

LYCÉE FRANÇAIS CHARLES DE GAULLE DE LONDRES ONLINE FILTERING AND MONITORING POLICY

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This policy is publicly available on the School website and is available in hard copy on request.

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This is the Online Filtering and Monitoring Policy of Lycée Français Charles de Gaulle de Londres (the “School”).

This policy has been drafted, using the Online Safety Policy template (September 2023) published by LGfL (a charitable trust whose mission is the advancement of Education) as a starting point.

This policy applies to the School’s four sites, to all pupils of the School, including those pupils in the Early Years Foundation Stage (EYFS) (*maternelle*).

Introduction

Mission

The School makes a simple and honest commitment: to offer each child the best conditions in which to realise their academic potential, to be able to develop and thrive in a peaceful environment and achieve the level of excellence required to access their desired course even at the most competitive universities. We nurture each individual with care and help them build self-confidence – this remains our pledge to our families as much today as it has been for over a century.

Key people / dates

Lycee Francais Charles de Gaulle	Designated Safeguarding Lead (DSL), with lead responsibility for filtering and monitoring	Ms Colette Shulver: dsl@lyceefrancais.org.uk
	Deputy Designated Safeguarding Leads / DSL Team Members	Mr Simon Mc Naught Mr Timothee Leridon Ms Lidia Viana Ms Veronique Dubes Mr Francois Briquet Mr Thibaud Ventelou Mr Daniel Riggs
	representative for France for webfiltering	French State Represented by the Embassy of France, London via the Conseiller Culturel Telephone number: 020 70731300
	Network manager / other technical support	Mr Mohamed Bahi

What is this policy?

Online filtering and monitoring is an integral part of safeguarding and requires a whole school, cross-curricular approach and collaboration between key school leads. Accordingly, this policy is written in line with the latest guidance for 'Keeping Children Safe in Education'(KCSIE), the 'Teaching Online Safety in Schools' non statutory guidance, statutory RSHE guidance and other statutory documents. It is cross-curricular (with relevance beyond Relationships, Health and Sex Education, Citizenship and Computing) and designed to sit alongside the School's Safeguarding & Child Protection Policy. Any issues and concerns with online safety must always follow the School's safeguarding and child protection policy.

Who is it for; when is it reviewed?

This policy should be a living document, subject to full annual review but also amended where necessary during the year in response to developments in the school and local area. Although many aspects will be informed by legislation and regulations, we will involve the proprietor, the senior leadership team, staff, pupils and parents in writing and reviewing the policy and make sure the policy makes sense and it is possible to follow it in all respects. This will help ensure all stakeholders understand the rules that are in place and why, and that the policy affects day-to-day practice.

Who is in charge of online safety?

KCSIE makes clear that "the designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety)." The DSL can delegate activities but not the responsibility for this area and whilst subject leads, e.g. for RSHE will plan the curriculum for their area, it is important that this ties into a whole-school approach.

What were the main online safety risks in 2023/2024 which informed this policy?

Current Online Safeguarding Trends

In our School over the past year, we have particularly noticed the following in terms of device use and abuse and types of online/device-based incidents which affect the wellbeing and safeguarding of our pupils: in taking photographs and videos in class on personal devices and sharing images on social media.

Nationally, some of the latest trends of the past twelve months are outlined below. These are reflected in this policy and the acceptable use agreements we use, and seen in the context of the 4 Cs (see KCSIE for more details), a whole-school contextual safeguarding approach that incorporates policy and practice for curriculum, safeguarding and technical teams.

We may be updating this policy during the year to reflect any statutory changes.

Self-generative artificial intelligence has been a significant change, with pupils having often unfettered access to tools that generate text and images at home or in school. These tools not only represent a challenge in terms of accuracy when young people are genuinely looking for information, but also in terms of plagiarism for teachers and above all safety: none of the mainstream tools have end-user safety settings, most have an age limit of 13 or even 18 and in spite of basic rude words not delivering results, will easily produce inappropriate material. Schools not only need to tackle this in terms of what comes into school but also educating young people and their parents on use of these tools in the home.

The continued cost-of-living crisis has meant that children have spent more time online and therefore exposed to all manner of online harms as families have had to cut back on leisure activities and the public provision of free activities for young people has reduced further.

Against this background, the Ofcom 'Children and parents: media use and attitudes report 2023' has shown that YouTube remains the most used site or app among all under 18s and the reach of WhatsApp, TikTok and Snapchat increased yet further. As a school we recognise that many of our children and young people are on these apps regardless of age limits, which are often misunderstood or ignored.

We therefore remember to remind about best practice while remembering the reality for most of our pupils is quite different.

20% of 3-4 year olds have access to their OWN mobile phone (let alone shared devices), rising to over 90 percent by the end of Primary School, and the vast majority have no safety controls or limitations to prevent harm or access to inappropriate material. At the same time, even 3 to 6 year olds are being tricked into 'self-generated' sexual content (Internet Watch Foundation Annual Report) while considered to be safely using devices in the home and the 7-10 year old age group is the fastest growing for this form of child sexual abuse material, up 60 percent within 12 months to represent over 60,000 cases found (of this same kind where the abuser is not present).

Over 95 percent of pupils have their own mobile phone by the end of Year 7, and the vast majority do not have safety controls or limitations to prevent harm of access to inappropriate material. This is particularly pertinent given that 130,556 cases of self-generated child sexual abuse material were found of 11-13 year olds (Internet Watch Foundation Annual Report). These were predominantly (but importantly not only) girls; it is important also to recognise more and more older teenage boys being financially extorted after sharing intimate pictures online.

In the past year, more and more children and young people used apps such as snapchat as their source of news and information, with little attention paid to the veracity of influencers sharing news. The 2023 Revealing-Reality: Anti-social-Media Report highlights that this content is interspersed with highly regular exposure to disturbing, graphic and illegal content such as fights, attacks, sexual acts and weapons. At the same time, the Children's Commissioner revealed that younger children are regularly consuming pornography and living out inappropriate behaviour and relationships due to 'learning from' pornography. This has coincided with the rise of misogynistic influencers such as Andrew Tate, which had a significant influence on many young boys over the past year which schools have had to counter.

From the many schools that LGfL spoke to over the past year, there was a marked increase in the number of schools having issues with fights being filmed and shared, a disturbing increase in the cases of self-harm and sexual abuse being coerced with threats of violence (many even in primary schools).

There has been a significant increase in the number of fake profiles causing issues in schools, both for schools – where the school logo and/or name have been used to share inappropriate content about pupils and also spread defamatory allegations about staff, and also for pupils, including where these are used to bully others (sometimes even pretending to be one pupils to bully a second pupils).

How will this policy be communicated?

This policy can only impact upon practice if it is a (regularly updated) living document. It must be accessible to and understood by all stakeholders. It will be communicated in the following ways:

- Posted on the school website
- Part of school induction pack for all new staff (including temporary, supply and non-classroom-based staff and those starting mid-year)
- Integral to safeguarding updates and training for all staff (especially in September refreshers)
- Clearly reflected in the Acceptable Use Policy (AUP) for staff, volunteers, contractors, proprietor, pupils and parents/carers.

