



ASPIRE: Lifeskills Learning Centre

E-SAFETY POLICY

SUMMARY

Students at ASPIRE: Lifeskills Learning Centre have the right to access new and emerging technologies as part of their education and care. These technologies are a vital part of the lives of many people with autism and the Learning Centre is committed to promoting students' development of the skills, knowledge and understanding to communicate, create, investigate, play and relax online. The Learning Centre provides technology for students as well as providing a network that allows them to use their own devices.

ASPIRE: Lifeskills Learning Centre recognises that online activity brings with it potential risks, including accessing inappropriate content, predation and grooming, bullying and threats, identity theft, financial harm and corruption or misuse of data. Our primary aim with regard to e-safety is to give students the ability to stay safe online – both inside the Learning Centre and beyond. We aim to do this through education, embedding e-safety in every aspect of the curriculum and working with parents/carers, siblings and others to promote safe use of technology. This e-safety policy (and the associated policies and procedures) set out the ways in which we keep students safe while providing this education.

AIMS

ASPIRE: Lifeskills Learning Centre aims to provide students with the skills, knowledge and understanding to keep themselves safe online within the Learning Centre and beyond, now and in the future. This policy gives guidance on providing a safe environment in which students may develop their own e-safety skills.

ROLES & RESPONSIBILITIES

THE HEAD TEACHER'S ROLE

The Learning Centre Head Teacher is responsible for the approval of the e-safety Policy, for reviewing the effectiveness of the policy and for overseeing revisions of the policy. They will also ensure:

- regular monitoring of e-safety incident logs
- regular monitoring of filtering and change logs
- the safety (including e-safety) of members of the Learning Centre community
- that staff receive suitable training to enable them to carry out their e-safety roles and to train other colleagues, as relevant.
- that the systems are in place to allow for monitoring and support of those staff who carry out the internal e-safety role.

The Head Teacher is aware of the procedures to be followed in the event of a serious e-safety incident occurring.

DSL ROLE

The DSL is suitable qualified and able to understand the unique risks associated with online safety and is confident they can keep safe whilst online at school.

E-SAFETY COORDINATOR

The Learning Centre E-Safety Coordinator will have day-to-day responsibility for e-safety. The Coordinator will liaise with the designated safe-guard lead as this is primarily a safeguarding role, not a technical role; although the coordinator should have a good understanding of technical issues.

The E-Safety Coordinator:

- takes day to day responsibility for e-safety issues and has a leading role in establishing and reviewing the Learning Centre e-safety policies and documents
- ensures that all staff are aware of the procedures that need to be followed in the event of an e-safety incident taking place
- ensures that staff receive annual E-Safety training and have access to advice (new starters will undertake training in the first two weeks of appointment)
- liaises with the Local Authority as appropriate
- liaises with IT technical staff
- receives reports of e-safety incidents and creates a log of incidents to inform future e-safety developments
- meets regularly with the Head Teacher to discuss current issues, review incident logs and filtering

All teaching and support staff are responsible for ensuring that:

- they have an up to date awareness of e-safety matters and of the current Learning Centre e-safety policy and procedures
- they report any suspected misuse or problem to the E-Safety Coordinator for investigation
- digital communications with students (for example by email or social networking) should be on a professional level
- any online content introduced to students is age appropriate; the students' level of emotional development must be considered alongside that of their physical development
- e-safety issues are embedded in all aspects of the curriculum and other Learning Centre activities
- they help students understand and follow the Learning Centre e-safety and acceptable use policy
- they strive to ensure students have an understanding of behaving legally and responsibly online
- they monitor ICT activity in lessons, extra-curricular and extended Learning Centre activities
- they are aware of e-safety issues related to the use of mobile phones, tablets, games machines, cameras and other devices; and that they monitor their use and implement current Learning Centre policies with regard to these devices.

STUDENTS

ASPIRE: Lifeskills Learning Centre will attempt to give students the knowledge, skills and understanding to keep themselves safe online, both in the Learning Centre and outside it.

Students are responsible for using ICT systems in accordance with the Student Acceptable Use Policy, which they will be expected to sign before being given access to school systems. For some students it may be expected that parents/carers would sign on behalf of the student.

Students need to understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to go about doing so. As far as possible, students will be expected to know and understand Learning Centre policies on the use of mobile phones, tablets, games machines, cameras and other devices.

