



Goodrich Church of England Primary School

E-Safety Policy
Date: July 2021

Headteacher: Mrs. Karen Miles

Chair of Governors: Mr D. Williams

Reviewed: July 2021

Policy Review date: July 2024

Goodrich Church of England Primary School

E-safety Policy

At Goodrich Primary School we recognise the potential that technology has to impact on the lives of all citizens and that this increases year on year. Children who are generally much more open to developing technologies than many adults are included in this impact. In many areas technology is transforming the way that schools teach and that children learn. At home, technology is changing the way children live and the activities in which they choose to partake; these trends are set to continue.

While developing technology brings many opportunities, it also brings risks and potential dangers of which these are just a few:

- Access to illegal, harmful or inappropriate images or other content
- Unauthorised access to / loss of / sharing of personal information
- The risk of being subject to grooming by those with whom they make contact on the internet.
- The sharing / distribution of personal images without an individual's consent or knowledge
- Inappropriate communication / contact with others, including strangers
- Cyber-bullying
- Access to unsuitable video / internet games
- An inability to evaluate the quality, accuracy and relevance of information on the internet
- Plagiarism and copyright infringement
- Illegal downloading of music or video files
- The potential for excessive use which may impact on social and emotional development and learning.
- Being exposed to negative stereotypes against certain communities such as LGBT, racial prejudice or gender prejudice.

This policy sets out how we strive to keep children safe with technology while they are in school. We recognise that children are often more at risk when using technology at home (where we have no control over the technical structures we put in place to keep them safe) and so this policy also sets out how we educate children of the potential risks. We also explain how we attempt to inform those people who work with our children beyond the school environment (parents, friends and the wider community) to be aware and to assist in this process.

Our school's e-safeguarding policy has been written from a template provided by Herefordshire Council's Learning and Achievement Service which has itself been derived from that provided by the South West Grid for Learning.

Section A - Policy and leadership

This section begins with an outline of the key people responsible for developing our E-Safety Policy and keeping everyone safe with ICT. It also outlines the core responsibilities of all users of ICT in our school.

It goes on to explain how we maintain our policy and then to outline how we try to remain safe while using different aspects of ICT.

A.1.1 Responsibilities: E-safety committee

Our school's e-safety co-ordinator is Miss Sarah Williams and Mr Darryl Williams who is the designated safeguarding governor. When appropriate the school council discusses issues relating to e-safety and when necessary the staff representatives ask our school e-safety co-ordinator to attend its meetings. Issues that arise are referred to other school bodies as appropriate and when necessary to bodies outside the school such as the Herefordshire Safeguarding Children Board (HSCB).

A.1.2 Responsibilities: E-safety co-ordinator

Our E-safety co-ordinator (Miss Sarah Williams) is the person responsible to the head teacher and governors for the day to day issues relating to e-safety. The E-safety co-ordinator:

- Liaises with the school council.
- Takes day to day responsibility for e-safety issues and has a leading role in establishing and reviewing the school e-safety policies / documents.
- Ensures that all staff are aware of the procedures that need to be followed in the event of an e-safety incident.
- Provides training and advice for staff.
- Liaises with the Local Authority.
- Liaises with school ICT technical staff.
- Receives reports of e-safety incidents and creates a log of incidents to inform future e-safety developments.
- Meets regularly with designated safeguarding governor to discuss current issues, review incident logs and filtering change control logs.
- Attends relevant meetings and committees of Governing Body.
- Reports to Senior Leadership Team when issues arise.
- Receives appropriate training and support to fulfil their role effectively.

A.1.3 Responsibilities: Governors

Our governors are responsible for the approval of this policy and for reviewing its effectiveness. This will be carried out by the governors (or a governors' subcommittee) receiving regular information about e-safety incidents and monitoring reports. A member of the governing body has taken on the role of e-safety governor which involves:

- Meetings with the E-Safety Co-ordinator with an agenda based on:
- Monitoring of e-safety incident logs
- Monitoring of filtering change control logs
- Reporting to relevant Governor

A.1.4 Responsibilities: Head teacher

- The head teacher is responsible for ensuring the safety (including e-safety) of members of the school community, though the day to day responsibility for e-safety is delegated to the E-Safety Co-ordinator.
- The head teacher and another member of the senior management team should be aware of the procedures to be followed in the event of a serious e-safety allegation being made

against a member of staff. (see flow chart on dealing with e-safety incidents – included in section 2.6 below and relevant Local Authority HR / disciplinary procedures)

A.1.5 Responsibilities: Classroom based staff

Teaching and Support Staff are responsible for ensuring that:

- They have an up to date awareness of e-safety matters and of the current school e-safety policy and practices.
- They have read, understood and signed the school's Acceptable Use Policy for staff (appendix 1).
- They report any suspected misuse or problem to the E-Safety Co-ordinator.
- Digital communications with students (email / Virtual Learning Environment (VLE) / voice) should be on a professional level and only carried out using official school systems (section A.3.5).
- E-safety issues are embedded in the curriculum and other school activities (section C).

A.1.6 Responsibilities: ICT technician

The ICT Technician is responsible for ensuring that:

- The school's ICT infrastructure is secure and is not open to misuse or malicious attack.
- The school meets the e-safety technical requirements outlined in section B.2.2 of this policy (and any relevant Local Authority E-Safety Policy and guidance.
- Users may only access the school's networks through a properly enforced password protection policy as outlined in section B.1 of this policy.
- Shortcomings in the infrastructure are reported to the ICT coordinator or head teacher so that appropriate action may be taken.

A.2.1 Policy development, monitoring and review

This e-safety policy has been developed (from a template provided by Herefordshire Council) by a working group made up of:

- School E-Safety Co-ordinator
- Head teacher / Senior Leaders
- Teachers
- Support Staff
- ICT Technical staff
- Governors (especially the designated safeguarding governor)
- Parents and Carers
- Pupils

Schedule for development / monitoring / review of this policy

The implementation of this e-safety policy will be monitored by:	Miss Sarah Williams (E-Safety Co-ordinator) Mr Darryl Williams (Designated Safeguarding Governor)
Monitoring will take place at regular intervals:	<i>once a year</i>
The governing body will receive a report on the implementation of the e-safety policy generated by the monitoring group (which will include anonymous details of e-safety incidents) at regular intervals:	<i>once a year</i>
The e-safety policy will be reviewed annually, or more regularly in the light of any significant new developments in the use of the technologies, new threats to e-safety or incidents that have taken place. The next anticipated review date will be:	June 2022
Should serious e-safety incidents take place, the following external persons / agencies should be informed:	<i>Hereford Safeguarding Children Board e-safety representative</i> <i>Herefordshire Police</i>

A.2.2 Policy Scope

This policy applies to all members of the school community (including staff, pupils, volunteers, parents / carers, visitors, community users) who have access to and are users of school ICT systems, both in and out of school.