1. Overview

1.1 Aims

This policy aims to promote a whole school approach to online safety by:

- Setting out expectations for all Lycée Français Charles de Gaulle community members' online behaviour, attitudes and activities and use of digital technology (including when devices are offline)
- Helping safeguarding and senior leadership teams to have a better understanding and awareness of all elements of online safeguarding through effective collaboration and communication with technical colleagues (e.g. for filtering and monitoring), curriculum leads (e.g. RSHE) and beyond.
- Helping all stakeholders to recognise that online/digital behaviour standards (including social media activity) must be upheld beyond the confines of the school gates and school day, regardless of device or platform, and that the same standards of behaviour apply online and offline.
- Facilitating the safe, responsible, respectful and positive use of technology to support teaching & learning, increase attainment and prepare children and young people for the risks and opportunities of today's and tomorrow's digital world, to survive and thrive online
- Helping school staff working with children to understand their roles and responsibilities to work safely and responsibly with technology and the online world:
 - for the protection and benefit of the children and young people in their care, and
 - for their own protection, minimising misplaced or malicious allegations and to better understand their own standards and practice
 - for the benefit of the School, supporting the School ethos, aims and objectives, and protecting the reputation of the School and profession
- Establishing clear structures by which online misdemeanours will be treated, and procedures to follow where there are doubts or concerns (with reference to other school policies such as Behaviour and Discipline Policy or Anti-Bullying Policy).

1.2 Further Help and Support

Internal school channels should always be followed first for reporting and support, as documented in school policy documents, especially in response to incidents, which should be reported in line with the School's Safeguarding & Child Protection Policy. The DSL will handle referrals to local authority multi-agency safeguarding hubs (MASH) and referrals to the LA designated officer (LADO).

Beyond this, [reporting.lgfl.net](https://www.reporting.lgfl.net) has a list of curated links to external support and helplines for both pupils and staff, including the Professionals' Online-Safety Helpline from the UK Safer Internet Centre and the NSPCC Report Abuse Helpline for sexual harassment or abuse, as well as hotlines for hate crime, terrorism and fraud which might be useful to share with parents, and anonymous support for children and young people. Training is also available via [safetraining.lgfl.net](https://www.safetraining.lgfl.net)

1.3 Scope

This policy applies to all members of the Lycee Francais Charles de Gaulle community (including senior leadership team, teaching, supply and support staff, volunteers, contractors, pupils, parents/carers, visitors and community users) who have access to the School's digital technology, networks and systems, whether on-site or remotely, and at any time, or who use technology in their school role.

2. Roles and responsibilities

The School is a community, and all members have a duty to behave respectfully online and offline, to use technology for teaching, learning, consulting relevant School information (academic results, timetable, teacher correspondence, events, etc) and to prepare for life after school, and to immediately report any concerns or inappropriate behaviour, to protect staff, pupils, families and the reputation of the School. We learn together, make honest mistakes together and support each other in a world that is online and offline at the same time.

Depending on their role, all members of the school community should read the relevant section in the Annex of this policy that describes individual roles and responsibilities. Please note there is one for All Staff which must be read even by those who have a named role in another section. There are also pupil, senior leadership, etc role descriptions in the annex.

In 2023/2024, it is vital that all members understand their responsibilities and those of others when it comes to filtering and monitoring. All staff have a key role to play in feeding back on potential issues.

3. Education and curriculum

It is important that schools establish a carefully sequenced curriculum for online safety that builds on what pupils have already learned and identifies subject content that is appropriate for their stage of development.

As well as teaching about the underpinning knowledge and behaviours that can help pupils navigate the online world safely and confidently regardless of the device, platform or app, recommends embedding teaching about online safety and harms through a whole school approach and provides an understanding of these risks to help tailor teaching and support to the specific needs of pupils, including vulnerable pupils.

RSHE guidance also recommends schools assess teaching to “identify where pupils need extra support or intervention [through] tests, written assignments or self evaluations, to capture progress.”

The following subjects have the clearest online safety links (see the relevant role descriptors above for more information):

- Relationships education, relationships and sex education (RSE) and health (also known as RSHE or PSHE)
- Computing
- Citizenship

However, as stated in the role descriptors above, it is the role of all staff to identify opportunities to thread online safety through all school activities, both outside the classroom and within the curriculum, supporting curriculum/stage/subject leads, and making the most of unexpected learning opportunities as they arise (which have a unique value for pupils).

Whenever overseeing the use of technology (devices, the internet, new technology such as augmented reality, etc) in school or setting as homework tasks, all staff should encourage sensible use, monitor what pupils are doing and consider potential dangers and the age appropriateness of websites (ask your DSL what appropriate filtering and monitoring policies are in place).

“Parents and carers are likely to find it helpful to understand what systems schools use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online” (KCSIE 2023).

Equally, all staff should carefully supervise and guide pupils when engaged in learning activities involving online technology (including, extra-curricular, extended school activities if relevant and remote teaching), supporting them with search skills, critical thinking (e.g. disinformation, misinformation and fake news), age appropriate materials and signposting, and legal issues such as copyright and data law. [saferesources.lgfl.net](https://www.saferesources.lgfl.net) has regularly updated theme-based resources, materials and signposting for teachers and parents.

At Lycée Français Charles de Gaulle we recognise that online safety and broader digital resilience must be thread throughout the curriculum and that is why we are working to adopt the cross-curricular framework ‘Education for a Connected World – 2020 edition’ from UKCIS (the UK Council for Internet Safety).

Annual reviews of curriculum plans / schemes of work (including for SEND pupils) are used as an opportunity to follow this framework more closely in its key areas of Self-image and Identity, Online relationships, Online reputation, Online bullying, Managing online information, Health, Wellbeing and lifestyle, Privacy and security, and Copyright and ownership.

This is done within the context of an annual online safety audit, which is a collaborative effort led by the DSL, in collaboration with the IT manager

4. Handling safeguarding concerns and incidents

It is vital that all staff recognise that online safety is a part of safeguarding (as well as being a curriculum strand of Computing, PSHE/RSHE and Citizenship).

General concerns must be handled in the same way as any other safeguarding concern; safeguarding is often referred to as a jigsaw puzzle, so all stakeholders should err on the side of talking to the online-safety lead / designated safeguarding lead to contribute to the overall picture or highlight what might not yet be a problem and ensure it is logged on the Child protection platform, CPOMS.

Support staff will often have a unique insight and opportunity to find out about issues first in the playground, corridors, toilets and other communal areas outside the classroom (particularly relating to bullying and sexual harassment and violence).

School procedures for dealing with online safety will be mostly detailed in the following policies (primarily in the first key document):

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Behaviour and Discipline Policy (including school sanctions)
- Acceptable Use Policy
- Data Protection Policy, agreements and other documentation (e.g. privacy statement and consent forms for data sharing, image use etc)
- IT and Digital Charter

The School commits to take all reasonable precautions to ensure safeguarding pupils online, but recognises that incidents will occur both inside school and outside school (and that those from outside school will continue to impact pupils when they come into school or during extended periods away from school).

All members of the School are encouraged to report issues swiftly to allow us to deal with them quickly and sensitively through the school's escalation processes.

Any suspected online risk or infringement should be reported to the online safety lead / designated safeguarding lead on the same day – where clearly urgent, it will be made by the end of the lesson.

