

Therapeutic Teaching

Unique solutions for unique people

E- Safety Policy

Adapted from SWGfLT Ltd.

Written: February 2019 by Catherine Stephenson, Owner.

Reviewed : February 2020 Next review: February 2021

We treat online safeguarding issues the same as offline safeguarding issues.

Action - serious incidents:

Should serious online safety incidents take place, the following external persons / agencies should be informed:

LA Safeguarding Schools Officer: Jo Barclay jo.barclay@essex.gov.uk

LADO: Telephone: **03330 139 797**

Police: 101 or NSPCC – CSE general helpline on: 0808 800 5000 (24 hour helpline)

Introduction

This policy has been written with support from the SWGfL / UK Safer Internet Centre

The South West Grid for Learning Trust is an educational trust that has an international reputation in supporting schools with online safety. swgfl.org.uk

The requirement to ensure that children and young people are able to use the internet and related communications technologies appropriately and safely is addressed as part of the wider duty of care to which all who work in education are bound. We must, through this E-Safety Policy, ensure that we meet our statutory obligations to ensure that children and young people are safe and are protected from potential harm, both within and outside the learning situation when we work with children and young people. The policy will also form part of the Therapeutic Teaching's protection from legal challenge, relating to the use of digital technologies.

In England, schools / academies are subject to an increased level of scrutiny of their online safety practices by Ofsted Inspectors during inspections. From 2015 there are additional duties under the Counter Terrorism and Securities Act 2015 which require schools / academies to ensure that children are safe from terrorist and extremist material on the internet. Revised "Keeping Children Safe in Education" guidance obliges schools and colleges in England to "ensure appropriate filters and appropriate monitoring systems are in place. Children should not be able to access harmful or inappropriate material from the school or colleges IT system" however, schools will need to "be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding."

Byron (2008) classifies the online risks to children in terms of **content, contact and conduct**. Byron goes on to say that to reduce risks means achieving three objectives:

Objective 1: Reduce Availability

Reduce the availability of harmful and inappropriate content, the prevalence of harmful and inappropriate contact and the conduciveness of platforms to harmful and inappropriate conduct;

Objective 2: Restrict Access

Equip children and their parents to effectively manage access to harmful and inappropriate content, avoid incidences of harmful and inappropriate contact and reduce harmful and inappropriate conduct;

Objective 3: Increase Resilience

Equip children to deal with exposure to harmful and inappropriate content and contact, and equip parents to help their children deal with these things and parent effectively around incidences of harmful and inappropriate conduct by their children.

Therefore any e-safety policy should address these strategic objectives.

In particular, the third objective is very important. If children and their parents can be empowered to safely manage the availability of and access to harmful contact, content and conduct then it will be less necessary for agencies to impose restrictions on availability and access.

This policy is discussed with parents and young people as they become involved with Therapeutic Teaching.

Review process:

Due to the ever-changing nature of digital technologies, Therapeutic Teaching reviews the E-Safety Policy at least annually and, if necessary, more frequently in response to any significant new developments in the use of the technologies, new threats to online safety or incidents that have taken place. We will monitor the impact of the policy using:

- Logs of activity when using IT to support learning in a teaching-learning session.
- Evaluation questionnaires of students and parents / carers.

In the review process parents and young people are consulted and it is sent to the Local Authority as part of the quality assurance process. Therapeutic Teaching uses the resources and self-review for online safety at **Online Compass** <https://onlinecompass.org.uk/>. Online Compass is a self-review tool that allows us to rate our organisation's online safety provision. It is divided into three sections, with each section containing a number of parts. Each part has three level statements - red, amber or green, with red representing the lowest level of achievement and green showing the highest. Our latest rating will be displayed on the website.

Resources that we use:

Technology has become integral to young people's lives and it is important that they know how to stay safe online and make the most of the opportunities that the internet provides. Whether you are a young person, parent or carer, or working with children, there are lots of resources to help.