The Education and Inspections Act 2006 empowers head teachers, to such extent as is reasonable, to regulate the behaviour of pupils when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of cyber-bullying, or other e-safety incidents covered by this policy, which may take place out of school, but is linked to membership of the school.

The 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 e-safety behaviour that take place out of school.

A.2.3 Acceptable Use Policies

All members of the school community are responsible for using the school ICT systems in accordance with the appropriate acceptable use policy, which they will be expected to sign before being given access to school systems.

Acceptable use policies are provided in Appendix 1 of this policy for:

- Pupils (EYFS + KS1 / KS2)

- Staff (and volunteers)- Separate document
- Parents / carers
- Community users of the school's ICT system

Acceptable use policies are signed by all children during the beginning of each academic year and put on display in the classroom, so they can be referred to during PSHE and Computing sessions, regarding being safe online.

Staff and volunteers, who will be using ICT systems in school, will sign when they take up their role in school and in the future if significant changes are made to the policy.

Parents sign once when their child enters the school. The parents' policy also includes permission for use of their child's image (still or moving) by the school, permission for their child to use the schools ICT resources (including the internet) and permission to publish their work.

Community users sign when they first request access to the school's ICT system.

Induction policies for all members of the school community include this guidance.

A.2.4 Self Evaluation

Evaluation of e-safety is an on-going process and links to other self-evaluation tools used in school in particular to pre Ofsted evaluations along the lines of the Self Evaluation Form (SEF). The views and opinions of all stakeholders (pupils, parent, teachers ...) are taken into account as a part of this process.

A.2.5 Whole School approach and links to other policies

This policy has strong links to other school policies as follows:

ICT Policy	How ICT is used, managed, resourced and supported in our school
E-Safety Policy	How we strive to ensure that all individuals in school stay safe while using ICT. The e-safety policy constitutes a part of the ICT policy.
E-Security Policy	How we categorise, store and transfer sensitive and personal data. This links strongly and overlaps with this e-safety policy.
ICT Progression	In line with the National Computing Curriculum
Anti-bullying	How our school strives to illuminate bullying – link to cyber bullying including social groups, for example, gender, race and LGBT communities.
Safeguarding	Safeguarding children electronically is an important aspect of E-Safety. The e-safety policy forms a part of the school's safeguarding policy
Behaviour	Linking to positive strategies for encouraging e-safety and sanctions for disregarding it.
Prevent	How we ensure that children are protected from radicalisation and from being drawn into terrorism.

A.2.6 Illegal or inappropriate activities and related sanctions

The school believes that the activities listed below are inappropriate in a school context (**those in bold are illegal**) and that users should not engage in these activities when using school equipment or systems (in or out of school).

Users shall not visit Internet sites, make, post, download, upload, data transfer, communicate or pass on, material, remarks, proposals or comments that contain or relate to:

- **child sexual abuse images (illegal - The Protection of Children Act 1978)**
- **grooming, incitement, arrangement or facilitation of sexual acts against children (illegal – Sexual Offences Act 2003)**
- **possession of extreme pornographic images (illegal – Criminal Justice and Immigration Act 2008)**
- **criminally racist material in UK – to stir up religious hatred (or hatred on the grounds of sexual orientation) (illegal – Public Order Act 1986)**
- pornography
- promotion of any kind of discrimination, including gender, race and LGBT communities
- promotion of racial or religious hatred
- threatening behaviour, including promotion of physical violence or mental harm
- any other information which may be offensive to colleagues or breaches the integrity of the ethos of the school or brings the school into disrepute

Additionally the following activities are also considered unacceptable on ICT kit provided by the school:

- Using school systems to run a private business
- Use systems, applications, websites or other mechanisms that bypass the filtering or other safeguards employed by Herefordshire Council and / or the school
- Uploading, downloading or transmitting commercial software or any copyrighted materials belonging to third parties, without the necessary licensing permissions
- Revealing or publicising confidential or proprietary information (eg financial / personal information, databases, computer / network access codes and passwords)
- Creating or propagating computer viruses or other harmful files
- Carrying out sustained or instantaneous high volume network traffic (downloading / uploading files) that causes network congestion and hinders others in their use of the internet
- On-line gambling and non-educational gaming
- On-line shopping / commerce on a routine basis
- Use of social networking sites (other than in the school's learning platform or sites otherwise permitted by the school)

If members of staff suspect that misuse might have taken place, but that the misuse is not illegal (see above) it is essential that correct procedures are used to investigate, preserve evidence and protect those carrying out the investigation. Please see Appendix 2.

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:

Pupil sanctions

	Refer to class teacher	Refer to e-safety coordinator	Refer to head teacher	Refer to Police	Refer to e-safety coordinator for action re filtering / security etc	Inform parents / carers	Removal of network / internet access rights	Warning	Further sanction e.g.
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	X	X	X	X	X
Unauthorised use of non-educational sites during lessons	X						X		
Unauthorised downloading or uploading of files	X	X	X		X	X	X	X	X
Allowing others to access school network by sharing username and passwords	X	X	X		X	X	X	X	X
Attempting to access the school network, using another pupil's account	X	X	X		X	X	X	X	X
Attempting to access or accessing the school network, using the account of a member of staff	X	X	X				X		
Corrupting or destroying the data of other users	X	X	X	X	x	X	X	X	X
Sending an email, text or instant message that is regarded as offensive, harassment or of a bullying nature	X	X	X	X	X	X		X	
Actions which could bring the school into disrepute or breach the integrity of the ethos of the school	X	X	X		X	X	X	X	X
Using proxy sites or other means to subvert the school's filtering system	X	X	X		X	X	X	X	X
Accidentally accessing offensive or pornographic material and failing to report the incident	X	X	X	X	X	X	X	X	X
Deliberately accessing or trying to access offensive or pornographic material	X	X	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	X	X	X