Any concern/allegation about staff misuse is always referred directly to the *Proviseure*, unless the concern is about the *Proviseure* in which case the complaint is referred to the proprietor and if it meets the threshold, the LADO (Local Authority's Designated Officer).

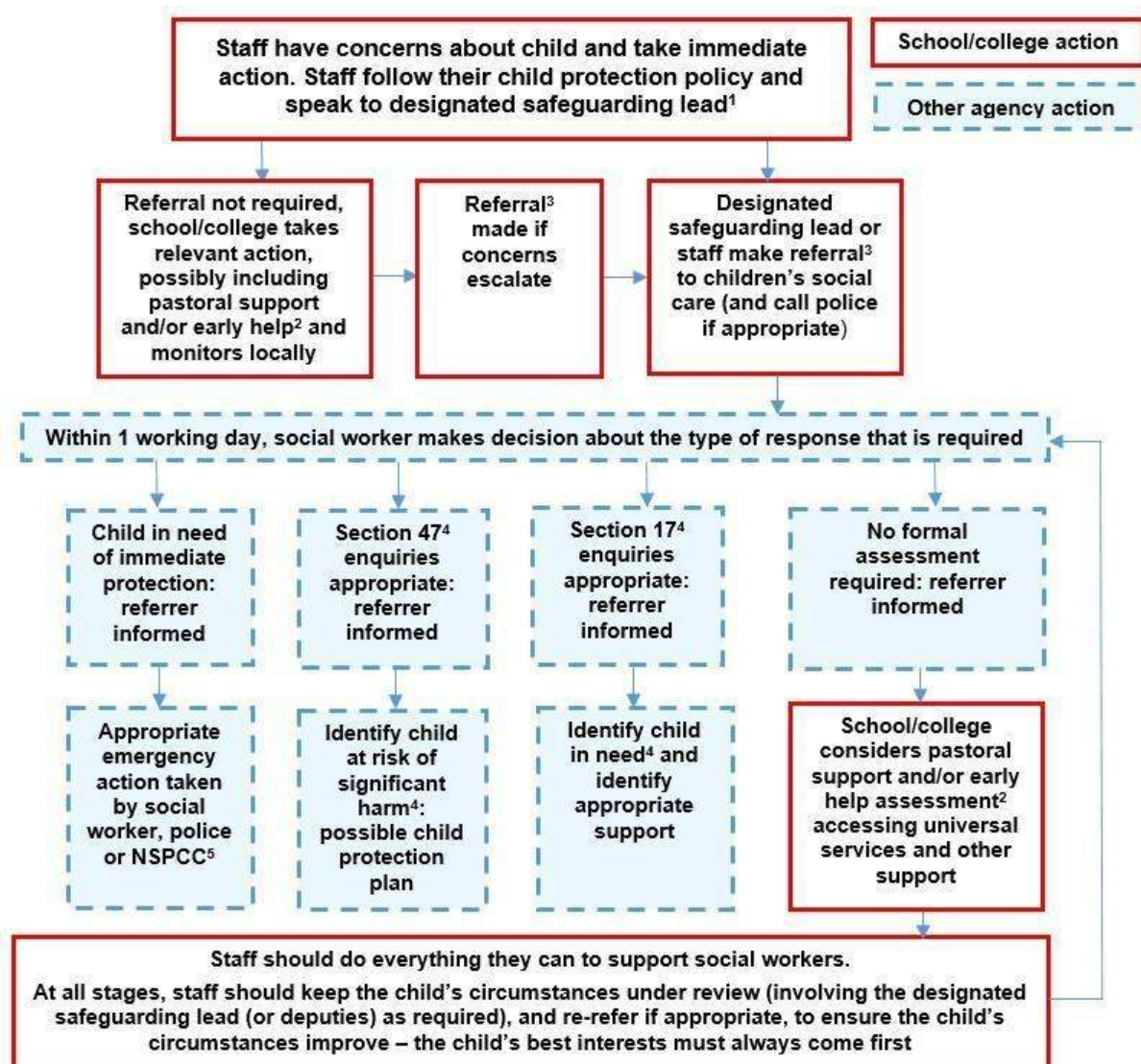
The School will actively seek support from other agencies as needed (i.e. the local authority, LGfL, UK Safer Internet Centre's Professionals' Online Safety Helpline (POSH), NCA CEOP, Prevent Officer, Police, IWF and Harmful Sexual Behaviour Support Service).

The School will inform parents/carers of online-safety incidents involving their children, and the Police where staff or pupils engage in or are subject to behaviour which the School considers is particularly concerning or breaks the law (particular procedures are in place for sexting and upskirting; see section below).

The School will evaluate whether reporting procedures are adequate for any future closures/lockdowns/isolation etc and make alternative provisions in advance where these might be needed.

4.1 Actions where there are concerns about a child

The following flow chart is taken from page 22 of Keeping Children Safe in Education 2022 as the key education safeguarding document. As outlined previously, online safety concerns are no different to any other safeguarding concern.



4.2 Sexting – sharing nudes and semi-nudes

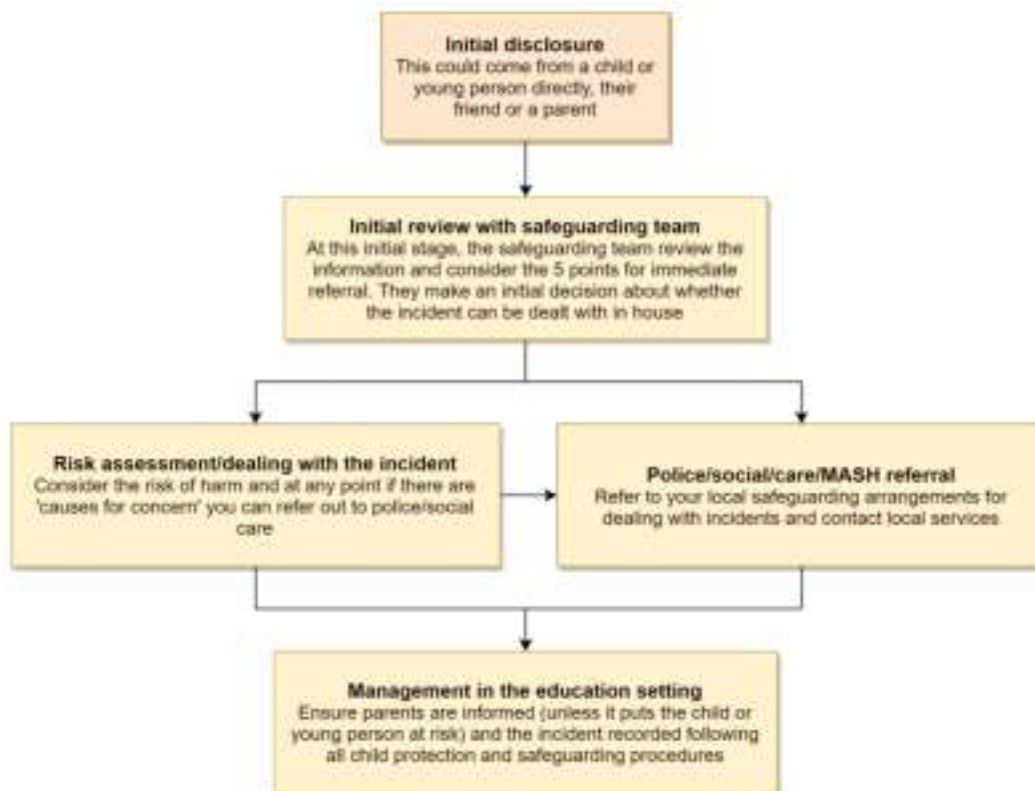
All schools (regardless of phase) should refer to the UK Council for Internet Safety (UKCIS) guidance on sexting - now referred to as [Sharing nudes and semi-nudes: advice for education settings](#) to avoid unnecessary criminalisation of children.

