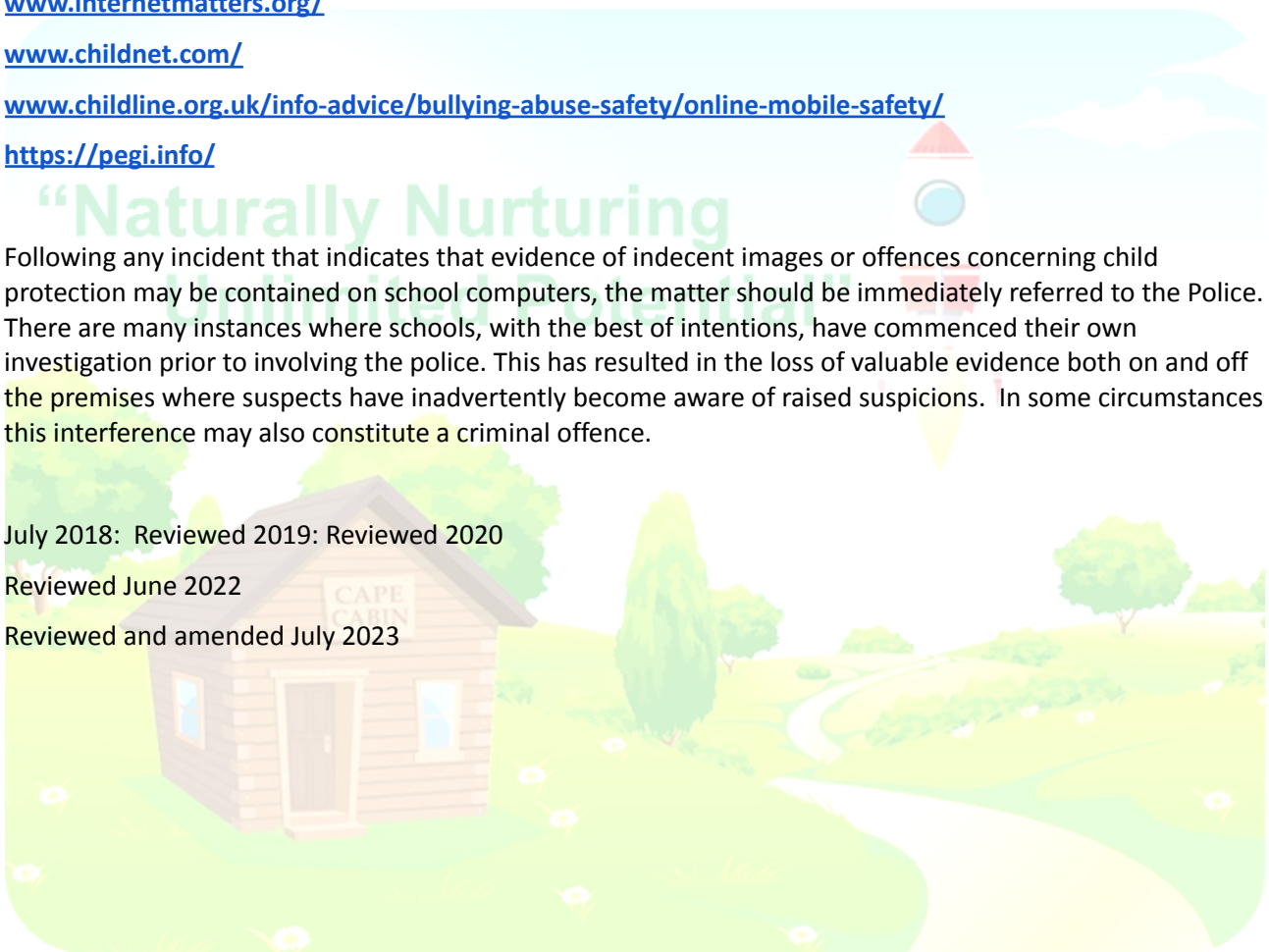https://pegi.info/

Following any incident that indicates that evidence of indecent images or offences concerning child protection may be contained on school computers, the matter should be immediately referred to the Police. There are many instances where schools, with the best of intentions, have commenced their own investigation prior to involving the police. This has resulted in the loss of valuable evidence both on and off the premises where suspects have inadvertently become aware of raised suspicions. In some circumstances this interference may also constitute a criminal offence.

July 2018: Reviewed 2019: Reviewed 2020

Reviewed June 2022

Reviewed and amended July 2023

Internet policy and procedures: background information

Owing to the international scale and linked nature of information available via the Internet, it is not possible to guarantee that unsuitable material will never appear. **Supervision is the key strategy.** Whatever systems are in place, something could go wrong which places pupils in an embarrassing or potentially dangerous situation.