Staff sanctions

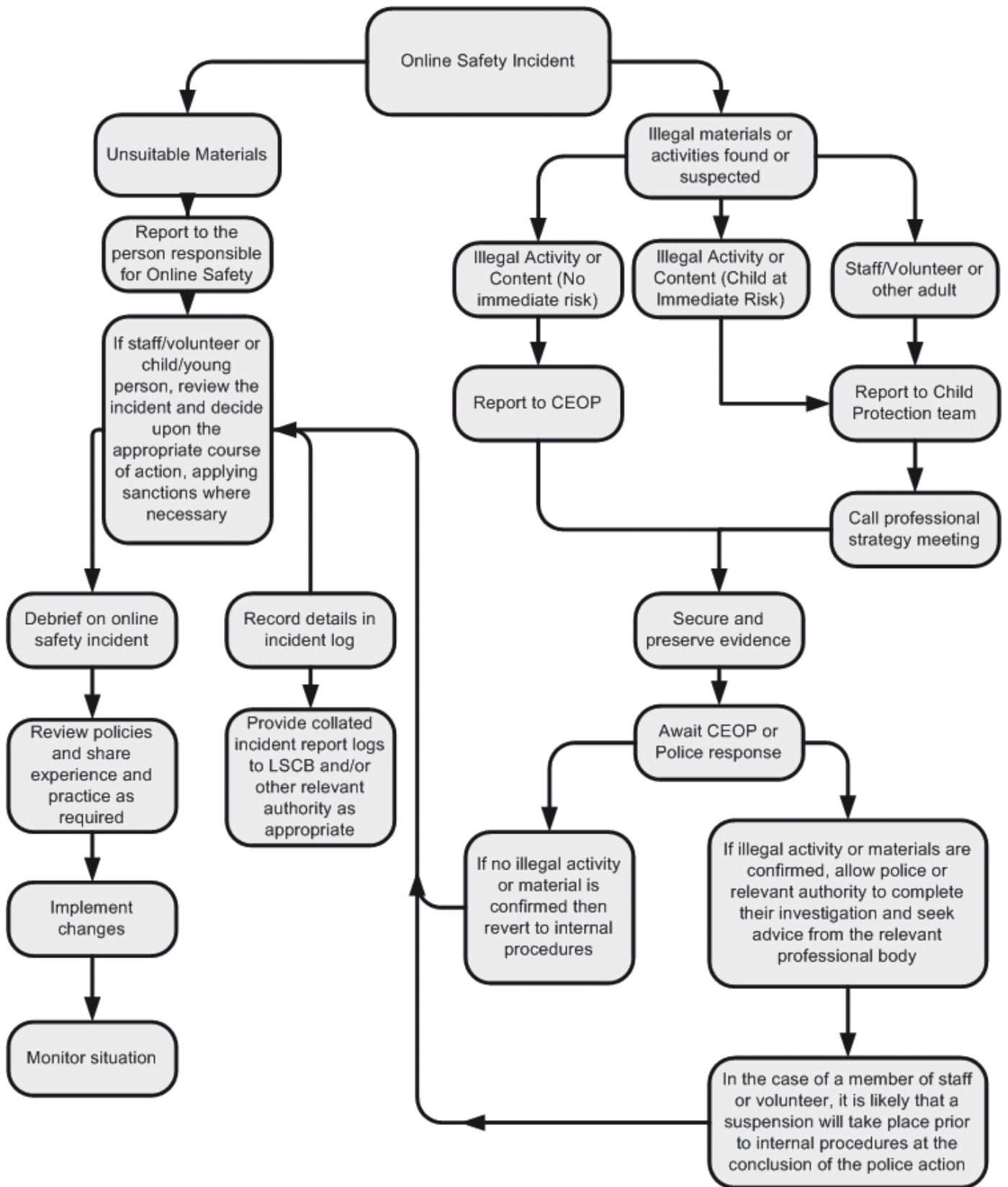
	Refer to line manager	Refer to head teacher	Refer to Local Authority / HR	Refer to Police	Refer to Technical Support Staff for action re filtering etc	Warning	Suspension	Disciplinary action
Deliberately accessing or trying to access material that could be considered illegal (see list in earlier section on unsuitable / inappropriate activities).	X	X	X	X	X	X	X	X
Excessive or inappropriate personal use of the internet / social networking sites / instant messaging / personal email	X	X			X	X		

Unauthorised downloading or uploading of files (inappropriate)	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	
Careless use of personal data e.g. holding or transferring data in an insecure manner	X	X				X		
Deliberate actions to breach data protection or network security rules	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	X	X
Sending an email, text or instant message that is regarded as offensive, harassment or of a bullying nature	X	X	X	?		X	X	
Using personal email / social networking / instant messaging / text messaging to carrying out digital communications with students / pupils	X	X	X	?		X	X	X
Actions which could compromise the staff member's professional standing	X	X				X		
Actions which could bring the school into disrepute or breach the integrity of the ethos of the school	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		
Deliberately accessing or trying to access offensive or pornographic material	X	X	X	X	X	X	X	X
Breaching copyright or licensing regulations	X	X				X		
Continued infringements of the above, following previous warnings or sanctions	X	X	X			X	X	X

A.2.7 Reporting of e-safety breaches

It is hoped that all members of the school community will be responsible users of ICT, who understand and follow this policy. However, there may be times when infringements of the policy could take place, through careless or irresponsible or, very rarely, through deliberate misuse. Listed below are the responses that will be made to any apparent or actual incidents of misuse:

Particular care should be taken if any apparent or actual misuse appears to involve illegal activity listed in section A.2.6 of this policy.



A.3.1a – School Owned devices allocated to members of staff

One of the first stages of implementation of tablet technology in schools is often to equip classroom based staff (usually teachers) with the kit. This is a good approach and one we'd recommend. Best results are achieved when the teacher can take "ownership" of the device and has the facility to access school email, calendars etc. It is also important to try to maintain a distinction between domestic and professional life and care should be taken not to setup home account on the school's device.

There are specific data security issues around members of staff sharing staff tablets with pupils (access to email, teacher level filtering, any personal data etc) Schools should also be aware that tablets (apps) require specific provision for filtering.

