



# STRATFORD GIRLS' GRAMMAR SCHOOL

STRATFORD-UPON-AVON

## E-safety Policy

|   |               |     |
|---|---------------|-----|
| Disclosable under Freedom of Information Act 2000 |               | Yes |
| To be published on website                        | Non-Statutory | Yes |

### Policy ownership

|                               |  |
|-------------------------------|--|
| Governor committee:           | Progress & Well-being  |
| Department responsible:       | ICT  |
| Post-holder: (title and name) | Jacqui Cornell - Headteacher   |
| Linked procedures             | Use of ICT (Staff), Communications, Child Protection and Safeguarding, Data Protection, Information Security, Use of ICT (Student) |
| Responsible person            | Jacqui Cornell - Headteacher   |
| Implementation date           | June 2024  |
| Planned review interval       | Annually   |
| Planned next review date:     | June 2025  |

## **Background**

**Schools must be highly aware of e-safety on their premises and make both staff and students aware of the dangers of using electronic communication as well as its undoubted benefits. The DFE non-statutory guidance 'Teaching online safety in schools' June 2019 is a helpful document for assisting teachers in the delivery of online safety education.**

The DFE's statutory guidance 'Keeping children safe in education' (September 2023) outlines the responsibilities that schools and colleges have in safeguarding children including reference to e-safety. The document requires schools to ensure that:

- Students are taught about safeguarding, especially against online abuse such as bullying and sexual abuse by exploitation online.
- They have appropriate filtering and monitoring systems in place on the school's ICT systems so that no student can access harmful content.
- They are careful that 'over blocking' does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- They develop methods whereby staff are alerted to changes in children's behaviour which could indicate that they may be in need of help or protection from radicalisation via the internet or social media. Staff should use their judgement and act proportionately, which may include making a referral to the Channel programme under the school's prevent duty.
- They include online safeguarding in all safeguarding training for staff.

The Ofsted briefing for section 5 Inspection 'Inspecting e-safety in schools' (September 2018) is designed to provide detailed support for inspectors when reviewing a school's e-safety provision. The briefing defines e-safety in the 'context of an inspection' as a school's ability:

- To protect and educate students and staff in their use of technology.
- To have the appropriate mechanisms to intervene and support any incident where appropriate.

The briefing paper states that the breadth of issues classified within e-safety is considerable, but can be categorised into three areas of risk:

- Content – being exposed to illegal, inappropriate or harmful material.
- Contact – being subjected to harmful online interaction with other users.
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm.

With regard to online safeguarding of students, Ofsted's 'Inspecting Safeguarding in Early Years, Education and Skills Settings' September 2018 emphasises that inspectors will:

- Look for evidence that appropriate filters and monitoring systems are in place to protect students from potentially harmful online material.
- Discuss online safety in their discussions with students (covering topics such as online bullying and safe use of the internet and social media).
- Will investigate what the school does to educate students in online safety and how the school deals with issues when they arise.

## **Personal data held or processed by the School**

Under the General Data Protection Regulation schools are responsible for higher standards of e-safety and security of all personal data that they process. Ofsted inspectors will consider schools' compliance with these regulations when conducting school inspections.

## **Introduction**

Today's students are growing up in a world where online and offline life is almost seamless. This offers many opportunities but also creates challenges, risks and threats that need students need to be guided through. At Stratford Girls' Grammar School, we try to equip our students with the knowledge to be able to use technology to their best advantage in a safe, considered and respectful way.

Our school community recognises the importance of treating e-safety as an ever-present serious safeguarding issue, and its teaching is a whole school issue and the responsibility of all staff. It is important to protect and educate both students and staff and have supportive mechanisms, policies and protocols in place to protect and support the school community.

Ofsted reviews e-safety measures in schools and there are numerous Acts of Parliament which relate when considering the safeguarding of both staff and students in schools. The safeguarding aspects of e-safety are evident in all of our ICT/safeguarding policies and procedures throughout the school. It is essential that this constantly developing area of technology is kept under review.

It is also critical to ensure the safety and security of all personal data that the school holds and processes. Under the General Data Protection Regulation, the school is responsible for exacting standards of safety and security of personal data that may be processed.