NB - where one of the parties is over 18, this is no longer sexting but child sexual abuse.

There is a one-page overview called [Sharing nudes and semi-nudes: how to respond to an incident](#) for all staff (not just classroom-based staff) to read, in recognition of the fact that it is mostly someone other than the designated safeguarding lead (DSL) or online safety lead to first become aware of an incident, and it is vital that the correct steps are taken.

Staff other than the DSL must not attempt to view, share or delete the image or ask anyone else to do so, but to go straight to the DSL.

The DSL will in turn use the full guidance document, [Sharing nudes and semi-nudes – advice for educational settings](#) to decide next steps and whether other agencies need to be involved.



***Consider the 5 points for immediate referral at initial review:**

1. The incident involves an adult
2. There is reason to believe that a child or young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs)
3. What you know about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
4. The images involves sexual acts and any pupil in the images or videos is under 13
5. You have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming

It is important that everyone understands that whilst sexting is illegal, pupils can come and talk to members of staff if they have made a mistake or had a problem in this area.

The documents referenced above and materials to support teaching about sexting can be found at sexting.lgfl.net

4.3 Upskirting

It is important that everyone understands that upskirting (taking a photo of someone under their clothing, not necessarily a skirt) is now a criminal offence and constitutes a form of sexual harassment as highlighted in Keeping Children Safe in Education. As with other forms of child on child abuse pupils/pupils can come and talk to members of staff if they have made a mistake or had a problem in this area.

4.4 Bullying

Online bullying, including incidents that take place outside school or from home should be treated like any other form of bullying and the School's Anti-Bullying Policy should be followed for online bullying, which may also be referred to as cyberbullying, including issues arising from banter.

It is important to be aware that in the past 12 months there has been an increase in anecdotal reports of fights being filmed and fake profiles being used to bully children in the name of others. When considering bullying, staff will be reminded of these issues.

Materials to support teaching about bullying and useful Department for Education guidance and case studies are at bullying.lgfl.net

4.5 Child-on-child sexual violence and sexual harassment

Part 5 of Keeping Children Safe in Education covers 'Child-on-child sexual violence and sexual harassment' and it would be useful for all staff to be aware of many aspects outlined there to support a whole-school response; case studies are also helpful for training.

Any incident of sexual harassment or violence (online or offline) should be reported to the DSL who will follow the full guidance. Staff should work to foster a zero-tolerance culture and maintain an attitude of 'it could happen here'. The guidance stresses that schools must take all forms of sexual violence and harassment seriously, explaining how it exists on a continuum and that behaviours incorrectly viewed as 'low level' are treated seriously and not allowed to perpetuate.

The document makes specific reference to behaviours such as bra-strap flicking and the careless use of language.

In the online environment, the recent proliferation of misogynistic content is particularly relevant when it comes to considering reasons for and how to combat this kind of behaviour.

4.6 Misuse of school technology (devices, systems, networks or platforms)

Clear and well communicated rules and procedures are essential to govern pupil and adult use of school networks, connections, internet connectivity and devices, cloud platforms and social media (both when on school site and outside of school).

These are defined in the relevant Acceptable Use Policy as well as in this document, for example in the sections relating to the professional and personal use of school platforms/networks/clouds, devices and other technology,

Where pupils contravene these rules, the School's relevant Behaviour and Discipline Policy will be applied; where staff contravene these rules, action will be taken as outlined in the Staff Behaviour Policy (code of conduct) and in the Staff Handbook.

It will be necessary to reinforce these as usual at the beginning of any school year but also to remind pupils that **the same applies for any home learning** that may take place in future periods of absence/closure/quarantine etc (please refer to the IT and Digital Charter).

Further to these steps, the School reserves the right to withdraw – temporarily or permanently – any or all access to such technology, or the right to bring devices onto school property.

The new responsibilities for filtering and monitoring, led by the DSL and following the new DfE standards, may mean that more such incidents will be discovered in the coming year(s) but the School will do its best to remind pupils and staff of this increased scrutiny at the start of the year.

4.7 Social media incidents

See the social media section later in this document for rules and expectations of behaviour for children and adults in the Lycee francais Charles de Gaulle community. These are also governed by school Acceptable Use Policy and the school use of social media document published on the School Website. Breaches will be dealt with in line with the relevant School's Behaviour and Discipline policy (for pupils) or Staff Behaviour Policy (code of conduct) and Staff Handbook (for staff).

Further to this, where an incident relates to an inappropriate, upsetting, violent or abusive social media post by a member of the school community, Lycée Français Charles de Gaulle will request that the post be deleted and will expect this to be actioned promptly.

Where an offending post has been made by a third party, the School may report it to the platform it is hosted on, and may contact the Professionals' Online Safety Helpline, POSH, (run by the UK Safer Internet Centre) for support or help to accelerate this process.

5. Data protection and cybersecurity

All pupils, staff, members of the senior leadership team, volunteers, contractors and parents are bound by the school's data protection policy which can be found on the School website. It is important to remember that there is a close relationship between both data protection and cybersecurity and a school's ability to effectively safeguard children. Schools are reminded of this in KCSIE which also refers to the DfE Standards of Cybersecurity for the first time in 2023.

Schools should remember that data protection does not prevent, or limit, the sharing of information for the purposes of keeping children safe. As outlined in *Data protection in schools, 2023*, "It's not usually necessary to ask for consent to share personal information for the purposes of safeguarding a child." And in KCSIE 2023, "The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children."

6. Appropriate filtering and monitoring

Keeping Children Safe in Education has long asked schools to ensure "appropriate" webfiltering and monitoring systems which keep children safe online but do not "overblock".

Since KCSIE 2023, in recognition of the importance of these systems to keeping children safe, the designated safeguarding lead now has lead responsibility for filtering and monitoring (see page 1 for the DSL name and stakeholders with responsibility for filtering and monitoring).

Schools are also asked to follow the new DfE filtering and monitoring standards, which require them to:

- identify and assign roles and responsibilities to manage filtering and monitoring systems
- review filtering and monitoring provision at least annually
- block harmful and inappropriate content without unreasonably impacting teaching and learning
- have effective monitoring strategies in place that meet their safeguarding needs

As schools get to grips with these new standards, the challenge for DSLs and the senior leadership team is to better understand, review and drive the rationale behind decisions in this area. Tech teams and safeguarding teams will need to work much more closely together for this to be possible and technicians will be charged to carry out regular checks and feed back to DSL teams.

