



Online E Safety Policy

Formally adopted by the Governing Body of:	Redcastle Family School
On:	
Signed by Chair of Governors:	<i>Mrs M Eade</i>
Last updated:	November 2023



Rationale

The purpose of this policy is to:

- Set out the key principles expected of all members of the school community at Redcastle Family School with respect to the use of technologies.
- Safeguard and protect the children and staff.
- Assist school staff working with children to work safely and responsibly with technologies and to monitor their own standards and practice.
- Set clear expectations of behaviour and/or codes of practice relevant to responsible use of technologies for educational, personal or recreational use for the whole school community.
- Have clear structures to deal with online abuse such as online bullying [noting that these need to be cross referenced with other school policies].
- Ensure that all members of the school community are aware that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken.
- Minimise the risk of misplaced or malicious allegations made against adults who work with students.

The main areas of risk for our school community can be summarised as follows:

Content

- Exposure to inappropriate content
- Lifestyle websites promoting harmful behaviours
- Hate content
- Content validation: how to check authenticity and accuracy of online content
- Contact
- Grooming (sexual exploitation, radicalisation etc.)
- Online bullying in all forms including cyber bullying
- Social or commercial identity theft, including passwords
- Conduct
- Aggressive behaviours (bullying)
- Privacy issues, including disclosure of personal information
- Digital footprint and online reputation
- Health and well-being (amount of time spent online, gambling, body image)
- Sexting
- Copyright (little care or consideration for intellectual property and ownership)



Scope

This policy applies to all members of Redcastle Family School community (including staff, students/pupils, volunteers, parents/carers, visitors, community users) who have access to and are users of school technologies, both in and out of Redcastle Family School

Communication

The policy will be communicated to staff/pupils/community in the following ways:

- Policy to be posted on the school website/ staffroom/ classrooms
- Policy to be part of school induction pack for new staff, including information and guidance where appropriate
- All staff must read and sign the ‘Staff Code of Conduct’ before using any school technology resource
- Regular updates and training on online safety for all staff, including any revisions to the policy
- ICT Code of Conduct (previously referred to as an Acceptable Use Policy (AUP) discussed with staff and pupils at the start of each year. ICT Code of Conduct/AUP to be issued to the whole school community, on entry to the school.

Handling Concerns

- The school will take all reasonable precautions to ensure online safety is in line with current guidance from the Department for Education (DfE)
- Staff and pupils are given information about infringements in use and possible sanctions.
- Designated Safeguarding Lead (DSL) acts as first point of contact for any safeguarding incident whether involving technologies or not
- Any concern about staff misuse is always referred directly to the Headteacher, unless the concern is about the Headteacher in which case the concern is referred to the Chair of Governors



Review and Monitoring

The online safety policy is referenced within other school policies (e.g. Safeguarding and Child Protection policy, Anti-Bullying policy, PSHE, Computing policy).

- The online safety policy will be reviewed annually or when any significant changes occur with regard to the technologies in use within the school
- There is widespread ownership of the policy and it has been agreed by the Senior Leadership Team (SLT) and approved by Governors. All amendments to the school online safety policy will be disseminated to all members of staff and pupils.

2. Education and Curriculum

Pupil online safety curriculum:

- has a clear, progressive online safety education programme as part of the Computing curriculum/PSHE and other curriculum areas as relevant. This covers a range of skills and behaviours appropriate to their age and experience
- will remind students about their responsibilities through the pupil ICT Code of Conduct/ Acceptable Use Agreement(s)
- ensures staff are aware of their responsibility to model safe and responsible behaviour in their own use of technology, e.g. use of passwords, logging-off, use of content, research skills, copyright
- ensures that staff and pupils understand issues around plagiarism; how to check copyright and also know that they must respect and acknowledge copyright/intellectual property rights

Remote learning pupils are responsible for:

- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Ensuring they use any equipment and technology for remote learning as intended.
- •Not record, store, or distribute video material without permission.
- •Ensure they have a stable connection to avoid disruption to lessons.
- •Always remain aware that they are visible.
- Adhering to the Behaviour Policy at all times.



All pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable ‘public’ living area within the home with an appropriate background – ‘private’ living areas within the home, such as bedrooms, are not permitted during video communication.

The Headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Arranging any additional training staff may require to support pupils during the period of remote learning.

Staff and governor is responsible:

makes regular up to date training available to staff on online safety issues and the school’s online safety education program

- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- All staff using video communication must: Communicate in groups – one-to-one sessions are not permitted.



- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate
- provides, as part of the induction process, all staff [including those on university/college placement and work experience] with information and guidance on the Online Safety Policy and the school’s ICT Code of Conduct/ Acceptable Use Agreements
- Evaluating the effectiveness of the school’s remote learning arrangements.

The SENCO is responsible for:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

The Designated Safeguarding Lead is responsible for:

- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working Ensuring all safeguarding incidents are adequately recorded and reported.



The ICT technicians are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking ‘stress’ testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

The Data Protection Officer is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

Parent/Carer awareness and training:

- provides information for parents/carers for online safety on the school website
- provides induction for parents which includes online safety
- runs a rolling programme of online safety advice, guidance and training for parents
- parents/carers are issued with up to date guidance on an annual basis

Parents are responsible with Remote learning:

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- To be aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.



- Encouragement to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.
- Reporting any technical issues to the school as soon as possible.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.

3. Incident management:

- there is strict monitoring and application of the online safety policy, including the ICT Code of Conduct/AUP/cyber bullying and a differentiated and appropriate range of sanctions
- support is actively sought from other agencies as needed (i.e. the local authority, UK Safer Internet Centre helpline, CEOP, Police, Internet Watch Foundation) in dealing with online safety issues
- monitoring and reporting of online safety incidents including cyber bullying takes place and contributes to developments in policy and practice in online safety within the school
- parents/carers are specifically informed of online safety incidents involving young people for whom they are responsible
- the Police will be contacted if one of our staff or pupils receives online communication that we consider is particularly disturbing or breaks the law
- we will immediately refer any suspected illegal material to the appropriate authorities – i.e. Police, Internet Watch Foundation and inform the LA

4. Managing IT and Communication System Internet access, security and filtering In this school:

- We follow guidelines issued by the Department for Education to ensure that we comply with minimum requirements for filtered broadband provision



Critical Security Control	Questions for School Head Teachers, Senior Leaders and Governors
<p>1. Inventory of Authorized and Unauthorized Devices: Actively manage (inventory, track, and correct) all hardware devices on the network so that only authorized devices are given access, and unauthorized and unmanaged devices are found and prevented from gaining access.</p>	<p>Does your school’s ICT Code of Conduct/acceptable use policy (AUP) include provisions/instructions to ensure only authorised devices are connected to the school’s network?</p>
<p>2. Inventory of Authorized and Unauthorized Software: Actively manage (inventory, track, and correct) all software on the network so that only authorized software is installed and can execute, and that unauthorized and unmanaged software is found and prevented from installation or execution.</p>	<p>Does your school’s ICT Code of Conduct/acceptable use policy (AUP) include provisions/instructions to ensure only authorised devices are connected to the school’s network?</p>
<p>3. Secure Configurations for Hardware and Software on Mobile Devices, Laptops, Workstations, and Servers: Establish, implement, and actively manage (track, report on, correct) the security configuration of laptops, servers, and workstations using a rigorous configuration management and change control process in order to prevent attackers from exploiting vulnerable services and settings.</p>	<p>Does your school’s ICT Code of Conduct/acceptable use policy (AUP) include clear provisions/instructions warning users about tampering with secure configurations, with clear sanctions for any infraction? Do you have visibility of likely costs to upgrade and refresh hardware and software as necessary, and when these costs are likely to be incurred (for example, antivirus software subscriptions, firewall support and maintenance services, dates for when hardware/software will go “end of life” and need to be replaced)?</p>
<p>4. Continuous Vulnerability Assessment and Remediation: Continuously acquire, assess, and take action on new information in order to identify vulnerabilities, remediate, and minimize the window of opportunity for attackers.</p>	<p>Do you have processes in place for regular review of e-security functions and your IT acceptable use policies to address new and emerging threats? How do you ensure staff and pupils receive appropriate e-security advice and training?</p>
<p>5. Malware Defences: Control the installation, spread, and execution of malicious code at multiple points in the enterprise, while optimizing the use of automation to enable rapid updating of defence, data gathering, and corrective action.</p>	<p>How do you ensure that your ICT Code of Conduct/acceptable use policy (AUP) are up to date to minimise risks in this area? What sanctions are applied for malicious use of school IT services and systems?</p>