This policy links all the ICT, safeguarding and other policies and procedures to reflect how the school deals with e-safety issues on a daily basis. The documents referred to in this e-safety Policy have been developed by various groups including:

- Governors, especially the Safeguarding Governor and the Progress & Well-being Committee
- Headteacher/Senior Leadership Team (SLT)/Designated Safeguarding Leads
- Senior Designated Safeguarding Lead (SDSL)
- E-safety Team
- Teachers and support staff
- Students
- Parents/carers

## **Objectives and targets**

This policy is aimed at making the use of electronic communication at Stratford Girls' Grammar School as safe as possible. This policy applies to all members of the school community (including staff, students, volunteers, parents/carers, visitors, community users) who have access to, and are users of, school ICT systems both in and out of school.

## **Action plan**

The school will deal with any e-safety incidents which arise by invoking this policy, other ICT policies and the associated behaviour policies which include dealing with anti-bullying. The school will, where known, inform parents/carers of incidents of inappropriate e-safety behaviour that take place inside or out of school and take appropriate action.

Any breaches of safety of personal data held by the school that may arise will be dealt with as soon as they come to light and the appropriate authorities notified.

The following sections outline:

- The roles and responsibilities for e-safety of individuals and groups within the school, and how they will receive education/training to fulfil those roles.
- How the infrastructure is managed.

- How e-safety is considered in the curriculum.
- The protocols on using digital images.
- The protocols on data protection.
- The protocols for handling electronic communication.
- Awareness of and dealing with inappropriate use of electronic media.

### **Roles and responsibilities – Governors**

- Filtering and monitoring are important parts of the online safety picture at Stratford Girls' Grammar School and the governors ensure that appropriate filters and monitoring systems are in place on the school's ICT resources. Moreover, the governors have a whole school approach to online safety, which includes policies and procedures on mobile technology use in the school. Some students have access to the internet through smart devices unfiltered by the school. The school's policy on confiscation of inappropriate items will be used if it is found that such devices are being used inappropriately on the premises.
- Governors will ensure compliance with the Data Protection Act and the GDPR for all personal data held.
- Governors will ensure that pupils are taught about e-safety, for example through personal, social, health and economic education (PSHE) and through relationships education primary schools and relationships and sex education (RSE) secondary schools.
- Governors are responsible for the approval of the e-safety policy, for reviewing the effectiveness of the policy and for dealing with issues when they arise.
- The nominated link governor for safeguarding is appointed as a member of the school's e-safety team.
- Governors receive e-safety training/awareness sessions as part of their cycle of meetings.

### **Roles and responsibilities – Headteacher and Senior Leaders**

- The Headteacher is responsible for ensuring the e-safety of members of the school community and will manage the education of students and training of staff in e-safety and awareness of potential radicalisation in students.
- The Headteacher will take appropriate action if it is felt that any student or member of staff of the school may be becoming radicalised.
- The Headteacher, together with the Data Protection Officer, is responsible on a day-to-day basis for ensuring compliance with the Data Protection Act and GDPR for the processing of personal data.
- The Headteacher, SLT and Network Manager will be aware of the procedures to be followed in the event of a serious e-safety allegation being made against a member of staff, including the Headteacher.
- The Education and Inspections Act 2006 empowers the Headteacher, to such extent as is reasonable, to regulate the behaviour of students 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, even though they may take place out of school, but are linked to membership of the school.

### **Roles and responsibilities – Senior Designated Safeguarding Lead (SDSL)**

- Leads and coordinates the work of the e-safety team which consists of SDSL, Network Manager, Head of Computing, Head of PSHE and the link Safeguarding Governor.

- Takes day-to-day responsibility for e-safety issues and has a leading role in establishing and reviewing the school's e-safety Policy and other related policies, including the safe processing of personal data.
- Ensures that all members of staff are aware of the procedures that need to be followed in the event of an e-safety incident taking place.
- Provides training and advice for staff to ensure that all teaching is carried out in an age-appropriate way and that staff are trained in how to stay safe online.
- Liaises with school ICT technical staff.
- Reports regularly to the SLT/Headteacher.
- Will access training and professional development as deemed appropriate or necessary in response to education and/or technological developments and by reviewing national and local guidance documents.
- Liaises with the local authority (LA) and reports to the Headteacher any suspicions of students who may be becoming radicalised.

The Senior Designated Safeguarding Lead is trained in e-safety issues and will be aware of the potential for serious child protection issues to arise from:

- Sharing of personal data.
- Access to illegal/inappropriate materials.
- Inappropriate online contact with adults/strangers.
- Potential or actual incidents of grooming.
- Cyber-bullying.
- Sexting.
- Suspicions of radicalisation.