ALL STAFF need to be aware of the changes and renewed emphasis and play their part in feeding back about areas of concern, potential for pupils to bypass systems and any potential overblocking. They can submit concerns at any point via and will be asked for feedback at the time of the regular checks which will now take place.

Staff will be reminded of the systems in place and their responsibilities at induction and start of year safeguarding as well as via the Acceptable Use Policy and regular training reminders in the light of the annual review and regular checks that will be carried out.

It is very important that schools understand the difference between filtering and monitoring, the meaning of overblocking and other terms, as well as how to get the best out of systems. There are guidance videos and flyers to help with this at <https://safefiltering.lgfl.net> and training is provided for all staff teams as appropriate

At Lycée Français Charles de Gaulle

- web filtering is provided by Talk Talk on school site and for school devices used in the School: Changes can be made by the IT manager at the request of the *Provisseure* or DSL. In the event of “overblocking,” teaching staff may request access to suitable educational sites
- overall responsibility is held by the DSL
- technical support and advice, setup and configuration are from the IT support team
- regular checks are made monthly by IT technicians to ensure filtering is still active and functioning everywhere. These are evidenced in a secure folder shared with the DSL
- an annual review/ audit is carried out by the DSL and the IT manager

According to the DfE standards, “a variety of monitoring strategies may be required to minimise safeguarding risks on internet connected devices” and at Lycée Français Charles de Gaulle include:

- physically monitoring by staff watching screens of users
- live supervision by staff on a console with device management software Netsupport
- network monitoring using log files of internet traffic and web access by Talk Talk services
- individual device monitoring through Talk Talk services

7. Messaging/commenting systems (incl. email, learning platforms & more)

7.1 Authorised systems

- Pupils at the School communicate with each other and with staff using Pronote and school email addresses
- Staff at the School use the email system provided by Google suite for all school emails. They never use a personal/private email account (or other messaging platform) to communicate with children or parents, or to colleagues when relating to school/child data, using a non-school-administered system.
- Staff at the School use Pronote and school email to communicate with colleagues, parents, pupils and professional collaborators
- Any systems above are centrally managed and administered by the School or authorised IT partner (i.e. they can be monitored/audited/viewed centrally; are not private or linked to private accounts). This is for the mutual protection and privacy of all staff, pupils and parents, supporting safeguarding best practice, protecting children against abuse, staff against potential allegations and in line with UK data protection legislation.

Use of any new platform with communication facilities or any child login or storing school/child data must be approved in advance by the School and centrally managed.

Any unauthorised attempt to use a different system may be a safeguarding concern or disciplinary matter and should be notified to the DSL (if by a child) or to the *Provisseure* (if by a staff member).

Where devices have multiple accounts for the same app, mistakes can happen, such as an email being sent from or data being uploaded to the wrong account. If this a private account is used for communication or to store data by mistake, the DSL/Provisseure/Data Protection Officer (the particular circumstances of the incident will determine whose remit this is) should be informed immediately.

7.2 Behaviour / usage principles

- More detail for all the points below are given in the Social media section of this policy as well as the School's acceptable use agreements, pupil behaviour and discipline policies and staff behaviour policy (code of conduct), available on the school website, and Staff Handbook (available on the School P drive).
- Appropriate behaviour is expected at all times, and the system should not be used to send inappropriate materials or language which is or could be construed as bullying, aggressive, rude, insulting, illegal or otherwise inappropriate, or which (for staff) might bring the School into disrepute or compromise the professionalism of staff.
- Data protection principles will be followed at all times when it comes to all school communications, in line with the school Data Protection Policy on the school website and only using the authorised systems mentioned above.

- Pupils and staff are allowed to use the email system for reasonable (not excessive, not during lessons) personal use but should be aware that all use is monitored, their emails may be read and the same rules of appropriate behaviour apply at all times. Emails using inappropriate language, images, malware or to adult sites may be blocked and not arrive at their intended destination (and will be dealt with according to the appropriate policy and procedures).

8. Online storage or learning platforms

All the principles outlined above also apply to any system to which users from the school community log in online to conduct school business, whether it is to simply store files or data (an online 'drive') or collaborate, learn, teach, etc.

For all these, it is important to consider data protection and cybersecurity before adopting such a platform or service and at all times when using it. Lycée Français Charles de Gaulle has a clear data protection policy which staff, members of the senior leadership team, external providers and volunteers must follow at all times. They are available on the school website with the school policies.

9. School website

The School website is a key public-facing information portal for the school community (both existing and prospective stakeholders) with a key reputational value. The *Proviseure* and the proprietor have delegated the day-to-day responsibility of updating the content of the website and ensuring compliance with DfE stipulations to the Communications team.

The site is managed by / hosted by our Communications team.

Where staff submit information for the website, they are asked to remember that schools have the same duty as any person or organisation to respect and uphold copyright law – schools have been fined thousands of pounds for copyright breaches-. Sources must always be credited and material only used with permission.

10. Digital images and video

At the beginning of the school year, parents/carers are asked if they give consent for their child's image to be captured in photographs or videos, for what purpose (beyond internal assessment, which does not require express consent) for the school year. Parents answer as follows:

- Ordinary classroom activities: recitation, drama, readings, scientific experiments, etc.;
- Classroom activities and projects during distance learning (recording of video conference excerpts, of presentations, virtual class photograph, etc.);
- School educational visits (museums, shows, performances etc.);
- School trips (within the United Kingdom or abroad);
- Sport competitions and sporting events attended by pupils of the Lycée, within the Lycée premises or outside;
- Choir concerts, drama performances, talent shows, or other projects highlighting pupils' talents, organised by the Lycée or in which Lycée pupils participate;
- educational workshops, visits from speakers or other third parties;
- events/cultural projects/ecological projects (Nuit des Idées, South Ken Kids Festival, World book day, Earth Week etc.);
- Charity events organised by the Lycée or in which Lycée pupils participate;
- Festive events (school fair or equivalent, carnival etc.);
- Official ceremonies and commemorations (graduation ceremony, etc.);

- Common projects of the AEFE network schools, and in particular schools which are within the North West Europe and Scandinavia area;
- Participation in contests or competitions by classes or pupils of the Lycée;
- Meetings or exchanges with other schools;
- News bulletins/periodicals/blogs of the Lycée;
- Web radio organised by the Lycée or in which pupils of the Lycée participate

Whenever a photo or video is taken/made from a school device, the member of staff taking it will check the latest database recording consents before using it for any purpose. Any pupils shown in public facing materials are never identified with more than first name and the first letter of their surname (and photo file names/tags do not include full names to avoid accidentally sharing them).

All staff are governed by their contract of employment, the Staff Behaviour Policy (Code of Conduct) and any other relevant policy including the School's Acceptable Use Policy, which covers the use of mobile phones/personal equipment for taking pictures of pupils, and where these are stored.

At Lycee Francais Charles de Gaulle members of staff must only use school approved devices to capture photos or videos of pupils. Photos are stored in line with the retention schedule of the school Data Protection Policy.