PSHE: [Making Sense of Relationships \(NSPCC\)](#) and <https://www.childnet.com/resources>

[Online Abuse and Bullying Prevention Guide](#). This guide has been developed for professionals who work with young people to help them understand what constitutes abusive behaviour online, the consequences of that behaviour, and where they can get help. (NSPCC March 2015)

[Sexting in schools and colleges: responding to incidents and safeguarding young people \(UKCCIS, 2016\)](#) - The UK Council for Child Internet Safety (UKCCIS) Education Group has published non-statutory advice for schools and colleges on responding to incidents of sexting. This includes responding to disclosures; handling devices and imagery; risk assessing situations; involving other agencies; information about preventative education; working with parents; reporting imagery to providers. This [resource](#) provides information on the latest Apps and potential associated risks.

The UK Council for Child Internet Safety (UKCCIS) Education Working Group have produced a new framework for online safety called '[Education for a Connected World](#)'. This framework details the knowledge and skills children and young people need at different stages of their lives in order to navigate the internet safely.

Useful Websites

- [CEOP](#) (Child Exploitation and Online Protection)
- [Childnet](#)

Tel:07864037596

thera.teaching@gmail.com

www.therapeuticteaching.uk

- [Internet Matters](#)
- [Net Aware](#)
- [NSPCC](#)
- [Parent Info](#)
- [Safer Internet](#)

Scope of the Policy

This policy applies to all members of Therapeutic Teaching community (Catherine Stephenson, students and parents / carers) who have access to and are users of Therapeutic Teaching digital technology systems during a learning/ social support session and our website.

Monitoring outside of the presence of the teacher is the responsibility of the parent/carer.

If we become aware and have knowledge of any concerns or incidents of inappropriate online safety behaviour that take place out of the teaching session, we will inform parents / carers and support them to seek advice and follow safeguarding procedures.

Roles and Responsibilities

As the single teacher of complementary education Catherine Stephenson has a duty of care for ensuring the safety (including online safety) of young people when they are being taught at home or in local libraries. There are responsibilities for the parent/carer and student and these are also outlined in the Acceptable Use Agreements.

- The term 'we' applies to Catherine Stephenson as the owner and teacher.
- The term 'student' applies to the pupil/child/young person
- The term parent/carer applies to the student's legal guardian.

Responsibilities: Catherine Stephenson

This checklist is kept to hand to ensure that responsibilities in the role of teacher are clear.

[https://www.childnet.com/downloads/Teachers and technology checklist.pdf](https://www.childnet.com/downloads/Teachers_and_technology_checklist.pdf)

When the student is in school the duty of care lies with the school. The digital tools belonging to Therapeutic Teaching are not used on the school premises by the student and only by Catherine as the teacher with prior agreement by the school.

Catherine Stephenson is aware of the procedures to be followed in the event of a serious online safety allegation and will follow safeguarding procedures when in school as a visitor.

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

Therapeutic Teaching provides the following measures to ensure reasonable steps are in place to minimise risk of harm to students, parents and the organisations through:

- Ensuring that personal information is not published
- Training is completed including: acceptable use; social media risks; checking of settings; data protection; reporting issues. Clear reporting guidance, including responsibilities, procedures and sanctions
- Risk assessment, including legal risk.

Therapeutic Teaching is not known to search engines. Social media is not used for professional purposes.

We are responsible for the security arrangements for any digital tools owned by Therapeutic Teaching which are used by Catherine herself or by the student under her supervision.

We must have knowledge of the policy for the security of an Essex County Council (ECC) Library PC that may be used under supervision during a lesson.

We are responsible for ensuring that the equipment is secure and is not open to misuse or malicious attack and meets required online safety technical requirements and ECC Online Safety Policy / Guidance that may apply.

We must also ensure that the student may only access the ECC Library internet access through their own library account.

We must ensure that there is parental supervision of home internet use while teaching the student in the home and that parents are aware of online safety measures.

We must keep up to date with online safety technical information in order to effectively carry out the online safety role and to inform and update others as relevant.

We must ensure that the use of the student's own device or Therapeutic Teaching's own device when connected on the ECC libraries internet connection is regularly monitored in order that any misuse / attempted misuse can be reported to the parent carer and school/referring agency and investigation can be carried out transparently.

We must ensure that all digital communications by the pupil while in our care are only carried out using their own devices or using ECC Library PC under supervision.

We must ensure that any digital communications by us intended for the student will be via parents / carers email/text and carried out on a professional level.

We are also responsible for supporting students to understand and follow the Acceptable Use agreement.

We support students to have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations

The development of digital imaging technologies has created significant benefits to learning, allowing staff and students / pupils instant use of images that they have recorded themselves or downloaded from the internet. We will ensure that both student and parents need to be aware of the risks associated with publishing digital images on the internet. Such images may provide avenues for cyberbullying to take place. Digital images may remain available on the internet forever and may cause harm or embarrassment to individuals in the short or longer term. We must ensure that the use of digital technologies, mobile devices, cameras etc in lessons and other activities (where allowed) for recording of learning experiences are with written agreement only and additional consent is gained.

Student's names will not be used anywhere on the website or blog, particularly in association with photographs. Student's work can only be published with the permission of the student and parents or carers.

We must ensure that in lessons, where internet use is pre-planned, students will 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.

As a Designated Safeguarding Lead Catherine is trained in Online Safety issues and is aware of the potential for serious child protection / safeguarding issues to arise from:

- sharing of personal data
- access to illegal / inappropriate materials
- inappropriate on-line contact with adults / strangers
- potential or actual incidents of grooming
- online-bullying

Handling sexting and nude selfie incidents

In the first instance the UK Council for Child Internet Safety (UKCCIS) will be used to triage concerns. This should consider the initial evidence and aim to establish:

'Whether there is an immediate risk to a young person or young people'

When assessing the risks the following should be considered:

- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of imagery?
- Does the young person understand consent?

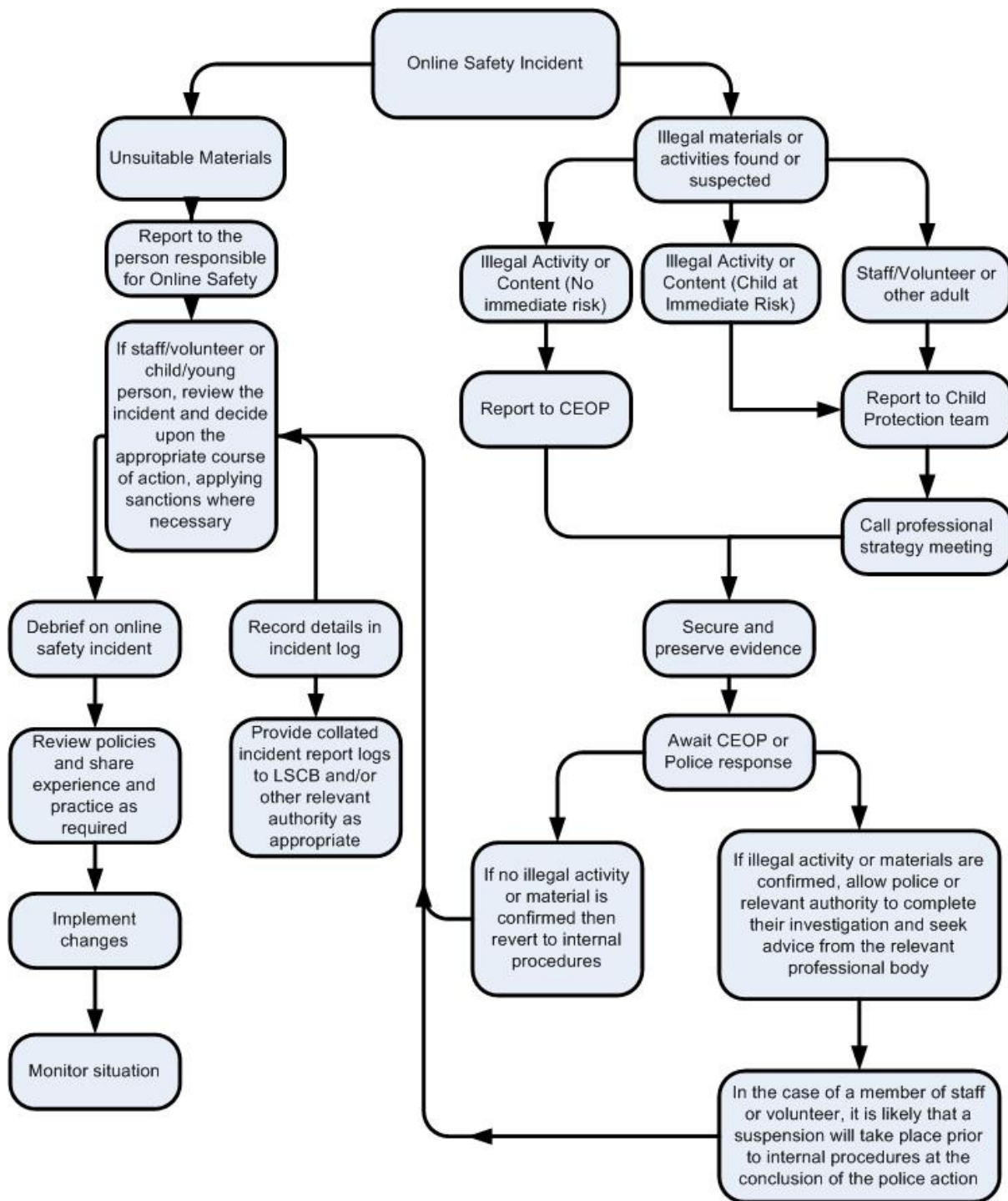
- Has the young person taken part in this kind of activity before?
- If a referral should be made to the police and/or children's social care
- In most cases, imagery should not be viewed.
- What further information is required to decide on the best response.
- Any relevant facts about the young people involved which would influence risk assessment.
- Involving the parents – does this pose any risks for the child? **If so an immediate referral to police and/or children's social care should be made.**