### **Roles and responsibilities – Network Manager**

The Network Manager is responsible for ensuring:

- That the school's ICT infrastructure is secure and is not open to misuse or malicious attack.
- That appropriate filters and monitoring systems are in place, passing relevant information on to Safeguarding and Pastoral teams where necessary.
- That the school meets the e-safety technical requirements outlined in the relevant national/local ICT security policy and/or acceptable usage/e-safety policy and guidance.
- Users may only access the school's networks through a properly enforced password protection policy.
- The Headteacher is informed of any breaches in the processing of personal data.
- The Network Manager will receive appropriate training on a regular basis from approved trainers to support the e-safety of all members of the school community.
- The Headteacher is informed of any suspicions of students who may be becoming radicalised.

### **Roles and responsibilities – Teaching and Support Staff**

All staff receive e-safety training and understand their responsibilities, as outlined in this policy. An audit of the e-safety training needs of all staff will be carried out regularly. Training will be offered as a planned programme of formal e-safety training available to all staff. All new staff will receive e-safety training as

part of their induction programme, ensuring that they fully understand the school e-safety policy and acceptable usage policies.

Teaching and support colleagues are responsible for ensuring that:

- They have an up-to-date awareness of e-safety matters and of the current school's e-safety Policy.
- They have read, understood and signed the relevant Staff Acceptable Computer Usage Agreement and Staff Laptop Usage Agreement, as well as other related policies such as the Staff Protection: Code of Conduct and Safeguarding policies.
- They report any suspected misuse or problem to the SDSL/Headteacher/Head of Computing/Network Manager/Progress Lead as appropriate for investigation/action/sanction.
- They report any suspected breach of processing any personal data to the Headteacher and/or Data Managers.
- Digital communications with students, which are conducted through Microsoft 365, are on a professional level in line with the Communications Policy, and only carried out using official school systems.
- Students understand and follow the school's e-safety Policy and the Student Acceptable Computer Usage Policy.
- Students have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations.
- They monitor ICT activity in lessons and in extra-curricular and extended school activities.
- They are aware of e-safety issues related to the use of mobile phones, smart watches, cameras and hand-held devices and that they monitor their use and implement current school policies with regard to these devices.
- They are aware of the e-safety issues pertaining to electronic communication and social media usage.
- They are alert to, and report to the Headteacher or SDSL, any suspicions of students who may be becoming radicalised.
- In lessons where internet use is pre-planned, students 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.

### **Roles and responsibilities – E-safety Team**

Members of the e-safety team will assist with the reviewing, revising and development of e-safety education to students, staff and parents/carers.

### **Roles and responsibilities – Students**

The rules for use of ICT systems/internet will be posted in all relevant rooms so that students are aware of their responsibilities.

Students:

- are responsible for using the school ICT systems in accordance with the Use of ICT (Student) Policy and Agreements, which they will be expected to sign before being given access to school systems. They will be asked to sign again at the start of each academic year along with an agreement to abide by the rules for use of ICT systems/internet at Stratford Girls' Grammar School.
- need to understand the importance of reporting abuse, misuse or access to inappropriate materials, including suspicions of students who may be becoming radicalised, and know how to report such abuse.

- will develop a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations.
- will be expected to know and understand school policies on the use of mobile phones, smart watches, digital cameras and hand-held devices, including the school's policy on confiscation of inappropriate items where it relates to the use of mobile devices.
- will be expected to know and understand school policies on the taking/use of images and on cyber-bullying.

### **Roles and 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.

- Parents and carers will be responsible for endorsing (by signature) the Use of ICT (Student) Agreements .
- Research shows that many parents and carers do not fully understand the issues and are less experienced in the use of ICT than their children. The school will, therefore, take every opportunity to help parents/carers understand these issues through:
  - Sending information on internet safety and the importance of monitoring internet use at home to all parents/carers annually.
  - Parents' Information Evenings
  - Newsletters
  - Letters
  - Website
  - Information about all relevant national/local e-safety campaigns/literature
  - Information about useful organisations /support services for reporting e-safety issues (see *appendix 2*)

### **E-safety in the curriculum**

E-safety is taught in specific areas of the curriculum but is also emphasised whenever students are using computers online. Staff always consider age-appropriateness when speaking of e-safety and will be aware of those students who may be particularly vulnerable, e.g. looked after children or those with special needs. The school may use external resources and external visitors to assist in lessons, but appropriate members of staff will check in advance to ensure that they will enhance lessons and that materials used are appropriate for them. Visitors are asked to provide the school with a copy of any digital resources for use in school at least 48 hours in advance of their visit. [*See Visitors Policy*]

### **Relationships and Sex Education**

Students are taught about:

- Online safety and harm.
- Positive, healthy and respectful relationships online.
- The effects of their online actions.
- How to recognise and show respectful behaviour online.