Surfing the Web

Aimless surfing should never be allowed. It is good practice to teach pupils to use the Internet in response to an articulated need – e.g. a question arising from work in class. Children should be able to answer the question "Why are we using the Internet?"

Search engines can be difficult to use effectively and pupils can experience overload and failure if the set topic is too open-ended. It is not sensible to have younger pupils 'searching the Internet'.

Pupils do not need a thousand Web sites on weather. A small selection will be quite enough choice, and as with other resources, the teacher needs to have checked and selected them so they are appropriate for the age group and fit for purpose. Favourites / bookmarks are a useful way to present this choice to pupils.

Teachers' web site selections for various topics can be put onto a topic page on the Learning Platform so pupils can, access out of school, from home etc.   Some schools put links on their school web site, although there may even be difficulties here. Hackers can infiltrate a site or take over the domain, resulting in a previously acceptable site suddenly changing. Therefore, sites should always be previewed and checked, and work for children is best located on the closed Learning Platform.

Search Engines

Some common Internet search options are high risk, for example 'Google' image search. Some LAs and Councils block this. Others keep it unblocked because it can be a useful tool for teachers looking for images to incorporate in teaching. Where used – it must be with extreme caution. Google image search can be set-up to run in 'safe' mode although this is not fully without risk. Talk to your network manager or Technical support provider about this. LGfL guidance is available on the safety site.
 Images usually have copyright attached to them which is an issue commonly overlooked but a key teaching point to pupils and staff.

Collaborative Technologies

There are a number of Internet technologies that make interactive collaborative environments available. Often the term 'Social networking software' is used. Examples include blogs (personal web-based diary or journals), wikis (modifiable collaborative web pages), and podcast sites (subscription-based broadcast over the web) supported by technologies such as RSS (really simple syndication – an XML format designed for sharing news across the web). Using these technologies for activities can be motivational, develop oracy and presentations skills, helping children consider their content and audience. Schools are best protected by using the social collaboration tools within the school's Learning Platform, such as the London MLE..

Blogs: A School may want to use them as a method of online publishing, perhaps creating class blogs, or to creatively support a specific school project. A 'safe' blogging environment is likely to be part of a school's Learning Platform or within LGfL /LA provided 'tools'.

Webcams and Video Conferencing
Webcams: are used to provide a 'window onto the world' to 'see' what it is like somewhere else. LGfL has a number of nature cams showing life inside bird boxes for example and a plethora of weather cams across London providing detailed real-time weather data.

Pupils can search on the Internet for other webcams - useful in subject study such as geography (e.g. to observe the weather or the landscape in other places). However, there are risks as some webcam sites may contain, or have links to adult material. In schools adult sites would normally be blocked but teachers need to preview any webcam site to make sure it is what they expect before ever using with pupils.

The highest risks lie with streaming webcams [one-to-one chat / video] that pupils use or access outside of the school environment. Pupils need to be aware of the dangers.

Social Networking Sites
These are a popular aspect of the web for young people. Sites such as Facebook, My Space, Habbo Hotel, Bebo, Piczo, and YouTube allow users to share and post web sites, videos, podcasts etc. It is important for children to understand that these sites are public spaces for both children and adults. They are environments that should be used with caution. Users, both pupils and staff, need to know how to keep their personal information private and set-up and use these environments safely. [See Education programme]

Most schools will block such sites. However, pupils need to be taught safe behaviour as they may well be able to readily access them outside of school. There are educational, monitored services that schools can purchase such as GridClub SuperClubs. Additionally, the LGfL Learning Platform provides a safe environment for pupils to share resources, store files in an ePortfolio, and communicate with others through 'closed' discussions, etc.

Podcasts
Podcasts are essentially audio files published online, often in the form of a radio show but can also contain video. Users can subscribe to have regular podcasts sent to them and simple software now enables children to create their own radio broadcast and post this onto the web. Children should be aware of the potentially inappropriate scope of audience that a publicly available podcast has and to post to safer, restricted educational environments such as the LGfL. Podcast central area.
http://www.lgfl.net/SERVICES/CURRICULUM/Pages/Podcasting.aspx

Chatrooms
Many sites allow for 'real-time' online chat. Again, children should only be given access to educational, moderated chat rooms. The moderator (or referee) checks what users are saying and ensures that the rules of the chat room (no bad language, propositions, or other inappropriate behaviour) are observed. Pupils should be taught to understand the importance of safety within any chat room because they are most likely at risk out of school where they may access chatrooms such as www.teenchat.com, www.habbohotel.co.uk, www.penguinchat.com