- if the incident involves an adult. There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs).
- If what is known about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent, or the young person in the imagery is under 13.
- Is there reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming?
If so an immediate referral to police and/or children's social care should be made.

If none of the above apply and there is enough information to assess the risks and manage them then a decision to respond to the incident with involvement of parents/carers will be made.

Illegal Incidents

If there is any suspicion that the web site(s) concerned may contain child abuse images, or if there is any other suspected illegal activity, refer to the right hand side of the Flowchart (below and appendix) for responding to online safety incidents and report immediately to the police.



Other Incidents

It is hoped that all members of Therapeutic Teaching community will be responsible users of digital technologies, 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.

In the event of suspicion, all steps in this procedure should be followed:

- 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 reporting form (except in the case of images of child sexual abuse – see below)
- Once this has been completed and fully investigated it will be judged whether this concern has substance or not. If it does then appropriate action will be required and could include the following:
 - Involvement by Local Authority
 - Police involvement and/or action

If content being reviewed includes images of child abuse then the monitoring should be halted and referred to the Police immediately. Other instances to report to the police would include:

- incidents of ‘grooming’ behaviour
- the sending of obscene materials to a child
- adult material which potentially breaches the Obscene Publications Act
- criminally racist material
- promotion of terrorism or extremism
- other criminal conduct, activity or materials

The device used should be isolated. Any change to its state may hinder a later police investigation.

It is important that all of the above steps are taken as they will provide an evidence trail for Therapeutic Teaching and possibly the police and demonstrate that visits to these sites were carried out for safeguarding purposes. The completed form should be retained for evidence and reference purposes.

Responsibilities: Students

Students are responsible for :

- using Therapeutic Teaching’s digital technology systems and their own devices in accordance with the **Acceptable Use Agreement**
- following the <https://libraries.essex.gov.uk/facilities-and-charges/library-computers-and-wifi/computer-acceptable-use-policy/> using public library equipment
- developing a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations
- understanding the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so

- understanding the policies on the taking / use of images and on online-bullying.
- understanding the importance of adopting good online safety practice when using digital technologies out of school and realise that this E- Safety Policy covers their actions out of school, if related to their relationship with Therapeutic Teaching.

Responsibilities: Parents/Carers

Parents / Carers play a crucial role in ensuring that their children understand the need to use the internet / mobile devices in an appropriate way. We will take every opportunity to help parents understand these issues through sharing information and guidance on the use of any online learning platforms used and communication about national / local online safety campaigns / literature / web sites e.g. swgfl.org.uk www.saferinternet.org.uk/ <http://www.childnet.com/parents-and-carers> .