Staff, pupils and parents are reminded of the image rights provisions in the School Rules:

“Current legislation provides for the protection of image rights, prohibiting the capture and use of people's images without their explicit consent. Applied to the running of a school, this legislation prohibits the image of any person, pupil or staff, from being captured by any means whatsoever (camera, mobile phone, etc.), and all the more so from being exploited or disseminated on any medium whatsoever (paper, digital medium, blog, website, etc.) without the knowledge or consent of the person concerned. Anyone violating this ban will be liable to disciplinary sanctions. These rules also apply to distance learning: it is forbidden to capture an image of anyone or to make an audio or video recording of anyone without their explicit consent.”

We encourage pupils to think about their online reputation and digital footprint, so we should be good adult role models by not oversharing (or providing embarrassment in later life – and it is not for us to judge what is embarrassing or not).

Pupils are taught about how images can be manipulated in their online safety education programme and also taught to consider how to publish for a wide range of audiences which might include members of the senior leadership team, parents or younger children

Pupils are advised to be very careful about placing any personal photos on social media. They are taught to understand the need to maintain privacy settings so as not to make public, personal information.

Pupils are taught that they should not post images or videos of others without their permission. We teach them about the risks associated with providing information with images (including the name of the file), that reveals the identity of others and their location. We teach them about the need to keep their data secure and what to do if they / or a friend are subject to bullying or abuse.

11. Social media

11.1 Our Social media presence

Lycée Français Charles de Gaulle works on the principle that if we don't manage our social media reputation, someone else will.

Accordingly, we manage and monitor our social media footprint carefully to know what is being said about the School and to respond to criticism and praise in a fair, responsible manner. Our Communication team is responsible for managing our X/Facebook/ Youtube/ Instagram/ LinkedIn and any other social media accounts and checking our Wikipedia and Google reviews and other mentions online.

11.2 Staff, pupils' and parents' Social media presence

Social media (including all apps, sites and games that allow sharing and interaction between users) is a fact of modern life, and as a school, we accept that many parents, staff and pupils will use it.

However, as stated in the acceptable use policy, we expect everybody to behave in a positive manner, engaging respectfully with the School and each other on social media, in the same way as they would face to face.

This positive behaviour can be summarised as not making any posts which are or could be construed as bullying, aggressive, rude, insulting, illegal or otherwise inappropriate, or which might bring the School or (particularly for staff) teaching profession into disrepute. This applies both to public pages and to private posts, e.g. parent chats, pages or groups.

If parents have a concern about the School, we would urge them to contact us directly and in private to resolve the matter.

If an issue cannot be resolved in this way, the School's Concerns and Complaints policy [link here](#) should be followed. Sharing complaints on social media is unlikely to help resolve the matter, but can cause upset to staff, pupils and parents, also undermining staff morale and the reputation of the School (which is important for the pupils we serve).

Many social media platforms have a minimum age of 13 (note that WhatsApp is 16). We ask parents to respect age ratings on social media platforms wherever possible and not encourage or condone underage use. It is worth noting that Online Harms regulation is likely to require more stringent age verification measures over the coming years.

However, the School has to strike a difficult balance of not encouraging underage use at the same time as needing to acknowledge reality in order to best help our pupils to avoid or cope with issues if they arise.

Online safety lessons will look at social media and other online behaviour, how to be a good friend online and how to report bullying, misuse, intimidation or abuse. However, children will often learn most from the models of behaviour they see and experience, which will often be from adults.

Parents can best support this by talking to their children about the apps, sites and games they use (you don't need to know them – ask your child to explain it to you), with whom, for how long, and when (late at night / in bedrooms is not helpful for a good night's sleep and productive teaching and learning at school the next day).

Although the School has an official Facebook / X-Twitter / Instagram/ LinkedIn account and will respond to general enquiries about the School, it asks parents/carers not to use these channels, especially not to communicate about their children.

Pronote is the official electronic communication channel between parents and the School. Social media, including chat apps such as WhatsApp, are not appropriate for school use.

Pupils are not allowed* to be 'friends' with or make a friend request** to any staff, senior leadership team or proprietor representatives, volunteers and contractors or otherwise communicate via social media.

Pupils/pupils are discouraged from 'following' staff, senior leadership team or proprietor, volunteer or contractor public accounts (e.g. following a staff member with a public Instagram account) as laid out in the AUPs. However, we accept that this can be hard to control (but this highlights the need for staff to remain professional in their private lives). In the reverse situation, however, staff must not follow such public pupils accounts.

* Exceptions may be made, e.g. for pre-existing family links, but these must be approved by the *Proviseure*, and should be declared upon entry of the pupil or staff member to the School).

** Any attempt to do so may be a safeguarding concern or disciplinary matter and should be notified to the DSL (if by a child) or to the *Proviseure* (if by a staff member).

Staff are reminded that they are obliged not to bring the School or profession into disrepute and the easiest way to avoid this is to have the strictest privacy settings and avoid inappropriate sharing and oversharing online. They should never discuss the school or its stakeholders on social media and be careful that their personal opinions might not be attributed to the school, trust or local authority, bringing the school into disrepute.

The serious consequences of inappropriate behaviour on social media are underlined by the fact that there has been a significant number of Prohibition Orders issued by the Teacher Regulation Agency to teaching staff that involved misuse of social media/technology.

All members of the school community are reminded that particularly in the context of social media, it is important to comply with the School Rules and permission is sought before uploading photographs, videos or any other information about other people.

The statements of the Acceptable Use Policies (AUPs) are also relevant to social media activity, as is the school's Data Protection Policy available [here](#)

12. Device usage

AUPs remind those with access to school devices about rules on the misuse of school technology – devices used at home should be used just like if they were in full view of a teacher or colleague. Please read the following in conjunction with those AUPs and the sections of this document which impact upon device usage, e.g. copyright, data protection, social media, misuse of technology, and digital images and video.

12.1 Personal devices including wearable technology and bring your own device (BYOD)

For pupils, the rules relating to mobile phones are as indicated in the School rules and behaviour and discipline policies.

Any attempt to use a phone in lessons without permission or to take illicit photographs or videos will lead to consequences according to our behaviour and discipline policies [primary](#) and [secondary](#) and the withdrawal of mobile privileges (if any). For secondary school pupils, important messages and phone calls to or from parents can be made at the school office, which will also pass on messages from parents to pupils in emergencies.

- **All staff who work directly with children** should leave their mobile phones on silent and only use them in private staff areas during school hours. See also the 'Digital images and video' section of this document and the school data protection policy. Specific provisions apply to

EYFS. Please refer to the School's Safeguarding and Child Protection policy. Child/staff data should never be downloaded onto a private phone.

- **Volunteers, contractors, representatives for the proprietor** should leave their phones in their pockets and turned off. Under no circumstances should they be used in the presence of children or to take photographs or videos. If this is required (e.g. for contractors to take photos of equipment or buildings), permission of the *Proviseure* should be sought (the *Proviseure* may choose to delegate this) and this should be done in the presence of a member of staff.
- **Parents** are asked to leave their phones in their pockets and turned off when they are on site. They should ask permission before taking any photos, e.g. of displays in corridors or classrooms, and avoid capturing other children. When at school events, please refer to the School's related policies.

12.2 Use of school devices

Staff and pupils are expected to follow the terms of the School acceptable use policies for appropriate use and behaviour when on school devices, whether on site or at home.