<p>6. Application Software Security: Manage the security lifecycle of all in-house developed and acquired software in order to prevent, detect and correct security weaknesses</p>	<p>Do you have visibility of when significant upgrade and renewal of software will be required, both in terms of likely cost and ensuring service continuity? How do you ensure staff and pupils are trained in the use of new software?</p>
<p>7. Wireless Access Control: The processes and tools used to track/control/prevent/correct the security use of wireless local area networks (LANS), access points, and wireless client systems.</p>	<p>What is the school’s policy on wireless access – do you allow guest access, or access from staff- or pupil-owned devices? Does your ICT Code of Conduct/acceptable use policy (AUP) appropriately encompass access from staff- or pupil-owned devices if this is allowed? Do your staff and pupils understand their obligations and responsibilities in relation to using their own devices in school, if they are allowed to do so?</p>
<p>8. Data Recovery Capability: The processes and tools used to back up critical information properly with a proven methodology for timely recovery.</p>	<p>Does your school have an overarching disaster recovery/business continuity plan? If so, does this encompass restoration of IT facilities and critical school data appropriately?</p>
<p>9. Security Skills Assessment and Appropriate Training to Fill Gaps: For all functional roles in the organization (prioritizing those mission--critical to the business and its security), identify the specific knowledge, skills, and abilities needed to support defence of the enterprise; develop and execute an integrated plan to assess, identify gaps, and remediate through policy, organizational planning, training, and awareness programs.</p>	<p>Does your school’s overarching staff training and development planning include provisions to ensure that technical support staff can keep up to date with e-security risks and best practices and that all teaching and administrative personnel understand their own e-security obligations and responsibilities?</p>
<p>10. Secure Configurations for Network Devices such as Firewalls, Routers, and Switches: Establish, implement, and actively manage (track, report on, correct) the security configuration of network infrastructure devices using a rigorous configuration management and change control process in order to prevent attackers from exploiting vulnerable services and settings.</p>	<p>Do you have visibility/awareness of when major changes and/or upgrades will need to be carried out, in terms of both likely cost/budgeting and maintaining service continuity?</p>



<p>11. Limitation and Control of Network Ports, Protocols, and Services: Manage (track/control/correct) the ongoing operational use of ports, protocols, and services on networked devices in order to minimize windows of vulnerability available to attackers.</p>	<p>Do you have visibility of when major changes are likely to be necessary? Do you have effective processes for communicating changes, for example in relation to changing security settings to allow access to a new service or facility – are appropriate risk assessment and management processes in place and adhered to?</p>
<p>12. Controlled Use of Administrative Privileges: The processes and tools used to track/control/prevent/correct the use, assignment, and configuration of administrative privileges on computers, networks, and applications.</p>	<p>Do you have effective strategies in place to ensure the importance of administrator privileges are understood and respected? Does your ICT Code of Conduct/acceptable use policy (AUP) require strong, complex passwords and regular password changes?</p>



<p>13. Boundary Defence: Detect/prevent/correct the flow of information transferring networks of different trust levels with a focus on security-damaging data.</p>	<p>Do you employ any independent third party testing of your boundary defences to maintain their effectiveness in the light of dynamic and emerging threats?</p>
<p>14. Maintenance, Monitoring, and Analysis of Audit Logs: Collect, manage, and analyse audit logs of events that could help detect, understand, or recover from an attack.</p>	<p>How do you ensure that sufficient time is allocated to reviewing and acting upon the outputs from monitoring and logging activities? Where do responsibilities for reviewing outputs from monitoring and logging reside? What are your data retention policies, and where are they described?</p>



<p>15. Controlled Access Based on the Need to Know: The processes and tools used to track/control/prevent/correct secure access to critical assets (e.g., information, resources, systems) according to the formal determination of which persons, computers, and applications have a need and right to access these critical assets based on an approved classification.</p>	<p>Does your ICT Code of Conduct/acceptable use policy (AUP) differentiate between the obligations and responsibilities of different groups of users (teaching staff, administrative/managerial staff, pupils, governors)? How do you communicate with and keep different user groups up to date with their obligations and responsibilities?</p>
<p>16. Account Monitoring and Control: Actively manage the life-cycle of system and application accounts – their creation, use, dormancy, deletion – in order to minimize opportunities for attackers to leverage them.</p>	<p>Do you undertake any monitoring of user accounts for unusual usage? How do you communicate with, educate and inform different user groups of their obligations and responsibilities?</p>
<p>17. Data Protection: The processes and tools used to prevent data exfiltration, mitigate the effects of exfiltrated data, and ensure the privacy and integrity of sensitive information (exfiltration: the unauthorized release of data from within a computer system or network)</p>	<p>Are all staff and pupils aware of all their responsibilities and obligations in relation to sensitive and personal data, particularly in the light of schools' roles as data controllers under The Data Protection Act 1998?</p>
<p>18. Incident Response and Management: Protect the organization's information, as well as its reputation, by developing and implementing an incident response infrastructure (e.g., plans, defined roles, training, communications, management oversight) for quickly discovering an attack and then effectively containing the damage, eradicating the attacker's presence, and restoring the integrity of the network and systems.</p>	<p>How regularly are incident handling processes reviewed? Do you undertake any example incident scenarios to test and update incident handling processes and procedures?</p>