Parents and carers will be encouraged to support Therapeutic Teaching in promoting good online safety practice, to talk with their children about their online activity, show an interest in their use of the internet for their learning and social interaction and to be a good role model for online use. We also encourage them to follow guidelines (Acceptable Use Agreement) on the appropriate use of:

- filters and security on internet use in the home;
- digital and video images taken in the home during learning sessions;
- digital and video use on mobile devices while in the public library or school during, before and after the session;
- digital communications made by the parent/carer with Therapeutic Teaching or others, either acting on their own or their child's behalf, professional in tone;
- digital communications made by their child using appropriate language and netiquette;
- filters on their child's personal devices in learning sessions with Therapeutic Teaching (where this is allowed by pre-agreement). Without prior agreement use of mobile devices except as a telephone/text is not permitted.
- In accordance with guidance from the Information Commissioner's Office, parents / carers are welcome to take videos and digital images of their children during the learning sessions for their own personal use (as such use is not covered by the Data Protection Act). To respect everyone's privacy and in some cases protection, these images should not be published / made publicly available on social networking sites, nor should parents / carers comment on any activities involving other people in the digital / video images.

Digital Literacy

Whilst regulation and technical solutions are very important, their use must be balanced by educating students to take a responsible approach. The education of students in online safety / digital literacy is therefore an essential part of the organisation's online safety provision. Children

and young people need the help and support of Therapeutic Teaching working with the parent and school in partnership to recognise and avoid online safety risks and build their resilience.

Children and young people need to develop the emotional resources needed to:

- **understand when they are at risk online**
- **know what to do to seek help**
- **learn from experience**
- **recover when things go wrong**

Online safety should be embedded in all areas of the curriculum and we should reinforce online safety messages across the curriculum. Although not a statutory duty to teach digital literacy as an alternative educational provision (short term provision) the planned curriculum will be designed to include digital literacy that is pertinent to the individual student's needs in the following ways:

- Key online safety messages should be reinforced as part of all relevant planned programmes of activities for young people.
- Online safety issues should be discussed / highlighted, when possible, in informal conversations with young people.
- When the opportunity arises young people should be advised to be critically aware of the materials / content they access on-line and be guided to validate the accuracy of information (not everything on the internet is true or accurate).
- We will support them to manage their digital footprint and consider with any online activity the 'billboard test'.
- Young people should be made aware of the need to respect copyright when using material accessed on the internet and, if applicable, acknowledge the source of information used.
- Rules for the use of devices / internet will be outlined in the Acceptable Use agreement and reminders given during a task. We demonstrate practical solutions, such as empowering children to delete and block messages and manage privacy settings.
- We should act as good role models in the use of online technologies. We will ensure that our interactions around online safety are engaging and informative, not just rule setting and technical advice.
- We will promote internet use with children that don't use it very often to develop their digital literacy and confidence.
- We support vulnerable children who are often referred to us because they are experiencing psychological or emotional problems, children who are vulnerable offline tend to be children vulnerable online.
- We will teach children about online bullying and how to manage situations should they arise.
- We aim to support young people so that they feel they can talk about sensitive issues comfortably, so they know where they can go to access support.

- We make children and young people aware that what is presented to them online may be skewed and they should consider where the information is coming from.
- Students should be supported in building resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.

Training

Catherine Stephenson completes an online safety course annually – offered by the NSPCC in association with CEOP, the child protection unit of the National Crime Agency, this elearning course supports understanding of what children and young people do online, why they take risks and how to respond to these risks to enable us to feel confident to protect the children we are working with.

[Keeping-children-safe-online-online-course](#)

The course is CPD certified, developed by the NSPCC in association with CEOP and regularly updated to reflect changes in legislation, guidance and best practice advice.