## **Computing in the curriculum**

- Principles of online safety.
- Where to obtain help and support if they are concerned about any online content or contact.

## **Citizenship in the curriculum**

- Media literacy online.
- Distinguishing fact from fiction online.

## **E-safety throughout the curriculum**

Key e-safety messages will be reinforced as part of a planned programme of assemblies and tutorial activities, including:

- How to evaluate what they see online – to be critically aware of the materials/content they access online and be guided to validate the accuracy of information.
- How to recognise persuasion techniques.
- How to recognise acceptable and unacceptable online behaviour – to understand the need for the acceptable computer usage agreement and to adopt safe and responsible use of ICT, the internet and mobile devices both within and outside school.
- How to identify online risks.
- How and when to seek support.
- To recognise how their data is taken and used from them daily across all of their devices and how it is in their best interests to maintain a positive digital presence.
- To understand that free services are seldom 'free' and evaluate if these are services they want to use at all.
- The need to acknowledge the source of any information used and to respect copyright when using material accessed on the internet.

Where students are allowed to search the internet freely, e.g. using search engines, staff are vigilant in monitoring the content of the websites the students visit.

It is accepted that from time-to-time, for good educational reasons, students may need to research topics (e.g. racism, drugs, and discrimination) that would normally result in internet searches being flagged. In such a situation, staff should notify the Network Manager that this is happening so that any safeguarding alerts will not be escalated.

## **Management of infrastructure**

The school will be responsible for ensuring that the school infrastructure/network is as safe and secure as is reasonably possible, and that policies and procedures approved within this policy are implemented. The school will also ensure that the relevant people named in the above sections will be effective in carrying out their e-safety responsibilities:

- School ICT systems will be managed in ways that ensure that the school meets the e-safety technical requirements outlined in the Acceptable Computer Usage Policy and any relevant LA E-safety Policy and guidance.
- Personal data is held and processed in compliance with the Data Protection Act and GDPR. Personal data must not be sent over the internet or taken off the school site unless safely encrypted or otherwise secured. [*See the Use of ICT (Staff) and Data Protection Policies*]



- There will be regular reviews and audits of the safety and security of school ICT systems.
- Servers, wireless systems and cabling will be securely located and physical access restricted.
- All users will have clearly defined access rights to school ICT systems appropriate to their role. Access rights available to groups of users are given and monitored by the Network Manager. These will be reviewed, at least annually with the SLT-
- Access to areas where data is stored will only be granted to those with a valid reason to do so. Access to sensitive areas such as Finance and Leadership will only be given after being granted permission by the appropriate manager of that department or the Headteacher.
- All users will be provided with a username and password by the Network Manager.
- The 'master/administrator' passwords for the school ICT system used by the Network Manager/IT support team are also available to the Headteacher and the Business Manager, and kept in a secure place (e.g. school safe). In the event of a serious security incident, the police may request, and will be allowed access to, passwords used for encryption.
- Users are made responsible for the security of their username and password, must not allow other users to access the systems using their log on details and must immediately report any suspicion or evidence that there has been a breach of security.
- The school maintains and supports the filtering service provided by Fortinet, which is approved by the UK Safer Internet Centre and a member of the IWF.
- Any filtering issues should be reported immediately to the Network Manager.
- School ICT technical staff regularly monitor and record the activity of users on the school ICT systems and users are made aware of this in the Acceptable Computer Usage Policy.
- Appropriate security measures are in place to protect the servers, firewalls, routers, wireless systems, work stations, hand held devices etc from accidental or malicious attempts which might threaten the security of the school systems and data.
- Only SGGS employees are allowed to use school owned laptops and/or any other school owned devices that may be used out of school, e.g. school mobile phones
- The school infrastructure and individual workstations are protected by up-to-date virus software.