- Unique IDs (provide by the school) are used on staff tablets (to avoid accidental data transfer to colleague's personally owned tablets / accounts). Necessary passwords are given to member of staff.
- Personal IDs (often with associated personal media collections, e.g. music from iTunes) are not to be used on school owned devices.
- It is not permissible for children to have access to staff tablets unless very carefully supervised.
- *Members of staff are provided with gift cards to facilitate the purchase of apps for evaluation*
- A passcode is used on dedicated staff tablets (ensuring appropriate encryption of the device).
- All data is removed from tablets before it is allocated to a different member of staff.
- Individual teachers are responsible for ensuring that any data, apps, photographs etc stored on the iPad are appropriate and professional. This is particularly important when mirroring to interactive whiteboards / screens.
- Cloud storage (other than officially endorsed systems) is not used for sensitive data.
- Specific training on tablet security issues is provided for staff using tablets
- Members of staff must report immediately any loss or compromise of the device or data contained on it.
- *Our school uses a mobile device management system (MDM) that manages and tracks staff tablets*
- Members of staff are encourage to use devices on home Wi-Fi but are required to be vigilant as to possible security breaches with pubic Wi-Fi

A.3.1b Use of hand held technology (personal phones and hand held devices)

We recognise that the area of mobile technology is rapidly advancing and it is our school's policy to review its stance on such technology on a regular basis. Currently our policy is this:

- Members of staff are permitted to bring their personal mobile devices into school. Our school is in a rural area with poor phone signals, so personal devices are an additional safety requirement.

They are required to use their own professional judgement as to when it is appropriate to use them. Broadly speaking this is:

- Personal hand held devices will be used in lesson time only in an emergency or extreme circumstances
- Members of staff are free to use these devices outside teaching time.
- In case of an emergency on external trips, staff should use their personal mobile phones in order to contact the school or emergency services.

- Pupils are not currently permitted to bring their personal hand held devices into school or on school trips.
- A number of such devices are available in school (e.g. I pads) and are used by children as considered appropriate by members of staff.
- All material on the iPad must adhere to the E-Safety. Users are not allow to send, access, upload, download or distribute offensive, threatening, pornographic, obscene, or sexually explicit materials.

Personal hand held technology	Staff / adults				Pupils			
	Allowed	Allowed at certain times	Allowed for selected	Not allowed	Allowed	Allowed at certain times	Allowed with staff	Not allowed
Mobile phones may be brought to school	X							X
Use of mobile phones in lessons			X					X
Use of mobile phones in social time	X							X
Taking photos on personal phones or other camera devices				X				X
Use of hand held devices e.g. PDAs, gaming consoles		X						X

A.3.2 Use of communication technologies

A.3.2a - Email

Access to email is provided for all users in school via the intranet page accessible via the web browser (internet Explorer) from their desktop or laptop.

These official school email services may be regarded as safe and secure and are monitored.

- Staff and pupils should use only the school email services to communicate with others when in school, or on school systems (e.g. by remote access).
- Users need to be aware that email communications may be monitored
- Pupils normally use only a class email account to communicate with people outside school and with the permission / guidance of their class teacher.
- A structured education program is delivered to pupils which helps them to be aware of the dangers of and good practices associated with the use of email (see section C of this policy)
- Staff may only access personal email accounts on school systems for emergency or extraordinary purposes (if they are not blocked by filtering).
- Users must immediately report, to their class teacher / e-safety coordinator – in accordance with the school policy (see sections A.2.6 and A.2.7 of this policy), the receipt of any email that makes them feel uncomfortable, is offensive, threatening or bullying in nature and must not respond to any such email.

	Staff / adults				Pupils			
	Allowed	Allowed at certain times	Allowed for selected	Not allowed	Allowed	Allowed at certain times	Allowed with staff	Not allowed
Use of Email								
Use of personal email accounts in school / on school network		X						X
Use of school email for personal emails		X						X

A.3.2b - Social networking (including chat, instant messaging, blogging etc)

	Staff / adults				Pupils			
	Allowed	Allowed at certain	Allowed for selected	Not allowed	Allowed	Allowed at certain	Allowed with staff	Not allowed
Use of social networking tools on a school device								
Use of non-educational chat rooms etc				X				X
Use of non-educational instant messaging				X				X
Use of non-educational social networking sites				X				X
Use of non-educational blogs				X				X

A.3.2c – Videoconferencing (including webcams for use with Zoom)

Videoconferencing equipment in classrooms must be switched off when not in use and not set to auto answer.

Equipment connected to the educational broadband network should use the national E.164 numbering system and display their H323 ID name.

External IP addresses should not be made available to other sites.

Videoconferencing contact information should not be put on the school Website.

Only web based conferencing products that are authorised by the school (and are not blocked by internet filtering) are permitted for classroom use.

Videoconferencing is normally supervised by a teacher, with the photo permissions from parents in mind and adhered to. In the event of this not being the case pupils should ask permission from the supervising teacher before making or answering a videoconference call.

Permission for children to take part in video conferences is sought from parents / carers at the beginning of the pupil's time in schools (see section A.2.3 and Appendix 1) and only where it is granted may children participate.

Only key administrators have access to videoconferencing administration areas.

Unique log on and password details for the educational videoconferencing services are only issued to members of staff.

A.3.3 Use of digital and video images

- When using digital images, staff should inform and educate pupils about the risks associated with the taking, use, sharing, publication and distribution of images. (See section C). In particular they should recognise the risks attached to publishing their own images on the internet e.g. on social networking sites.
- Members of staff are allowed to take digital still and video images to support educational aims, but must follow school policies concerning the sharing, distribution and publication of those images. Those images should only be captured using school equipment; the personal equipment of staff should not be used for such purposes.
- Care should be taken when taking digital / video images that pupils are appropriately dressed and are not participating in activities that might bring the individuals or the school into disrepute.
- Pupils must not take, use, share, publish or distribute images of others without their permission

See also the following section (A.3.4) for guidance on publication of photographs

A.3.4 Use of web-based publication tools

A.3.4a - Website (and other public facing communications)

Our school uses the public facing website (www.goodrichprimary.hereford.co.uk) and our school twitter page (@GoodrichSch) only for sharing information with the community beyond our school. This includes, from time-to-time celebrating work and achievements of children. All users are required to consider good practice when publishing content.