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Appendices:

1. Online Safety training certificate
2. Prevent training certificate
3. Acceptable Use agreement – students
4. Acceptable Use agreement – parents/carers
5. Record of reviewing devices / internet sites (responding to incidents of misuse)

Links to other organisations or documents

The following links may help those who are developing or reviewing a school online safety policy:

UK Safer Internet Centre

Safer Internet Centre – <https://www.saferinternet.org.uk/>

South West Grid for Learning - <https://swgfl.org.uk/products-services/online-safety/>

Childnet – <http://www.childnet-int.org/>

Professionals Online Safety Helpline - <http://www.saferinternet.org.uk/about/helpline>

Internet Watch Foundation - <https://www.iwf.org.uk/>

CEOP

CEOP - <http://ceop.police.uk/>

ThinkUKnow - <https://www.thinkuknow.co.uk/>

Others

[LGfL – Online Safety Resources](#)

[Kent – Online Safety Resources page](#)

INSAFE / Better Internet for Kids - <https://www.betterinternetforkids.eu/>

UK Council for Child Internet Safety (UKCCIS) - www.education.gov.uk/ukccis

Netsmartz - <http://www.netsmartz.org/>

Tools for Schools

Online Safety BOOST – <https://boost.swgfl.org.uk/>

360 Degree Safe – Online Safety self-review tool – <https://360safe.org.uk/>

360Data – online data protection self review tool: www.360data.org.uk

Bullying / Online-bullying / Sexting / Sexual Harrassment

Enable – European Anti Bullying programme and resources (UK coordination / participation through SWGfL & Diana Awards) - <http://enable.eun.org/>

Scottish Anti-Bullying Service, Respectme - <http://www.respectme.org.uk/>

Scottish Government - Better relationships, better learning, better behaviour -

<http://www.scotland.gov.uk/Publications/2013/03/7388>

DfE - Cyberbullying guidance -

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Childnet – Cyberbullying guidance and practical PSHE toolkit:

<http://www.childnet.com/our-projects/cyberbullying-guidance-and-practical-toolkit>

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

[UKSIC – Sexting Resources](#)

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

[Ditch the Label – Online Bullying Charity](#)

[Diana Award – Anti-Bullying Campaign](#)

Social Networking

Digizen – [Social Networking](#)

UKSIC - [Safety Features on Social Networks](#)

[Children’s Commissioner, TES and Schillings – Young peoples’ rights on social media](#)

Curriculum

[SWGfL Digital Literacy & Citizenship curriculum](#)

[UKCCIS – Education for a connected world framework](#)

Teach Today – www.teachtoday.eu/

Insafe - [Education Resources](#)

Mobile Devices / BYOD

Cloudlearn Report [Effective practice for schools moving to end locking and blocking](#)

NEN - [Guidance Note - BYOD](#)

Data Protection

[360data - free questionnaire and data protection self review tool](#)

[ICO Guide for Organisations \(general information about Data Protection\)](#)

[ICO Guides for Education \(wide range of sector specific guides\)](#)

[DfE advice on Cloud software services and the Data Protection Act](#)

[ICO Guidance on Bring Your Own Device](#)

[ICO Guidance on Cloud Computing](#)

[ICO - Guidance we gave to schools - September 2012](#)

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

[NHS - Caldicott Principles \(information that must be released\)](#)

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

[Dotkumo - Best practice guide to using photos](#)

Professional Standards / Staff Training

[DfE – Keeping Children Safe in Education](#)

DfE - [Safer Working Practice for Adults who Work with Children and Young People](#)

[Childnet – School Pack for Online Safety Awareness](#)

[UK Safer Internet Centre Professionals Online Safety Helpline](#)

Infrastructure / Technical Support

[UKSIC – Appropriate Filtering and Monitoring](#)

Somerset - [Questions for Technical Support](#)

NEN – [Advice and Guidance Notes](#)

Working with parents and carers

[SWGfL Digital Literacy & Citizenship curriculum](#)

[Online Safety BOOST Presentations - parent's presentation](#)

[Vodafone Digital Parents Magazine](#)

[Childnet Webpages for Parents & Carers](#)

[Get Safe Online - resources for parents](#)

[Teach Today - resources for parents workshops / education](#)

[The Digital Universe of Your Children - animated videos for parents \(Insafe\)](#)

[Cerebra - Learning Disabilities, Autism and Internet Safety - a Parents' Guide](#)

[Insafe - A guide for parents - education and the new media](#)

Research

[EU Kids on Line Report - "Risks and Safety on the Internet" - January 2011](#)

[Futurelab - "Digital participation - its not chalk and talk any more!"](#)

[Ofcom –Media Literacy Research](#)