School devices are not to be used in any way which contravenes AUPs, behaviour policy / staff code of conduct.

Wifi is accessible to all members of the educational community for school-related internet use including limited personal use within the framework of the acceptable use policy. All such use is monitored.

School devices for staff or pupils are restricted to the apps/software installed by the school. All and any usage of devices and/or systems and platforms may be tracked.

12.3 Trips / events away from school

For school trips/events away from school, teachers will be issued with a school duty phone on request and this number should be used for any authorised or emergency communications with pupils/pupils and parents. Any deviation from this policy (e.g. by mistake or because the school phone will not work) will be notified immediately to the *Proviseure*. Teachers using their personal phone in an emergency should ensure that the number is hidden to avoid a parent or pupils accessing a teacher's private phone number.

12.4 Searching and confiscation

In line with the DfE guidance '[Searching, screening and confiscation: advice for schools](#)', the *Proviseure* and staff authorised by them have a statutory power to search pupils/property on school premises. This includes the content of mobile phones and other devices, for example as a result of a reasonable suspicion that a device contains illegal or undesirable material, including but not exclusive to sexual images, pornography, violence or bullying.

Full details of the school's procedures are available in the school Behaviour and Discipline Policy [primary](#) and [secondary](#)

Appendix – Roles

Please read the relevant roles & responsibilities section from the following pages.

All school staff must read the “All Staff” section as well as any other relevant to specialist roles

Roles:

- All Staff
- Provisseure
- Designated Safeguarding Lead
- Proprietor
- PSHE / RSHE Lead/s
- Network Manager
- Data Protection Officer (DPO)
- Volunteers and contractors
- Pupils
- Parents/carers
- External groups including parent-led associations

All staff

All staff should follow the staff acceptable use policy in conjunction with this policy, the school’s main safeguarding and child protection policy, the code of conduct/handbook [here](#) and relevant parts of Keeping Children Safe in Education to support a whole-school safeguarding approach.

This includes reporting any concerns, no matter how small, to the designated safety lead as named in the AUP, maintaining an awareness of current online safety issues (see the start of this document for issues in 2023) and guidance (such as KCSIE), modelling safe, responsible and professional behaviours in their own use of technology at school and beyond and avoiding scaring, victim-blaming language.

Staff should also be aware of the new DfE standards and relevant changes to filtering and monitoring and play their part in feeding back about overblocking, gaps in provision or pupils bypassing protections.

Provisseure – Catherine Bellus Ferreira

Key responsibilities:

- Foster a culture of safeguarding where online-safety is fully integrated into whole-school safeguarding
- Oversee and support the activities of the designated safeguarding lead team and ensure they work with technical colleagues to complete an online safety audit in line with KCSIE (including technology in use in the school)
- Undertake training in offline and online safeguarding, in accordance with statutory guidance and Local Safeguarding Children Partnership support and guidance

- Ensure ALL staff undergo safeguarding training (including online-safety) at induction and with regular updates and that they agree and adhere to policies and procedures
- Ensure the proprietor undergoes safeguarding and child protection training and updates (including online-safety) to provide strategic challenge and oversight into policy and practice and that governors are regularly updated on the nature and effectiveness of the school's arrangements
- Ensure the school implements and makes effective use of appropriate ICT systems and services including school-safe filtering and monitoring, protected email systems and that all technology including remote systems are implemented according to child-safety first principles
- Better understand, review and drive the rationale behind decisions in filtering and monitoring as per the new DfE standards—through regular liaison with technical colleagues and the DSL—in particular understand what is blocked or allowed for whom, when, and how as per KCSIE.
 - In 2023/4 this involved starting regular checks and annual reviews, upskilling the DSL and appointing a filtering and monitoring governor or designated adult in similar function
- Liaise with the designated safeguarding lead on all online-safety issues which might arise and receive regular updates on school issues and broader policy and practice information
- Support safeguarding leads and technical staff as they review protections for pupils in the home and remote-learning procedures, rules and safeguards
- Take overall responsibility for data management and information security ensuring the school's provision follows best practice in information handling; work with the DPO, DSL and governors to ensure a compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information
- Understand and make all staff aware of procedures to be followed in the event of a serious online safeguarding incident
- Ensure suitable risk assessments are undertaken so the curriculum meets needs of pupils, including risk of children being radicalised
- Ensure the school website meets statutory requirements

Designated Safeguarding Lead / Online Safety Lead – Colette Shulver

Key responsibilities (remember the DSL can delegate certain online-safety duties but not the overall responsibility; this assertion and all quotes below are from Keeping Children Safe in Education):

- The DSL should “take **lead responsibility** for safeguarding and child protection (**including online safety and understanding the filtering and monitoring** systems and processes in place).
- Ensure “An effective whole school approach to online safety as per KCSIE

In 2023/4 working to take up the new responsibility for filtering and monitoring by working closely with technical colleagues, SLT and the new filtering governor representative to learn

more about this area, better understand, review and drive the rationale behind systems in place and initiate regular checks and annual reviews, including support for devices in the home.

- Where online-safety duties are delegated and in areas of the curriculum where the DSL is not directly responsible but which cover areas of online safety (e.g. RSHE), ensure there is regular review and open communication and that the DSL's clear overarching responsibility for online safety is not compromised or messaging to pupils confused
- Ensure ALL staff and supply staff undergo safeguarding and child protection training (including online-safety) at induction and that this is regularly updated.
 - In 2023/4 this must include filtering and monitoring and help them to understand their roles
 - all staff must read KCSIE Part 1 and all those working with children also Annex B – translations are available in 13 community languages at kcsietranslate.lgfl.net (B the condensed Annex A can be provided instead to staff who do not directly work with children if this is better)
 - cascade knowledge of risks and opportunities throughout the organisation
- Ensure that the proprietor undergoes safeguarding and child protection training (including online-safety) to enable them to provide strategic challenge and oversight into policy and practice and that this is regularly updated
- Take day-to-day responsibility for safeguarding issues and be aware of the potential for serious child protection concerns
- Be mindful of using appropriate language and terminology around children when managing concerns, including avoiding victim-blaming language
- Remind staff of safeguarding considerations as part of a review of remote learning procedures and technology, including that the same principles of online-safety and behaviour apply
- Work closely with SLT, staff and technical colleagues to complete an online safety audit (including technology in use in the school)

Work with the Provisseure , Data protection officer and the proprietor to ensure a compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information

- Stay up to date with the latest trends in online safeguarding and “undertake Prevent awareness training.” –
- Review and update this policy, other online safety documents (e.g. Acceptable Use Policies) and the strategy on which they are based (in harmony with policies for behaviour, safeguarding, Prevent and others) and submit for review to the governors/trustees.
- Receive regular updates in online-safety issues and legislation, be aware of local and school trends
- Ensure that online-safety education is embedded across the curriculum in line with the statutory RSHE guidance (e.g. by use of the updated UKCIS framework ‘[Education for a Connected World – 2020 edition](#)’) and beyond, in wider school life
- Promote an awareness of and commitment to online-safety throughout the school community, with a strong focus on parents, including hard-to-reach parents

- Communicate regularly with the senior leadership team and the safeguarding committee to discuss current issues (anonymised), review incident logs and filtering/change control logs and discuss how filtering and monitoring work and have been functioning/helping.
- Ensure all staff are aware of the procedures that need to be followed in the event of an online safety incident, and that these are logged in the same way as any other safeguarding incident.
- Ensure adequate provision for staff to flag issues when not in school and for pupils to disclose issues when off site, especially when in isolation/quarantine,
- Ensure staff adopt a zero-tolerance, whole school approach to all forms of child-on-child abuse, and don't dismiss it as banter (including bullying).