### **Protocols on using digital and video images**

- When using digital images, staff inform and educate students about the risks associated with taking, using, sharing, publishing and distributing images. In particular, they recognise the risks attached to publishing their own images on the internet, e.g. on social networking sites.
- If any incidents come to light about 'sexting', i.e. the sharing of sexual images of students under the age of 18, the Senior Designated Safeguarding Lead should be advised in the first instance.
- Staff are allowed to take digital/video images to support educational aims, but must follow school policies concerning the sharing, distribution and publication of those images.
- Staff and Students are allowed to take digital/video images to support educational aims, but must follow school policies concerning the sharing, distribution and publication of those images. Permissions for the use of images is coordinated by the Marketing Manager. Staff should check permissions before distributing photos. Any images should only be stored on school equipment. Personal equipment, if used, should only store images for as long as is necessary to capture and then upload to the school systems, it should then be promptly deleted from the personal device.
- Photographs published on the website, or elsewhere, that include students will be selected carefully and will comply with good practice guidance on the use of such images. Written permission from

parents or carers will be obtained, and the student where appropriate [see *Data Protection Policies*].

Personal data will be recorded, processed, transferred and made available according to the Data Protection Act and in compliance with the General Data Protection Regulation which state that personal data must be:

- Fairly and lawfully processed.
- Processed for limited purposes.
- Adequate, relevant and not excessive.
- Accurate.
- Kept no longer than is necessary.
- Processed in accordance with the data subject's rights.
- Secure.
- Only transferred to others with adequate protection.

Staff will ensure that they comply with the internal data security policy by:

- Taking care at all times to ensure the safe keeping of personal data, minimising the risk of its loss or misuse.
- Using personal data only on secure password protected computers and other devices and ensuring that they are properly 'logged-off' at the end of any session in which they are using personal data.
- Transferring data using encryption and secure password protected devices.

### **Protocols for handling electronic communications**

When using communication technologies, the school considers the following as good practice:

- The official school email service may be regarded as safe and secure and is monitored.
- Users need to be aware that email communications may be monitored.
- Users will be expected to know and understand school policies on email, teams chat, social media (and other relevant electronic devices protocols).
- Users must immediately report, to the nominated person, in accordance with the school policy, the receipt of any email or Teams chat message that makes them feel uncomfortable, is offensive, threatening or bullying in nature. Users must not respond to any such email or teams chat but must follow the procedures in the Use of ICT (Staff) and Use of ICT (Student) Policies.
- Any digital communication between staff and students or parents/carers (email, teams chat etc) must be professional in tone and content. [see *Communications Policy*]

### **Unsuitable/inappropriate activities**

Certain activities are referred to in the acceptable computer usage agreements as being inappropriate in a school context and users must not engage in these activities in school or outside school when using school equipment or systems. The school policies on child protection, safeguarding and e-safety **must be** followed if any apparent, suspected or actual misuse appears to involve illegal or inappropriate activity e.g.:

- Child sexual abuse images.
- Adult material which potentially breaches the Obscene Publications Act.

- Criminally racist material.
- Other criminal conduct, activity or materials.
- Potential radicalisation of students.

Should any serious e-safety incidents take place, the appropriate external authorities will be informed, e.g. Local Authority Designated Officer (LADO), police etc or, for personal data breaches, the Information Commissioner's Office (ICO).

### **Monitoring and reviewing**

The school will monitor the impact of the policy using:

- Logs of reported incidents.
- Monitoring logs of internet activity on the school network
- Internal monitoring data for network activity.
- Surveys/questionnaires of students, parents/carers and staff.
- Feedback at parents' evenings.

The policy will be reviewed by the governors annually, or more regularly, in the light of any new legislation, any incidents that have taken place, significant new developments in the use of the technologies, or perceived new threats to e-safety as advised by the e-safety team or others.

## **APPENDIX 1**

### **Acts of Parliament relevant to e-safety in schools**

#### **Communications Act 2003 (section 127)**

Sending by means of the internet a message or other matter that is grossly offensive or of an indecent, obscene or menacing character; or sending a false message by means of or persistently making use of the internet for the purpose of causing annoyance, inconvenience or needless anxiety is an offence liable, on conviction, to imprisonment. (This wording is important because an offence is complete as soon as the message has been sent: there is no need to prove any intent or purpose.)