Glossary of Terms

AUP / AUA	Acceptable Use Policy / Agreement – see templates earlier in this document
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.
CPD	Continuous Professional Development
FOSI	Family Online Safety Institute
ICO	Information Commissioners Office
ICT	Information and Communications Technology
ICTMark	Quality standard for schools provided by NAACE
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
ISPA	Internet Service Providers' Association
IWF	Internet Watch Foundation
LA	Local Authority
LAN	Local Area Network
MIS	Management Information System
NEN	National Education Network – works with the Regional Broadband Consortia (e.g. SWGfL) to provide the safe broadband provision to schools across Britain.
Ofcom	Office of Communications (Independent communications sector regulator)
SWGfL	South West Grid for Learning Trust – the Regional Broadband Consortium of SW Local Authorities – is the provider of broadband and other services for schools and other organisations in the SW
TUK	Think U Know – educational online safety programmes for schools, young people and parents.
VLE	Virtual Learning Environment (a software system designed to support teaching and learning in an educational setting,
WAP	Wireless Application Protocol
UKSIC	UK Safer Internet Centre – EU funded centre. Main partners are SWGfL, Childnet and Internet Watch Foundation.

NSPCC



CERTIFICATE OF ACHIEVEMENT

THIS IS TO CERTIFY THAT

Catherine Stephenson

has successfully completed

Keeping children safe online (3.0)

Given on 05/03/2019



EVERY CHILDHOOD IS WORTH FIGHTING FOR

©2018 NSPCC. Registered charity England and Wales 216401 and Scotland SC037717.

App.2 Prevent training certificate



This document certifies that

Catherine Stephenson	Essex County Council
2018-05-16 09:26:17	
Reference Number: BHAQR1Y51526459986	
Completed the Prevent e-learning training course	
https://www.elearning.prevent.homeoffice.gov.uk	
This introductory training provides a foundation on which to develop further knowledge around the risks of radicalisation and the kinds of support available to those at risk.	

 HM Government

Acceptable Use Agreement – Key Stage 2

This Acceptable Use Agreement is intended to ensure:

- that young people will be responsible users and stay safe while using the internet and other digital technologies for educational, personal and recreational use.
- that systems used and users are protected from accidental or deliberate misuse that could put people and the security of the systems at risk
- that young people will have good access to digital technologies to enhance their learning and will, in return, expect the students to agree to be responsible users.

This is how we stay safe when we use computers and other devices in our lessons:

- I will ask Cath if I want to use my own computer or tablet
- I will only use activities/websites that Cath has told, or allowed, me to use
- I will take care of the computer/tablet I am allowed to use
- I will ask for help if I am not sure what to do or if I think I have done something wrong
- I will tell her or my parents if I see something that upsets me on the screen
- I will listen when rules about online safety are explained so that I know what to do if there is a problem.

Signed (child):

Signed (parent):

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Acceptable Use Agreement – Key Stage 3

This Acceptable Use Agreement is intended to ensure:

- that young people will be responsible users and stay safe while using the internet and other digital technologies for educational, personal and recreational use.
- that systems used and users are protected from accidental or deliberate misuse that could put people and the security of the systems at risk
- that young people will have good access to digital technologies to enhance their learning and will, in return, expect the students to agree to be responsible users.

I understand that I must use digital devices in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the systems and other users.

For my own personal safety:

- I understand that Cath from Therapeutic Teaching when present with me will monitor my use of the computer /tablet and any digital communications during my lessons.
- At other times or during online lessons I understand that I am responsible for ensuring that my parents/carers support safe internet use with me.
- I must not share personal information over messaging or shared documents or video conferencing. I must not take screen shots while in a video call.
- I will arrange a quiet space, observed by my parent/s when in video call, for an online lesson.
- I will keep my own data safe and secure – I will not share it, nor will I try to use any other person's username and password. I understand that I should not write down or store a password where it is possible that someone may steal it.
- I will be aware of "stranger danger", when I am communicating online.
- I will not disclose or share personal information about myself or others when online (this could include names, addresses, email addresses, telephone numbers, age, gender, educational details, financial details etc)
- If I arrange to meet people off-line that I have communicated with online, I will do so in a public place and take an adult with me.
- I will immediately report any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable when I see it online.

