

# E- Safety Policy

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## E- Safety Policy

- All internet activity should be appropriate to staff professional activities or the Students education.
- Activity that threatens the integrity of the college computer system, or that attacks or corrupts other systems, is prohibited.
- Users are responsible for all e-mail sent and for contacts made that may result in e-mail being received. Due regard should be paid to the content. The same professional levels of language should be applied as for letters and other media.
- Use for personal financial gain, political purposes or advertising is excluded.
- Copyright of materials must be respected.
- Posting anonymous messages and forwarding chain letters is excluded.
- The use of the internet, email, or any other media to access inappropriate materials such as pornography, racist or any other offensive material is forbidden.

### **E-Safety for students with Special Educational needs**

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

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

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

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

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

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

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

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

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

Uncomfortable  
Smart  
Stranger  
Friend

It might be helpful to ask students to produce a drawing or write a mini class dictionary that describes and defines these words in their own terms. Some appropriate symbols are available for download from

<http://www.ictcpd4free.co.uk/mod/resource/view.php?id=694>

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

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

Our students maybe vulnerable to poor social understanding that may leave them open to risks when using the internet individually, but also when with peers. It can be common for peers to set up scenarios or 'accidents' regarding what they look for on the internet and then say it was someone else who has done so. Adults need to plan group interactions carefully when raising awareness of internet safety.

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

For various reasons, students may find it difficult to explain or describe events when using the internet.

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

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

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

## **Internet Publishing Statement**

We want our website to reflect the diversity of activities, individuals and education that can be found at Camphill Wakefield. However, the college recognises the potential for abuse that material published on the internet may attract, no matter how small this risk may be. Therefore when considering material for publication on the Internet, the following principles should be considered;

- No video recording may be made or published without the written consent of the student concerned
- Surnames of Students should not be published, especially in conjunction with photographic or video material
- No link should be made between an individual and any home address
- Where the person publishing material suspects that there may be a child protection issues contact the DSL.
- All material to be published on the college web site must be presented to the network Manager for uploading, and may not be published without approval of the Senior Leadership Group.

## Information and Support

There is a wealth of information available to support schools, colleges and parents to keep children safe online. The following list is not exhaustive but should provide a useful starting point:

Organisation/ Resource	What it does/ Provides
<a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a>	NCA CEOPs advice on online safety
<a href="https://www.disrespectnobody.co.uk/">https://www.disrespectnobody.co.uk/</a>	Home Office advice on healthy relationships, including sexting and pornography
<a href="https://www.saferinternet.org.uk/">https://www.saferinternet.org.uk/</a>	Contains a specialist helpline for UK schools and colleges
<a href="https://swgfl.org.uk/">https://swgfl.org.uk/</a>	Includes a template for setting out online safety policies
<a href="https://www.internetmatters.org">https://www.internetmatters.org</a>	Help for parents on how to keep their children safe online
<a href="https://parentzone.org.uk/">https://parentzone.org.uk/</a>	Help for parents on how to keep their children safe online
<a href="https://www.childnet.com/resources/cyberbullying-guidance-for-schools">https://www.childnet.com/resources/cyberbullying-guidance-for-schools</a>	Guidance for schools on cyberbullying
<a href="https://www.pshe-association.org.uk/">https://www.pshe-association.org.uk/</a>	Guidance and useful teaching resources covering online safety issues including pornography and the sharing of sexual images
<a href="https://educateagainsthate.com/">https://educateagainsthate.com/</a>	Practical advice for parents, teachers and governors on protecting children from extremism and radicalisation.

<a href="https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation">https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation</a>	A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
<a href="https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis">https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis</a>	The UK Council for Child Internet Safety's website provides: <ul style="list-style-type: none"> <li>• Sexting advice</li> <li>• Online safety: Questions for Governing Bodies</li> <li>• Education for a connected world framework</li> </ul>
<a href="https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools/">https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools/</a>	NSPCC advice for schools and colleges
<a href="https://www.net-aware.org.uk/">https://www.net-aware.org.uk/</a>	NSPCC advice for parents
<a href="https://www.commonensemedia.org/">https://www.commonensemedia.org/</a>	Independent reviews, age ratings, & other information about all types of media for children and their parents
<a href="https://www.gov.uk/government/publications/searching-screening-and-confiscation">https://www.gov.uk/government/publications/searching-screening-and-confiscation</a>	Guidance to schools on searching children in schools and confiscating items so as mobile phones
<a href="https://www.lgfl.net/online-safety/default.aspx">https://www.lgfl.net/online-safety/default.aspx</a>	Advice and resources from the London Grid for Learning