Proprietor – French representative **Stephane Foin deputy Cultural attaché**

Key responsibilities (quotes are taken from **Keeping Children Safe in Education**)

- Approve this policy and strategy and subsequently review its effectiveness
- Undergo (and signpost all other stakeholders to attend) safeguarding and child protection training (including online safety) to provide strategic challenge and into policy and practice, ensuring this is regularly updated
- Ensure that all staff also receive appropriate safeguarding and child protection (including online) training at induction and that this is updated
- Appoint a filtering and monitoring governor to work closely with the DSL on the new filtering and monitoring standards
- Support the school in encouraging parents and the wider community to become engaged in online safety activities
- Have regular strategic reviews with the online-safety coordinator / DSL and incorporate online safety into standing discussions of safeguarding at governor meetings
- Work with the DPO, DSL and headteacher to ensure a compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information
- Check all school staff have read Part 1 of KCSIE; SLT and all working directly with children have read Annex B
- Ensure that all staff undergo safeguarding and child protection training (including online safety and now also reminders about filtering and monitoring
- “Ensure that children are taught about safeguarding, including online safety [...] as part of providing a broad and balanced curriculum [...] Consider a whole school or college approach to online safety [with] a clear policy on the use of mobile technology.”

PSHE / RSHE Lead/s – **Colette Shulver (DSL)**

Key responsibilities:

- As listed in the ‘all staff’ section, plus:
- Embed consent, mental wellbeing, healthy relationships and staying safe online as well as raising awareness of the risks and challenges from recent trends in self-generative artificial

intelligence, financial extortion and sharing intimate pictures online into the PSHE / Relationships education, relationships and sex education (RSE) and health education curriculum. “This will include being taught what positive, healthy and respectful online relationships look like, the effects of their online actions on others and knowing how to recognise and display respectful behaviour online. Throughout these subjects, teachers will address online safety and appropriate behaviour in an age appropriate way that is relevant to their pupils’ lives.

- Focus on the underpinning knowledge and behaviours outlined in [Teaching Online Safety in Schools](#) in an age appropriate way to help pupils to navigate the online world safely and confidently regardless of their device, platform or app.
- Assess teaching to “identify where pupils need extra support or intervention [through] tests, written assignments or self-evaluations, to capture progress” to complement the computing curriculum
- Work closely with the DSL/OSL and all other staff to ensure an understanding of the issues, approaches and messaging within PSHE / RSHE.
- Note that an RSHE policy should be included on the school website.
- Work closely with the Computing subject leader to avoid overlap but ensure a complementary whole-school approach, and with all other lead staff to embed the same whole-school approach

Network Manager – Mohamed Bahi

Key responsibilities:

- As listed in the ‘all staff’ section, plus:
- Support the delivery of the online safety element of the Computing curriculum in accordance with the national curriculum
- Work closely with the RSHE lead to avoid overlap but ensure a complementary whole-school approach
- Work closely with the DSL/OSL and all other staff to ensure an understanding of the issues, approaches and messaging within Computing
- Collaborate with technical staff and others responsible for ICT use in school to ensure a common and consistent approach, in line with acceptable-use agreements

Network Manager/other technical support roles – Mohamed Bahi

Key responsibilities:

- As listed in the ‘all staff’ section, plus:
- Collaborate regularly with the DSL and leadership team to help them make key strategic decisions around the safeguarding elements of technology.
- Note that KCSIE changes expect a great understanding of technology and its role in safeguarding when it comes to filtering and monitoring and in 2023/2024 you will be required

to support safeguarding teams to understand and manage these systems and carry out regular reviews and annual checks.

- Support DSLs and SLT to carry out an annual online safety audit as now recommended in KCSIE. This should also include a review of technology, including filtering and monitoring systems (what is allowed, blocked and why and how 'over blocking' is avoided as per KCSIE) to support their role as per the new DfE standards
- Keep up to date with the school's online safety policy and technical information in order to effectively carry out their online safety role and to inform and update others as relevant
- Work closely with the designated safeguarding lead / online safety lead / data protection officer / LGfL nominated contact / RSHE lead to ensure that school systems and networks reflect school policy and there are no conflicts between educational messages and practice.
- Ensure the above stakeholders understand the consequences of existing services and of any changes to these systems (especially in terms of access to personal and sensitive records / data and to systems such as YouTube mode, web filtering settings, sharing permissions for files on cloud platforms etc
- Maintain up-to-date documentation of the school's online security and technical procedures
- To report online-safety related issues that come to their attention in line with school policy
- Manage the school's systems, networks and devices, according to a strict password policy, with systems in place for detection of misuse and malicious attack, with adequate protection, encryption and backup for data, including disaster recovery plans, and auditable access controls.
- Ensure the data protection policy and cybersecurity policy are up to date, easy to follow and practicable
- Monitor the use of school technology, online platforms and social media presence and that any misuse/attempted misuse is identified and reported in line with school policy
- Work with the Headteacher to ensure the school website meets statutory DfE requirements

Data Protection Officer (DPO) – Michaëlle Demoncheaux

Key responsibilities:

- Alongside those of other staff, provide data protection expertise and training and support the DP and cybersecurity policy and compliance with those and legislation and ensure that the policies conform with each other and with this policy.
- Not prevent, or limit, the sharing of information for the purposes of keeping children safe. As outlined in *Data protection in schools, 2023*, "It's not usually necessary to ask for consent to share personal information for the purposes of safeguarding a child." And in KCSIE 2023, "The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of Ensure that all access to safeguarding data is limited as appropriate, and also monitored and audited

Volunteers and contractors

Key responsibilities:

- Read, understand, sign and adhere to an acceptable use policy (AUP)
- Report any concerns, no matter how small, to the designated safety lead
- Maintain an awareness of current online safety issues and guidance
- Model safe, responsible and professional behaviours in their own use of technology at school and as part of remote teaching or any online communications
- Note that as per AUP agreement a contractor will never attempt to arrange any meeting, **including tutoring session**, without the full prior knowledge and approval of the school, and will never do so directly with a pupil. The same applies to any private/direct communication with a pupil.

Pupils

Key responsibilities:

Read, understand, sign and adhere to the pupils/pupil acceptable use policy

Parents/carers

Key responsibilities:

- Read, sign and adhere to the school's parental acceptable use policy (AUP), read the pupil AUP and encourage their children to follow it

External groups including parent-led associations

Key responsibilities:

- Any external individual/organisation will sign an acceptable use policy prior to using technology or the internet within school
- Support the school in promoting online safety and data protection
- Model safe, responsible, respectful and positive behaviours in their own use of technology, including on social media: not sharing other's images or details without permission and refraining from posting negative, threatening or violent comments about others, including the school staff, volunteers, proprietor, contractors, pupils or other parents/carers