- Personal information should not be posted on the school website/Twitter and only official email addresses should be used to identify members of staff (never pupils).
- Only pupil's first names are used on the website/Twitter, and only then when necessary.
- Detailed calendars are not published on the school website.
- Photographs published on the website/Twitter, or elsewhere that include pupils will be selected carefully and will comply with the following good practice guidance on the use of such images:
 - pupils' full names will not be used anywhere on a website or Twitter, and never in association with photographs
 - where possible photographs do not allow individuals to be recognised
 - images that can easily be reedited are not posted in public areas
 - Written permission from parents or carers will be obtained before photographs of pupils are published on the school website (see section A.2.3 and Appendix 1)
- Pupil's work can only be published with the permission of the pupil and parents or carers. (see section A.2.3 and Appendix 1)

A.3.4b - Virtual Learning Environment (VLE) – (Seesaw)

Class teachers monitor the use of the VLE by pupils regularly in all areas, but with particular regard to messaging and communication.

Staff use is monitored by the administrator.

User accounts and access rights can only be created by the school administrator and by LA administrators.

Pupils are advised on acceptable conduct and use when using the learning platform.

Only members of the current pupil, parent/carers and staff community will have access to the VLE.

When staff, pupils etc leave the school their account or rights to specific school areas will be disabled (or transferred to their new establishment if possible / appropriate).

Any concerns with content may be recorded and dealt with in the following ways:

- a) The user will be asked to remove any material deemed to be inappropriate or offensive.
- b) The material will be removed by the site administrator if the user does not comply.
- c) Access to the LP for the user may be suspended.
- d) The user will need to discuss the issues with a member of SLT before reinstatement.
- e) A pupil's parent/carer may be informed.

A visitor may be invited onto the VLE by the administrator (usually the ICT coordinator) following a request from a member of staff. In this instance there may be an agreed focus or a limited time slot / access.

A.3.5 Professional standards for staff communication

In all aspects of their work in our school teachers abide by the broad **Professional standards for teachers** laid down by the TDA

Any digital communication between staff and pupils or parents / carers (email, chat, VLE etc) must be professional in tone and content.

- These communications may only take place on official (monitored) school systems.
- Personal email addresses, text messaging or public chat / social networking technology must not be used for these communications.

Staff constantly monitor and evaluate developing technologies, balancing risks and benefits, and consider how appropriate these are for learning and teaching. These evaluations help inform policy and develop practice.

The views and experiences of pupils are used to inform this process also.

Section B. Infrastructure

B.1 Password security

This is dealt with in detail in our schools ***E-security Policy***. Please see that document for more information.

Teachers frequently discuss issues relating to password security and how it relates to staying safe in and out of school (see section C of this policy)

B.2.1 Filtering

B.2.1a - 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. It is therefore 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.

As a school buying broadband services from Edutech we automatically receive the benefits of a managed filtering service, with some flexibility for changes at local level.

B.2.1b - Responsibilities

The day-to-day responsibility for the management of the school's filtering policy is held by the school's outsourced professional company (with ultimate responsibility resting with the **head teacher and governors**). They manage the school filtering, in line with this policy and keep logs of changes to and breaches of the filtering system.

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

- be logged in change control logs
- be reported to a second responsible person (the head teacher / e-safety coordinator / e-safety governor) within the time frame stated in section A.1.3 of this policy
- be reported to, and authorised by, a second responsible person prior to changes being made (this will normally be the class teacher who originally made the request for the change).

All users have a responsibility to report immediately to class teachers / e-safety coordinator 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.

B.2.1c - Education / training / awareness

Pupils are made aware of the importance of filtering systems through the school's e-safety education programme (see section C of this policy).

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

- signing the AUP (a part of their induction process)
- briefing in staff meetings, training days, memos etc. (from time to time and ongoing).

Parents will be informed of the school's filtering policy through the Acceptable Use agreement and through e-safety awareness sessions etc.

B.2.1d - Changes to the filtering system

Where a member of staff requires access to a website for use at school that is blocked, the process to unblock is as follows:

- The teacher makes the request to the school e-safety coordinator.
- The e-safety coordinator checks the website content to ensure that it is appropriate for use in school.

THEN (if the school is not controlling its own filtering

- If agreement is reached, the e-safety coordinator logs the request with the Schools ICT Helpdesk on 01432 261500 or schoolshelpdesk@herefordshire.gov.uk
- The schools helpdesk will endeavour to unblock the site within 24 hours. This process can still take a number of hours so teaching staff are still asked to check websites in advance of teaching sessions.
- Learning and Achievement Service ICT staff will then be notified of all the websites that have been unblocked and will review them in partnership with the information security team. If sites are found to not be appropriate, access will be discussed with the school and then removed.

OR (if the school controls its own filtering)

- If agreement is reached the e-safety coordinator unblocks the site and logs the action in the log to be reported as described above

The e-safety coordinator will need to apply a rigorous policy for approving / rejecting filtering requests. This can be found in Appendix 3 but the core of this should be based on the site's content:

- The site promotes equal and just representations of racial, gender, and religious issues.
- The site does not contain inappropriate content such as pornography, abuse, racial hatred and terrorism.
- The site does not link to other sites which may be harmful / unsuitable for pupils.

B.2.1e - 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 and on school equipment as indicated in the. Monitoring takes place as follows:

B.2.1f - Audit / reporting

Logs of filtering change controls and of filtering incidents are made available to

- the e-safety governor within the timeframe stated in section A.1.3 of this policy
- the e-safety committee (see A.1.1)
- the Herefordshire Safeguarding Children Board (HSCB) on request

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

B.2.2 Technical security

This is dealt with in detail in our schools *E-security Policy*. Please see that document for more information.

B.2.3 Personal data security (and transfer)

This is dealt with in detail in our schools *E-security Policy*. Please see that document for more information.

Teachers frequently discuss issues relating to data security and how it relates to staying safe in and out of school (see section C of this policy)

Section C. Education

C.1.1 E-safety education

Whilst regulation and technical solutions are very important, their use must be balanced by educating pupils to take a responsible approach. The education of pupils in e-safety is therefore an essential part of the school's e-safety provision. Children and young people need the help and support of the school to recognise and avoid e-safety risks and build their resilience. This is particularly important for helping children to stay safe out of school where technical support and filtering may not be available to them.