<p>19. Secure Network Engineering: Make security an inherent attribute of the enterprise by specifying, designing, and building--in features that allow high confidence systems operations while denying or minimizing opportunities for attackers.</p>	<p>How much and how often are time and resources allocated to reviewing and updating the school network as a whole? What processes and analysis are employed to determine which security functions are best provided in house and which should be delivered using the expertise of third parties such as broadband service providers?</p>
<p>20. Penetration Tests and Red Team Exercises: Test the overall strength of an organization’s defences (the technology, the processes, and the people) by simulating the objectives and actions of an attacker</p>	<p>How do you identify sources of advice and support that can scrutinise the security of you network and suggest an action plan for improvement?</p>

E-mail

- Provides staff with an email account for their professional use, e.g. nsix.org.uk and makes clear personal email should be through a separate account
- We use anonymous e-mail addresses, for example head@, office@
- Will contact the Police if one of our staff or pupils receives an e-mail that we consider is particularly disturbing or breaks the law.
- Will ensure that email accounts are maintained and up to date Pupils email:
- We use school provisioned pupil email accounts that can be audited
- Pupils are taught about the online safety and ‘netiquette’ of using e-mail both in school and at home.
- Staff email:
- Staff will use LA or school provisioned e-mail systems for professional purposes
- Access in school to external personal email accounts may be blocked
- Never use email to transfer staff or pupil personal data unless it is protected with secure encryption. ‘Protect-level’ data should never be transferred by email. If there is no secure file transfer solution available for the situation, then the data / file must be protected with security encryption.



School website

- The school website complies with statutory DfE requirements
- Most material is the school’s own work; where other’s work is published or linked to, we credit the sources used and state clearly the author's identity or status;
- Photographs of pupils published on the web do not have full names attached. We do not use pupils’ names when saving images in the file names or in the tags when publishing to the school website;

Social networking Staff, Volunteers and Contractors

- Staff are instructed to always keep professional and private communication separate.
 - Teachers are instructed not to run social network spaces for student use on a personal basis or to open up their own spaces to their students, but to use the schools’ preferred system for such communications.
 - The use of any school approved social networking will adhere to ICT Code of Conduct/AUP Pupils:
 - Are taught about social networking, acceptable behaviours and how to report misuse, intimidation or abuse through our online safety curriculum work.
 - Students are required to sign and follow our [age appropriate] pupil ICT Code of Conduct/AUP .
- Parents/Carers:
- Parents/carers are reminded about social networking risks and protocols through our parental ICT Code of Conduct/AUP and additional communications materials when required.

5. Data Security Management Information System access and data transfer

- Please use guidance from the Information Commissioner’s Office to ensure that you comply with your responsibilities to information rights in school

6. Equipment and Digital Content Bring Your Own Device Guidance for Staff and Pupils

- Please use guidance from The Education Network (NEN) around Bring Your Own Device



Digital images and video In this school:

- We gain parental/carer permission for use of digital photographs or video involving their child as part of the school agreement form when their daughter/son joins the school (or annually)
- We do not identify pupils in online photographic materials or include the full names of pupils in the credits of any published school produced video materials/DVDs
- Staff sign the school’s ICT Code of Conduct/AUP and this includes a clause on the use of personal mobile phones/personal equipment
- If specific pupil photos (not group photos) are used on the school website, in the prospectus or in other high profile publications the school will obtain individual parental or pupil permission for its long term, high profile use

7. Virtual lessons and live streaming

- Should schools choose to provide remote education using live streaming or pre-recorded videos, guidance from the National Cyber Security Centre (NCSC) on which video conference service is right for your school and using video conferencing services safely.
- In addition, guidance from the UK Safer Internet Centre on safe remote learning includes detailed advice on live, online teaching, and the safeguarding guidelines from London grid for learning (LGFL) includes platform-specific advice.
- Teaching from home is different from teaching in the classroom. Teachers should try to find a quiet or private room or area to talk to pupils, parents or carers. When broadcasting a lesson or making a recording, consider what will be in the background.