I understand that everyone has equal rights to use technology as a resource and:

- I understand that during my lessons the devices used are intended for educational use and that I will not use them for personal or recreational use unless I have permission.
- During my lessons if I am using the device belonging to Therapeutic Teaching I will only download information with Cath's knowledge and permission.
- I will not use the device belonging to Therapeutic Teaching for on-line gaming, on-line gambling, internet shopping, file sharing, or video broadcasting (eg YouTube).
- I will act as I expect others to act toward me.
- I will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.
- I will be polite and responsible when I communicate with others, I will not use strong, aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will not take or distribute images of anyone without their permission.

I recognise that Therapeutic Teaching has a responsibility to maintain the security and integrity of the technology it offers me:

- I will only use my own personal devices – computer /tablet in lessons if I have permission from my parent and Cath;
- I understand that, if I do use my own devices in lessons I will follow the rules set out in this agreement.
- I understand the risks and will not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others, nor will I try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.
- I will immediately tell my parent of any damage or faults involving my own/family's computer/tablet equipment or software, however this may have happened.
- I will immediately tell Cath of any damage or faults involving Therapeutic Teaching's tablet however this may have happened.
- I will not open any hyperlinks in emails or any attachments to emails, unless I know and trust the person / organisation who sent the email, or if I have any concerns about the validity of the email (due to the risk of the attachment containing viruses or other harmful programmes)
- I will not install or attempt to install apps or store programmes of any type on Therapeutic Teaching's tablet nor will I try to alter settings.
- I will only use social media sites with permission and at the times that are allowed.

When using the internet for research or recreation, I recognise that:

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

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

- I understand that Therapeutic Teaching also has the right to take action against me if I am involved in incidents of inappropriate behaviour, that are covered in this agreement, when I am out of Therapeutic Teaching's lessons and where they involve anyone else connected to Therapeutic Teaching (examples would be cyber-bullying, use of images or personal information).
- I understand that if I break my part in this Acceptable Use Agreement, Cath will speak with my parents about the issue and in the event of illegal activities it will involve the police.

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

- I use Therapeutic Teaching's tablet during lessons
- I use my own devices in lessons

Name of Student :

Signed: Date:

Parent / Carer Countersignature

Cc Parent/Carer

Parent / Carer Acceptable Use Agreement

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

This Acceptable Use Policy is intended to ensure:

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

Therapeutic Teaching will try to ensure that your child will have good access to digital technologies to enhance their learning and will, in return, expect your child to agree to be a responsible user. A copy of the Student Acceptable Use agreement is attached to this permission form, so that parents / carers will be aware of the expectations of the young people in our care.

Parents are requested to sign below to show their support of Therapeutic Teaching in this important aspect of the provider's work.

Parent / Carers Name:

Student / Pupil Name:

As the parent / carer of the above student I give permission for my son / daughter to have access to the internet during lessons (at home or in the local library) and to a tablet device owned by Therapeutic Teaching used under supervision during lessons.

I know that my son / daughter has signed an Acceptable Use Agreement and has received, or will receive, online safety education as part of the provision and with my support to help them understand the importance of safe use of technology and the internet – both in and out of lessons.

I understand that Catherine Stephenson (Therapeutic Teaching) will take every reasonable precaution, including monitoring and filtering systems, to ensure that young people will be safe when they use the internet and systems. I also understand that Catherine Stephenson (Therapeutic Teaching) 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 systems will be monitored and that Catherine Stephenson (Therapeutic Teaching) will contact me if they have concerns about any possible breaches of the Acceptable Use Agreement.

I will encourage my child to adopt safe use of the internet and digital technologies at home and will inform Catherine Stephenson (Therapeutic Teaching) if I have concerns over my child's online safety.

The personal data in this form will only be accessed by Catherine Stephenson (Therapeutic Teaching).

It will be stored in secure cloud space in the name of Therapeutic Teaching for the duration of the involvement with your child's educational support plus three months after case closure in the event of re-involvement. It will then be destroyed by deletion in the cloud storage.

Signed: Date:

Parent/Carer



Unique solutions for unique people

Record of reviewing devices / internet sites (responding to incidents of misuse)

Date:

Reason for investigation:

.....
.....

Name:

Position:

Signature:

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

.....
.....

Web site(s) address / device	Reason for concern

Conclusion and Action proposed or taken