#### **Computer Misuse Act 1990 (sections 1–3)**

Regardless of an individual's motivation, the Act makes it a criminal offence to:

- Gain access to computer files or software without permission (eg using someone else's password to access files).
- Gain unauthorised access, as above, in order to commit a further criminal act (such as fraud).
- Impair the operation of a computer or program (eg caused by viruses or denial of service attacks).

UK citizens or residents may be extradited to another country if they are suspected of committing any of the above offences.

#### **Copyright, Designs and Patents Act 1988**

Copyright is the right to prevent others from copying or using his or her 'work' without permission.

The material to which copyright may attach (known in the business as 'work') must be the author's own creation and the result of some skill and judgement. It comes about when an individual expresses an idea in a tangible form. Works such as text, music, sound, film and programs all qualify for copyright protection. The author of the work is usually the copyright owner, but if it was created during the course of employment it belongs to the employer.

It is an infringement of copyright to copy all or a substantial part of anyone's work without obtaining the author's permission. Usually a licence associated with the work will allow a user to copy or use it for limited purposes. It is advisable always to read the terms of a licence before you copy or use someone else's material.

It is also illegal to adapt or use software without a licence or in ways prohibited by the terms of the software licence.

#### **Counter-Terrorism and Security Act 2015 (section 26)**

The prevent duty is the duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.

#### **Criminal Justice Act 2003**

Section 146 of the Criminal Justice Act 2003 empowers courts to impose tougher sentences for offences motivated or aggravated by the victim's sexual orientation in England and Wales.

### **Criminal Justice and Immigration Act 2008 (section 63)**

It is an offence to possess an 'extreme pornographic image'. An extreme pornographic image is defined in section 63 of this Act. Penalties can be up to three years imprisonment.

### **Data Protection Act 1998**

The Act requires anyone who handles personal information to notify the Information Commissioner's Office of the type of processing it administers, and data users must comply with important data protection principles when handling personal data relating to any living individual. The Act also grants individuals rights of access to their personal data, compensation and prevention of processing.

### **Data Protection Act 2018 (General Data Protection Regulation (GDPR))**

The General Data Protection Regulation became effective in May 2018 and is legislation designed to strengthen and unify the safety and security of all data held by organisations within the European Union. In EU legislative terms, it updates and replaces the 1995 Directive. In national UK terms, it replaces the current 1998 Data Protection Act.

### **Education and Inspections Act 2006**

Education and Inspections Act 2006 outlines legal powers for schools which relate to cyber-bullying/bullying:

- Headteachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils off-site.
- School staff are able to confiscate items such as mobile devices etc when they are being used to cause a disturbance in class or otherwise contravene the school behaviour/anti-bullying policy.

### **Malicious Communications Act 1988 (section 1)**

This legislation makes it a criminal offence to send an electronic message that conveys indecent, grossly offensive, threatening material or information that is false, or is of an indecent or grossly offensive nature if the purpose was to cause a recipient to suffer distress or anxiety. This can include racist, xenophobic and homophobic comments, messages etc.

### **Obscene Publications Act 1959 and 1964**

Publishing an 'obscene' article is a criminal offence. Publishing includes electronic transmission.

### **Protection from Harassment Act 1997**

A person must not pursue a course of conduct, which amounts to harassment of another, and which he knows or ought to know amounts to harassment of the other.

A person whose course of conduct causes another to fear, on at least two occasions, that violence will be used against him is guilty of an offence if he knows, or ought to know, that his course of conduct will cause the other so to fear on each of those occasions.

This also includes incidents of racism, xenophobia and homophobia.

### **Public Order Act 1986 (sections 17–29)**

This Act makes it a criminal offence to stir up racial hatred by displaying, publishing or distributing written material which is threatening. Like the Racial and Religious Hatred Act 2006, it also makes the possession of inflammatory material with a view of releasing it a criminal offence.

### **Racial and Religious Hatred Act 2006**

This Act makes it a criminal offence to threaten people because of their faith, or to stir up religious hatred by displaying, publishing or distributing written material which is threatening. Other laws already protect people from threats based on their race, nationality or ethnic background.

### **Regulation of Investigatory Powers Act 2000**

The Regulation of Investigatory Powers Act 2000 (RIP) regulates the interception of communications and makes it an offence to intercept or monitor communications without the consent of the parties involved in the communication. The RIP was enacted to comply with the Human Rights Act 1998.