Students should understand the importance of adopting good e-safety practice when using digital technologies out of the Learning Centre; and realise that the Learning Centre's E-Safety Policy covers their actions out of the Learning Centre, if related to their membership of the Learning Centre.

PARENTS/CARERS

Parents/Carers play a crucial role in ensuring that their children understand the need to use the Internet in an appropriate way. ASPIRE: Lifeskills Learning Centre are aware that parents and carers may not fully understand technical issues and be less experienced users of ICT than their children. Parents/carers 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 to do about it. The Learning Centre will therefore take every opportunity to help parents understand these issues through collaborative working and training, which may include siblings or other family members as appropriate.

Parents/carers are responsible for:

- working with the Learning Centre to ensure that their children have the best opportunity to learn to keep themselves safe online
- signing the Acceptable Use Policy (if appropriate)
- accessing the Learning Centre’s online resources in accordance with the relevant Learning Centre policies

CRITERIA FOR SUCCESS

1. There is clear evidence that staff understand and act on the e-safety policy. This may come from formal assessment of staff after training, review of incident logs and ‘white hat’ security testing. It is the responsibility of the E-Safety Coordinator to collect this evidence and of the Head Teacher to evaluate it.
2. All staff to undertake e-safety training in accordance with the ‘Training Policy’ and the ‘Staff Information and Induction Checklist’ which is monitored by the Head Teacher.
3. Students are able to demonstrate increased understanding of e-safety issues through formal and informal assessments.
4. Information on incidents show that they are being reported appropriately and that incidents are followed up.
5. This policy is reviewed and revised according to the set timescales.

PROCEDURES

There are three key aspects to online safety:

1. Education
2. Technical tools (e.g. filtering, logging)
3. Review and revision of policy and procedure

While all three are intertwined in good practice, the Learning Centre places great emphasis on the educational aspects, in particular because the technical tools may not always be present when a student is online (for example at home or in the community). The ability to stay safe online is something that students must be allowed to develop. This initially involves some degree of risk however, in the long term, not giving students the skills to be safe online is likely to present an even greater risk. All students will therefore receive appropriate online safety education while at the Learning Centre and this will be embedded into all aspects of the curriculum. Details of this can be found in the relevant curriculum documents.

Responsibility for online safety is the responsibility of all members of the Learning Centre. This means that education about online safety is the responsibility of all members of the Learning Centre. ASPIRE: Lifeskills Learning Centre actively encourages students to act as mentors to other students in many aspects of their education and in particular with regard to behaviour online. Mentors, cyber-buddies, e-pals and other input may come from students at the Learning Centre or from vetted individuals from outside.

On admission to ASPIRE: Lifeskills Learning Centre all students will have a customised Acceptable Use Policy (AUP) to sign (see Appendix 1). The purpose of this is to explicitly state what behaviour is allowed, expected and supported. It should form the basis of discussion around online behaviour and the use of technology within the Learning Centre and beyond.

The AUP in Appendix 1 is a template – it should be modified for each student so that it is meaningful to the student. Sections may be added to deal with specific behaviours for individual students as appropriate.

DEALING WITH ONLINE INCIDENTS

All staff must be aware of students' use of online technologies. There are two essential things to look out for:

1. Students are encouraged to report anything that happens to them online that upsets them. This could range from something that is illegal (for example an attempt at sexual grooming, sexting, images of child abuse, financial embezzlement) through inappropriate behaviour (for example abusive behaviour online, bullying) to innocuous incidents that some people with autism may find distressing (for example being upset at a news story, seeing an image of a disliked food). All staff should be receptive and aware of the correct procedure to deal with students reporting incidents.

2. Students may not report an online activity that upsets them or which they know is wrong. This may be because they are not immediately aware of becoming upset or distressed, although their behaviour may indicate this. It may be that they perceive the 'upset' as 'normal'. It may be because they do not want to report it for any reason. Staff must be aware of behavioural, social or emotional indicators that a student has encountered something online that should be investigated. When in doubt, any incident that causes concern should be reported to the Online Safety Coordinator or the Head Teacher.

TECHNICAL TOOLS

ASPIRE: Lifeskills Learning Centre has a filtering policy that allows different levels of access to different groups of users. Users are given more (or less) access depending on their ability to stay safe online. In this way the filtering of content is linked directly to students' learning. For example students may be given access to social networking sites as they have demonstrated that they are able to behave safely and responsibly on such sites. Students may be given differential access to email according to their level of online safety knowledge.