E-Safety education will be provided in the following ways:

- A planned e-safety programme should be provided as part of ICT, PSHE and other lessons and should be regularly revisited – this will cover both the use of ICT and new technologies in school and outside school
- We use the resources on CEOP's Think U Know site as a basis for our e-safety education <http://www.thinkuknow.co.uk/teachers/resources/> (Hector's World at KS1 and Cyber Café at KS2)
- Learning opportunities for e-safety are built into the Digital Literacy sections of the Herefordshire Primary ICT Progression where appropriate and are used by teachers to inform teaching plans. (www.hereford-edu.org.uk/ict)
- Key e-safety messages should be reinforced through further input via assemblies and pastoral activities as well as informal conversations when the opportunity arises.
- Pupils should be helped to understand the need for a class AUP (see Appendix 1) and encouraged to adopt safe and responsible use of ICT both within and outside school. This should be re-visited regularly and on display in every classroom, so it can be referenced during computing sessions.
- In lessons where internet use is pre-planned, it is best practice that pupils 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 pupils are allowed to freely search the internet, e.g. using search engines, staff should be vigilant in monitoring the content of the websites the young people visit.

C.1.2 Digital Literacy

- Pupils should be taught in all lessons to be critically aware of the content they access on-line and be guided to validate the accuracy of information by employing techniques such as:
 - Checking the likely validity of the URL (web address)
 - Cross checking references (can they find the same information on other sites)
 - Checking the pedigree of the compilers / owners of the website
 - See lesson 5 of the Cyber Café Think U Know materials below
- Pupils should be taught to acknowledge the source of information used and to respect copyright when using material accessed on the internet.
- Pupils are taught how to make best use of internet search engines to arrive at the information they require
- *We use the resources on CEOP's Think U Know site as a basis for our e-safety education <http://www.thinkuknow.co.uk/teachers/resources/> (Hector's World at KS1 and Cyber Café at KS2)*

C.1.3 The contribution of the children to e-learning strategy

It is our general school policy to require children to play a leading role in shaping the way our school operates and this is very much the case with our e-learning strategy. Children often use technology out of school in ways that we do not in school and members of staff are always keen to hear of children's experiences and how they feel the technology, especially rapidly developing technology (such as mobile devices) could be helpful in their learning.

Pupils play a part in monitoring this policy (see section A.1.1)

C.2 Staff training

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

- A planned programme of formal e-safety training will be made available to staff. An audit of the e-safety training needs of all staff will be carried out regularly.
- It is expected that some staff will identify e-safety as a training need within the performance management process.
- All new staff should receive e-safety training as part of their induction programme, ensuring that they fully understand the school e-safety policy and acceptable use policies which are signed as part of their induction
- The E-Safety Coordinator will receive regular updates through attendance at local authority or other information / training sessions and by reviewing guidance documents released by the DfE, local authority, the HSCB and others.
- All teaching staff have been involved in the creation of this e-safety policy and are therefore aware of its content
- The E-Safety Coordinator will provide advice, guidance and training as required to individuals as required on an ongoing basis.
- External support for training is often sought from Herefordshire's Learning and Achievement Service ICT consultants and from the HSCB

C.3 Governor training

Governors should take part in e-safety training / awareness sessions, with particular importance for those who are members of any subcommittee or group involved in ICT, e-safety, health and safety or child protection. This may be offered in a number of ways:

- Attendance at training provided by the Local Authority (Governor Services or Learning and Achievement Service), National Governors Association or other bodies.
- Participation in school training / information sessions for staff or parents

The e-safety governor works closely with the e-safety coordinator and reports back to the full governing body (see section A.1.3)

C.4 Parent and carer awareness raising

Many parents and carers have only a limited understanding of e-safety risks and issues, yet they play an essential role in the education of their children and in the monitoring and regulation of the children's on-line experiences. Parents often either underestimate or do not realise how often children and young people come across potentially harmful and inappropriate material on the internet and are often unsure about what they would do about it. "There is a generational digital divide". (Byron Report).

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

- Letters, newsletters, web site
- Parents evenings
- Reference to the parents materials on the Think U Know website (www.thinkuknow.co.uk) or others (see Appendix 3)

C.5 Wider school community understanding

The school will offer family learning courses in ICT, media literacy and e-safety so that parents and children can together gain a better understanding of these issues. Messages to the public around e safety should also be targeted towards grandparents and other relatives as well as parents. Everyone has a role to play in empowering children to stay safe while they enjoy these new technologies, just as it is everyone's responsibility to keep children safe in the non-digital world.

Community Users who access school ICT systems / website / volunteers/members of the community will be expected to sign a Community User AUP (see Appendix 1) before being provided with access to school systems.

Appendix 1 – Acceptable use policy agreement templates

Appendix 1a – Acceptable use policy agreement – pupil



Three Cs for Computers (EYFS & KS1 AUP)

I agree to keep these computer rules:

✓ Content



- ✓ I always tell an adult if I see something that upsets me on a computer.
- ✓ I ask an adult to help me if I am not sure what to do or if something goes wrong.
- ✓ I only do the things that an adult says are OK.

✓ Contact



- ✓ I only use a computer when there is an adult around.
- ✓ I tell an adult if anyone that I don't know sends me a message or is mean to me.

✓ Conduct



- ✓ I make sure that everything I do on a computer is the best it can be.
- ✓ I am always nice about people and the things they have done at the computer.
- ✓ I take care of the computers.

I understand these computer rules and always do my best to keep them.



Our School's Three Cs of online Responsibility (KS2 AUP)

I agree to be responsible online with:

CONTENT



- ✓ If I find anything online that makes me uncomfortable or that I think we shouldn't have on a school computer I tell an adult so they can sort it out for us
- ✓ I know that it's best if I check with an adult before downloading anything in school

CONTACT



- ✓ I make sure I keep personal information private and help others to do the same
- ✓ I keep all my passwords safe and never use anyone else's (even with their permission)
- ✓ I only use social networking (chat, blogs etc) through the sites the school lets me use
- ✓ If anyone I don't know tries to make contact with me online I ask an adult to give me advice

CONDUCT



- ✓ I show great respect for what others do online and I only post positive comments
- ✓ I make sure that my online image and the way I behave online reflects what a great person I am
- ✓ I make sure that I never share other people's personal information and photographs online unless I check with them first

I am a good, responsible person and proud that I take responsibility for my online behaviour. I think these are great rules to keep us all safe and I agree to keep them. I promise to do my best to help others to keep these rules too.

For my own personal safety:

- I understand that my use of technology (especially when I use the internet) will, wherever possible be supervised and monitored.
- I understand that my use of the internet will be monitored
- I will keep my password safe and will not use anyone else's (even with their permission)
- I will keep my own personal information safe as well as that of others.
- I will tell a trusted adult if anything makes me feel uncomfortable or upset when I see it online.

For the safety of others:

- I will not interfere with the way that others use their technology.
- I will be polite and responsible when I communicate with others,
- I will not take or share images of anyone without their permission.

For the safety of the school:

- I will not try to access anything illegal.
- I will not download anything that I do not have the right to use.
- I will only use my own personal IT kit if I have permission and then I will use it within the agreed rules.
- I will not deliberately bypass any systems designed to keep the school safe (such as filtering of the internet).
- I will tell a responsible person if I find any damage or faults with technology, however this may have happened.
- I will not attempt to install programmes on IT devices belonging to the school unless I have permission.
- I will only use social networking, gaming and chat through the sites the school allows

I understand that I am responsible for my actions and the consequences. I have read and understood the above and agree to follow these guidelines:

Appendix 1c - Acceptable use policy agreement – staff & volunteer

This Acceptable Use Policy is intended to ensure:

- that staff will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.
- that school ICT 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 ICT in their everyday work.

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

(see Technology Acceptable Use Policy Agreement in Staff Code of Conduct Policy)

Appendix 1d - Acceptable use policy agreement and permission forms – parent / carer

Technology has transformed learning, entertainment and communication for individuals and for all organisations that work with young people. However, the use of technology can also bring risks. All users 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 ICT (especially the internet).
- that school ICT 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 e-safety and are involved in the education and guidance of young people with regard to their on-line behaviour.

The school will try to ensure that pupils will have good access to ICT to enhance their learning and will, in return, expect them to agree to be responsible users.

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.

Child's name	
Parent's name	
Parent's signature:	
Date:	

Permission for my child to use the internet and electronic communication

As the parent / carer of the above pupil(s), I give permission for my son / daughter to have access to the internet and to ICT systems at school.

I know that my son / daughter has signed an Acceptable Use Agreement and has received, or will receive, e-safety education to help them understand the importance of safe use of ICT – both in and out of 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 ICT 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 son's / daughter's activity on the ICT systems will be monitored and that the school will contact me if they have concerns about any possible breaches of the Acceptable Use Policy.

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 e-safety.

LOOK FOR PARENT AT HOME AUP

Parent's signature:	
Date:	

Permission to use digital images (still and video) of my child

The use of digital images (still and video) plays an important part in learning activities. Pupils and members of staff may use digital cameras to record evidence of activities in lessons and out of school. These images may then be used in presentations in subsequent lessons.

Images may also be used to celebrate success through their publication in newsletters, on the school website and occasionally in the public media.

The school will comply with the Data Protection Act and request parents / carers permission before taking images of members of the school. We will also ensure that when images are published that the young people cannot be identified by name.

As the parent / carer of the above pupil, I agree to the school taking and using digital images of my child(ren). I understand that the images will only be used to support learning activities or in publicity that reasonably celebrates success and promotes the work of the school.

I agree that if I take digital or video images at school events which include images of children I will abide by these guidelines in my use of these images.

Parent's signature:	
Date:	

Permission to publish my child's work (including on the internet)

It is our school's policy, from time to time, to publish the work of pupils by way of celebration. This includes on the internet; via the school website and in the school's virtual learning environment (VLE)

As the parent / carer of the above child I give my permission for this activity.

Parent's signature:	
Date:	

Our school's e-safety Policy, which contains this Acceptable Use Policy Agreement, and the one signed by your child (to which this agreement refers), is available on the school website.

Appendix 1e - Acceptable use policy agreement – community user

You have asked to make use of our school's ICT facilities. Before we can give you a log-in to our system we need you to agree to this acceptable use policy.

For my professional and personal safety:

- I understand that the school will monitor my use of the ICT systems, email and other digital communications.
- 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 will immediately report any illegal, inappropriate or harmful material or incident, of which I become aware, to a member of the school's staff.

I will be professional in my communications and actions when using school ICT 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.

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

- I will not open any attachments to emails, unless the source is known and trusted, due to the risk of the attachment containing viruses or other harmful programmes.
- I will not try to upload, download or access any materials which are illegal (child sexual abuse images, criminally racist 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, except with the specific approval of the school.
- I will not disable or cause any damage to school equipment, or the equipment belonging to others.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.

I have read and understand the above and agree to use the school ICT systems (both in and out of school) within these guidelines. I understand that failure to comply with this agreement will result in my access to the school's ICT system being withdrawn.

Community user Name:	
Signed:	
Date:	

Appendix 2 - Guidance for Reviewing Internet Sites

This guidance is intended for use when the school needs to manage incidents that involve the use of online services. It encourages a safe and secure approach to the management of the incident. Incidents might typically include cyber-bullying, harassment, anti-social behaviour and deception. These may appear in emails, texts, social networking sites, messaging sites, gaming sites or blogs etc.

Do not follow this procedure if you suspect that the web site(s) concerned may contain child abuse images. If this is the case please refer to the Flowchart for responding to online safety incidents and report immediately to the police. Please follow all steps in this procedure:

- Have more than one senior member of staff / volunteer 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 young people and if necessary can be taken off site by the police should the need arise. 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 below)
- 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 or national / local organisation (as relevant).
 - Police involvement and/or action
- If content being reviewed includes images of Child abuse³ then the monitoring should be halted and referred to the Police immediately⁴. Other instances to report to the police would include:
 - incidents of 'grooming' behaviour
 - the sending of obscene materials to a child
 - Isolate the computer in question as best you can. Any change to its state may affect a later police investigation.
- It is important that all of the above steps are taken as they will provide an evidence trail for the group, possibly the police and demonstrate that visits to these sites were carried out for child protection purposes. The completed form should be retained by the group for evidence and reference purposes.

Sample documents for recording the review of and action arriving from the review of potentially harmful websites can be found in the PDF version of the SWGfL template e-safety policy (pages 36-38):

http://www.swgfl.org.uk/Files/Documents/esp_template_pdf

Appendix 3 – Criteria for website filtering

A. ORIGIN - What is the website's origin?

- The organisation providing the site is clearly indicated.
- There is information about the site's authors (about us, our objectives, etc.)
- There is a contact for further information and questions concerning the site's information and content.

B. DESIGN - Is the website well designed? Is it / does it:

- appealing to its intended audience (colours, graphics, layout)?
- easy to navigate through the site - links are clearly marked etc?
- have working links?
- Have inappropriate adverts?

C. CONTENT - Is the website's content meaningful in terms of its educational value?

- The site is free of spelling mistakes, grammatical errors, syntax errors, or typos.
- The site promotes equal and just representations of racial, gender, and religious issues.
- The site does not contain inappropriate content such as pornography, abuse, racial hatred and terrorism.
- The site does not link to other sites which may be harmful / unsuitable for the pupils
- Is the website current?

D. ACCESSIBILITY - Is the website accessible?

- Loads quickly?
- Does the site require registration or passwords to access it?
- The site does not require usage fees to be paid.

Appendix 4 - Supporting resources and links

The following links may help those who are developing or reviewing a school e-safety policy.

General

South West Grid for Learning "SWGfL Safe" <http://www.swgfl.org.uk/safety/default.asp>

Child Exploitation and Online Protection Centre (CEOP) <http://www.ceop.gov.uk/>

ThinkUKnow <http://www.thinkuknow.co.uk/>

ChildNet <http://www.childnet-int.org/>

InSafe <http://www.saferinternet.org/ww/en/pub/insafe/index.htm>

Byron Review ("Safer Children in a Digital World") <http://www.dcsf.gov.uk/byronreview/>

Becta – various useful resources now archived

<http://webarchive.nationalarchives.gov.uk/20101102103654/http://www.becta.org.uk>

London Grid for Learning <http://cms.lgfl.net/web/lgfl/365>

Kent NGfL <http://www.kented.org.uk/ngfl/ict/safety.htm>

Northern Grid http://www.northerngrid.org/ngflwebsite/esafety_server/home.asp

National Education Network NEN E-Safety Audit Tool: http://www.nen.gov.uk/hot_topic/13/nen-e-safety-audit-tool.html

WMNet – www.wmnet.org.uk

Cyber Bullying

DCSF - Cyberbullying guidance

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=spectrum&ProductId=DCSF-00658-2007>

Teachernet <http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/cyberbullying/>

Teachernet “Safe to Learn – embedding anti-bullying work in schools”

<http://www.teachers.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/>

Anti-Bullying Network - <http://www.antibullying.net/cyberbullying1.htm>

Cyberbullying.org - <http://www.cyberbullying.org/>

East Sussex Council – Cyberbullying - A Guide for Schools:

<https://czone.eastsussex.gov.uk/supportingchildren/healthwelfare/bullying/Pages/eastsussexandnationalguidance.aspx>

Social networking

Home Office Task Force - Social Networking Guidance -

<http://police.homeoffice.gov.uk/operational-policing/crime-disorder/child-protection-taskforce>

Digizen – “Young People and Social Networking Services”: <http://www.digizen.org.uk/socialnetworking/>

Ofcom Report:

http://www.ofcom.org.uk/advice/media_literacy/medlitpub/medlitpubrss/socialnetworking/summary/

Mobile technologies

“How mobile phones help learning in secondary schools”:

http://partners.becta.org.uk/index.php?section=rh&catcode=re_rp_02_a&rid=15482

Mobile phones and cameras:

http://schools.becta.org.uk/index.php?section=is&catcode=ss_to_es_pp_mob_03

Data protection and information handling

Information Commissioners Office - Data Protection:

http://www.ico.gov.uk/Home/what_we_cover/data_protection.aspx

See also Becta (archived) resources above

Parents’ guide to new technologies and social networking

<http://www.iab.ie/>

Links to other resource providers

SWGfL has produced a wide range of information leaflets and teaching resources, including films and video clips – for parents and school staff. A comprehensive list of these resources (and those available from other organisations) is available on the “SWGfL Safe” website: <http://www.swgfl.org.uk/staying-safe>

BBC Chatguides: <http://www.bbc.co.uk/chatguide/index.shtml>

Kidsmart: <http://www.kidsmart.org.uk/default.aspx>

Know It All - <http://www.childnet-int.org/kia/>

Cybersmart - <http://www.cybersmartcurriculum.org/home/>

NCH - <http://www.stoptextbully.com/>

Chatdanger - <http://www.chatdanger.com/>

Internet Watch Foundation: <http://www.iwf.org.uk/media/literature.htm>

Digizen – cyber-bullying films: <http://www.digizen.org/cyberbullying/film.aspx>

London Grid for Learning: <http://cms.lgfl.net/web/lgfl/safety/resources>

Appendix 5 - Glossary of terms

AUP	Acceptable Use Policy – see templates earlier in this document
Becta	British Educational Communications and Technology Agency (former government agency which promoted the use of information and communications technology – materials and resources are still used)
CEOP	Child Exploitation and Online Protection Centre (part of UK Police), dedicated to protecting children from sexual abuse, providers of the Think U Know programmes.
DfE	Department for Education
FOSI	Family Online Safety Institute
HSCB	Herefordshire Safeguarding Children Board (the local safeguarding board)
ICT	Information and Communications Technology
ICT Mark	Quality standard for schools provided by Becta
ICT Services	Herefordshire ICT Services - provide broadband services and ICT support to Herefordshire schools
INSET	In Service Education and Training
IP address	The label that identifies each computer to other computers using the IP (internet protocol)
ISP	Internet Service Provider
IWF	Internet Watch Foundation
JANET	Provides the broadband backbone structure for Higher Education and for the National Education Network and RBCs.
KS1 ..	KS1 = years 1 and 2 (ages 5 to 7) KS2 = years 2 to 6 (age 7 to 11)
LA	Local Authority
LAN	Local Area Network
LGBT	Lesbian Gay Bisexual Transgender
LSCB	Local Safeguarding Children Board
MIS	Management Information System
NEN	National Education Network – works with the Regional Broadband Consortia (eg WMNet) to provide the safe broadband provision to schools across Britain.
Ofcom	Office of Communications (Independent communications sector regulator)
Ofsted	Office for Standards in Education, Children’s Services and Skills
PDA	Personal Digital Assistant (handheld device)
PHSE	Personal, Health and Social Education
SRF	Self Review Framework – a tool maintained by Naace used by schools to evaluate the quality of their ICT provision and judge their readiness for submission for the ICTMark
SWGfL	South West Grid for Learning – the Regional Broadband Consortium of SW Local Authorities and recognised authority on all matters relating to e-safety (on whose policy this one is based)
URL	Universal Resource Locator – posh name for a web address
VLE	Virtual Learning Environment - an online system designed to support teaching and learning in an educational setting,
WMNet	The Regional Broadband Consortium of West Midland Local Authorities – provides support for all schools in the region and connects them all to the National Education Network (Internet)