However, The Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000 permit a degree of monitoring and record keeping, (eg to ensure communications are relevant to school activity or to investigate or detect unauthorised use of the network.) Nevertheless, any monitoring is subject to informed consent, which means steps must have been taken to ensure that everyone who may use the system is informed that communications may be monitored. Covert monitoring without informing users that surveillance is taking place risks breaching data protection and privacy legislation.

### **Sexual Offences Act 2003**

It is an offence to take, permit to be taken, make, possess, show, distribute or advertise indecent images of children in the UK. Viewing an indecent image of a child on your computer means that you have made a digital image. An image of a child also covers pseudo-photographs (digitally collated or otherwise). This can include images taken by and distributed by the child themselves (often referred to as 'sexting'). A person convicted of such an offence may face up to 10 years in prison.

The offence of grooming is committed if you are over 18 and have communicated with a child under 16 at least twice (including by phone or using the internet). It is an offence to meet them or travel to meet them anywhere in the world with the intention of committing a sexual offence.

Causing a child under 16 to watch a sexual act is illegal, including looking at images such as videos, photos or webcams, for your own gratification.

It is also an offence for a person in a position of trust to engage in sexual activity with any person under 18, with whom they are in a position of trust. Typically, teachers, social workers, health professionals, connexions staff etc fall in this category of trust. Any sexual intercourse with a child under the age of 13 commits the offence of rape.

## APPENDIX 2

### Useful organisations/support services for reporting e-safety issues

#### Grooming or other illegal behaviour

If you want to report someone who is behaving suspiciously online towards a child, you should in an emergency contact the emergency services by calling 999, or otherwise make a report to *Child Exploitation Online Protection Centre (CEOP)*. See [www.ceop.gov.uk](http://www.ceop.gov.uk).

#### Criminal content online

If you stumble across criminal content online, you should report this to the *Internet Watch Foundation (IWF)* at <https://iwf.org.uk>

Criminal content in the UK includes child sexual abuse images, criminally obscene adult content as well as non-photographic child sexual abuse images.

Online content which incites hatred on the grounds of race, religion and sexual orientation should be reported to *True Vision*, which tackles all forms of hate crime, including those on the grounds of disability and transgender identity. True Vision, at [www.report-it.org.uk](http://www.report-it.org.uk), will give you information on content which incites hatred and how to report it.

#### Getting help/advice: for young people

- ChildLine: Is a free 24/7 helpline for children and young people. Visit [www.childline.org.uk](http://www.childline.org.uk) or call 0800 1111. ChildLine is run by the NSPCC.

#### Getting help/advice: for parents and carers

- Advice from the DfE on keeping children safe online during remote learning can be found at: [www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safe-online/coronavirus-covid-19-support-for-parents-and-carers-to-keep-children-safe-online](http://www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safe-online/coronavirus-covid-19-support-for-parents-and-carers-to-keep-children-safe-online).
- *Family Lives*: A charity providing help and support in all aspects of family life. They have a 24/7 free Parentline on 0808 8002222, or visit [www.familylives.org.uk](http://www.familylives.org.uk)
- *Kidscape*: Is a leading anti-bullying charity, which provides a helpline for parents of children who have been bullied. From 10am to 5pm, Mondays and Tuesdays on 0207 823 5430 [www.kidscape.org.uk](http://www.kidscape.org.uk).
- *Childnet International* Is a non-profit organisation working to help make the internet a safe place for children. 'We strive to take a balanced approach, making sure that we promote the positive opportunities, as well as responding to the risks and equipping children and young people to deal with them'. Contact details are: [www.childnet.com](http://www.childnet.com) phone 020 7639 6967, email [info@childnet.com](mailto:info@childnet.com).
- *UK council for internet safety (UKCIS)* has practical guides to help parents and others with internet safety [www.gov.uk/government/organisations/uk-council-for-internet-safety](http://www.gov.uk/government/organisations/uk-council-for-internet-safety).
- *Thinkuknow* has a section for parents which offers advice on protecting children from abuse online offered by the National Crime Agency's CEOP Command [www.thinkuknow.co.uk/parents](http://www.thinkuknow.co.uk/parents)

#### Getting help/advice: for teachers

DfE has a telephone helpline (0207 340 7264) and an email address ([counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk)) to enable teachers to raise concerns or questions on extremism directly with them.