Changes to filtering for these groups must be logged in the filtering log, as must changes to a student's level of access along with the reason for the change in access. The Online Safety Coordinator is responsible for these logs being kept accurate and up-to-date, although they do not have to be the person actually logging the information. The Head Teacher will check these logs on a regular (at least 3 times a year) basis.

Logs of online activity are available on request from the ICT technician or the ICT providers. These may be used to monitor and assess a student's online behaviour or to provide evidence in the case of an incident. Request for logs must be made through the Head Teacher or the Online Safety Coordinator.

REVIEW AND REVISION OF POLICY AND PROCEDURE

The Online Safety Coordinator has the leading role in reviewing the Learning Centre's online safety policies and documents. This process is overseen by the Head Teacher.


Review will occur at least once a year and after a serious incident is recorded.

Review should take account of the following:

1. The effectiveness of the current policy and procedure
2. Changes to legislation
3. Advice on best practice from other agencies (e.g. OfSTED)
4. The views of the whole Learning Centre community. This includes students and parents/carers as well as other family members as appropriate.

POLICY REVIEW STATEMENT

This policy will be reviewed every year or earlier should legislative change or other event require it.

SIGNED:.... 

POSITION:.....DIRECTOR

DATE:.....1st August 2018

REVIEW DATE:...1st August 2019

FOR & ON BEHALF OF

ASPIRE: Lifeskills



ASPIRE: Lifeskills Learning Centre

Appendix 1: Acceptable Use Policy Agreement

IMPORTANT: This agreement is a template and should be modified, translated, recorded as a sound file or developed with symbol support in order to ensure that it is personalised for individual students in order for them understand the content and give informed consent. Some items may be added or removed depending on individual circumstances. The modified agreement should be approved by the online safety coordinator before use and copies kept by the student and the online safety coordinator.

ACCEPTABLE USE POLICY AGREEMENT

I understand that I must use ASPIRE: Lifeskills Learning Centre ICT systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the ICT systems and other users.

For my own safety:

- I understand that Learning Centre staff will monitor my use of the ICT systems, email and other digital communications.
- I will treat my username and password as personal and private to me – I will not share it, nor will I try to use any other person's username and password.
- I will keep myself safe when I am communicating on-line.
- I will not disclose or share personal information about myself or others when on-line.
- I will immediately report any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable when I see it on-line.

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 aggressive or inappropriate language and I understand that others may have different opinions to me
- I will not take or distribute images of anyone without their permission.

I recognise that ASPIRE: Lifeskills Learning Centre has a responsibility to maintain the security and integrity of the technology it offers me and to ensure the smooth running of the Learning Centre:

- I will only use my personal devices in the Learning Centre if I have permission. I understand that, if I do use my own devices in the Learning Centre, I will follow the rules set out in this agreement, in the same way as if I was using Learning Centre equipment.
- 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 and security systems in place to prevent access to such materials.
- I will only use chat and social networking sites with permission and at the times that are allowed.

I will immediately report any damage or faults involving equipment or software, however this may have happened.

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
- 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 the Learning Centre:

- I understand that the Learning Centre 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 not on site and where they involve my membership of the ASPIRE: Lifeskills Learning Centre community. Examples include cyber-bullying, use of images or personal information.
- I understand that if I fail to comply with this Acceptable Use Policy Agreement, I will be subject to disciplinary action. This may include loss of access to the Learning Centre network, access to the internet, detentions, suspensions, contact with parents/carers and in the event of illegal activities involvement of the police.

Please complete the sections below to show that you have read, understood and agree to the rules included in the Acceptable Use Agreement.

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

- I use ASPIRE: Lifeskills Learning Centre ICT systems and equipment (both in and out of the Learning Centre)
- I use my own equipment in the Learning Centre (when allowed)
- I use my own equipment off site, in a way that is related to me being a member of the Learning Centre (e.g. communicating with other members of the Learning Centre, accessing Learning Centre email etc).

Student:

Date:

As the parent/carer of _____ I have read and understood the above and agree to support my child to follow these guidelines.

Parent:

Date:

As the member of staff overseeing E-Safety at ASPIRE: Lifeskills Learning Centre it is my responsibility to ensure that _____ complies with the guidelines outlined above.

Staff:

Date: