

Name: Charlton School

Organisation ID: 8945404

Type: Academies

Local Authority: Telford and Wrekin

Registered: 01/02/2018

Last Update: 09/11/2022

Last Login: 09/11/2022

Aspects Complete: 21 / 21


Level: **1**

Progress:  100%

Level	Current Position	Evidence	Improvement Plan	Online Safety Mark
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Policy and Leadership ► Responsibilities ► Online Safety Responsibilities

1	<p>Building on Levels 3 & 2: The group has parent/community membership The group helps to communicate the online safety strategy so that it is understood by all members of the school and wider community. The group is actively integrated and collaborating with other relevant groups in school.</p>	<p>We have a DSL specifically in charge of Digital Safety, a link governor and parental engagement activities. Staff Keep Staff up to date with relevant training, through National College and in house CPD. There is a continual review of current online trends and apps that may be harmful, these are beta tested and communicated with parents and governing body where appropriate.</p>	<p>Keep Staff up to date with relevant training Continual review of current online trends and apps that may be harmful Communicate with Parents/Governors on updates and responsibilities</p>	
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Policy and Leadership ► Responsibilities ► Online Safety Group

1

Building on Levels 3 & 2:
The group has parent/community membership
The group helps to communicate the online safety strategy so that it is understood by all members of the school and wider community.
The group is actively integrated and collaborating with other relevant groups in school.

Our Esafety group has parent/community membership, with drop in sessions and links to community partnerships, such as religious outreach programmes and local police.
The group helps to communicate the online safety strategy so that it is understood by all members of the school and wider community through its Social Media campaigns and digital safety drop in sessions and home-working activities.
The group is actively integrated and collaborating with other relevant groups in school by making sure the current information is being shared with PSHEE class teachers for delivery of lessons and the ICT departments.

Invite parent and community representatives to join the group, to allow it to address wider issues and promote online safety awareness within the school and wider community. Carry out surveys / questionnaires to check that all members of the school understand the online safety strategy. Fully integrate with other school groups (e.g. Behaviour, Safeguarding, Curriculum). Ensure membership allows group sustainability.



Policy and Leadership ► Responsibilities ► Professional Standards

Building on Levels 3 & 2:

Monitoring shows that the culture of the school is reflected in the highly professional nature and content of these communications.
The school encourages the use of online communication technology, but ensures that online safety issues have been carefully considered
All practice is clearly informed by relevant and current policy

Our Monitoring shows that the culture of the school is reflected in the highly professional nature and content of these communications, this is in part due to having a dedicated team for social media and digital safety, restricting access to those trained individuals.
As a school we encourage the use of online communication technology, but ensure that online safety issues have been carefully considered, staff are made aware of our Data Use policies as well as our Online Safety & Social Media Policies.

<http://www.charlt...-policy-22-23.pdf>
<http://www.charlt...eptember-2022.pdf>

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Policy and Leadership ► Policy ► Acceptable Use

Social media (e.g. Facebook, Twitter, LinkedIn) is a broad term for any kind of online platform

which enables people to directly interact with each other. However, some games, for example

Minecraft or World of Warcraft and video sharing platforms such as YouTube have social media elements to them.

Charlton School recognises the numerous benefits and opportunities which a social media

1

presence offers. Staff, parents/carers and students are actively encouraged to find creative

ways to use social media.

However, there are some risks associated with social media use,

especially around the issues of safeguarding, bullying and personal reputation. This policy

aims to encourage the safe use of social media by Charlton School, its staff, parents, carers and children.

Our guidance is regularly reviewed in the light of current practice, legislation and changes in technology, as well as keeping in line with KCSIE guidance.

There is clear differentiation of acceptable use guidance according to age, role and need, this can be found in the following policies;

<http://www.charlton-school.co.uk/media-policy.pdf>

<http://www.charlton-school.co.uk/policy-22-23.pdf>

Monitoring posts about the school

- As part of active social media engagement, it is considered good practice to pro-actively monitor the Internet for public postings about the school.

- The school should effectively respond to social media comments made by others according to a defined policy or process.



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Charlton encourages children, parents and staff to report concerns about harmful or upsetting content as well as online bullying or abuse. These concerns should be reported to your child's pastoral manager (Deputy DSL) or to Miss Littleford klittleford@charlton.uk.com.

There are clearly known and understood systems for reporting online safety incidents, these are reported via our CPOMS tool which flags to our DSL for digital safety. The culture of our school encourages all members of the school and its wider community to be vigilant in reporting issues, in the confidence that issues will be dealt with quickly and sensitively, through the school's escalation processes, this is evidenced in our Complaints procedure, Whistleblowing & Communications polices. School reporting contributes to a better understanding of online safety issues within the local area, information is shared with our local authority safeguarding team as well as our Trust and PCSOs. The school is rigorous in monitoring and applying an appropriate and differentiated range of strategies and does this by monitoring use of ICT in school with robust systems such as SENSO and Smoothwall, it also has a 'See it, Report it, Block it' ethos which encourages students and parents to contact the Digital DSL directly with harmful content. There is a clear and positive behavioural online culture and interventions are rare, sanctions are robust and assemblies remind students of collaborating online affectively.

Handling abuse

- When acting on behalf of the school, handle offensive comments swiftly and with sensitivity.
- If a conversation turns and becomes offensive or unacceptable, school users should block, report or delete other users or their comments/posts and should inform the audience exactly why the action was taken
- If you feel that you or someone else is subject to abuse by colleagues through use of a social networking site, then this action must be reported using the agreed school protocols.



Policy and Leadership > Policy > Online Safety Policy

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Building on Level 2: Policy review is an integral part of School Improvement Planning. The online safety policy is differentiated and age related, in that it recognises age, role and needs of users, particularly young people at different ages and stages within the school. The school has carefully considered its approach to online safety and provides a consistent online safety message to all members of the school community, through a variety of media and activities that promote whole school input.

Our policy review is an integral part of School Improvement Planning, this happens annually for most policies and can either be directed from the school's board of governors or our local authority, all of our polices are linked closely to KCSIE. Our online safety policy is differentiated and age related, in that it recognises age, role and needs of users, particularly young people at different ages and stages within the school, this is then built upon in ICT & PSHEE lessons within curriculum time. Our school has carefully considered its approach to online safety and provides a consistent online safety message to all members of the school community, through a variety of media and activities that

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promote whole school input. See

PSHEE Policy:

<http://www.charlton.com/pshee-policy.pdf>

<http://www.charlton.com/media-policy.pdf>



Education ▶ Learners ▶ Online Safety Education Programme

Building on Levels 3 & 2:
An online safety education programme is fully embedded in all aspects of the curriculum, in all years and in other school activities, including extended provision.

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There is evidence that the online safety programme has a positive and meaningful impact on pupil's/student's online behaviour e.g. using SWGfL EVOLVE platform

Young people are themselves involved in online safety education e.g. through peer mentoring

There is evidence of differentiation for learners/vulnerable groups.

The school regularly evaluates the effectiveness and impact of online safety programmes.

<http://www.charlt.../pshee-policy.pdf>

<http://www.charlt...ulum-overview.pdf>

The school must regularly evaluate the effectiveness and impact of online safety programmes.



Education ▶ Learners ▶ Contribution of Learners

Building on Levels 3 & 2:
Peer groups provide a clear and effective reporting route

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Young people actively contribute to online safety events with the wider school community e.g. parents' evenings, family learning programmes etc.

E Safety Drop in & Curriculum links with ICT & PSHEE

Continue to:
Promote to Peer groups a clear and effective reporting route
Encourage Young people actively contribute to online safety events with the wider school community e.g. parents' evenings, family learning programmes etc.



Education ▶ Adults and Agencies ▶ Families

The school utilises and develops the contribution of parents and carers in online safety education/strategy and in monitoring/regulation of their children's online behaviour.

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Parents and carers know about the school's complaints procedure and how to use it effectively.

The school is effective in engaging "hard to reach" parents in online safety programmes.

<http://www.charlton-arding-policy.pdf>

Continue to:

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Education > Adults and Agencies > Staff

Level 1

Building on Levels 3 & 2:

The school takes every opportunity to research and understand current good practice and training reflects this.

The impact of online safety training is evaluated and informs subsequent practice.

1

The culture of the school ensures that staff support each other in sharing knowledge and good practice about online safety.

The Online Safety Lead is accredited through a recognised programme.

Where relevant, online safety training is included in Performance Management targets.

<http://www.charlton-media-policy.pdf>

Continue to:

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Education > Adults and Agencies > Governors

The school has ensured that Governors have accessed a wide range of online safety education opportunities, resulting in the ability of Governors to rigorously and strategically challenge how the school shapes online safeguarding policy and practice.

1

The Online Safety Group Governor has received additional focussed online safety input in response to new developments and issues associated with technology, to further inform their role.

<http://www.charlton.uk.com/our-school/governance> 

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Education > Adults and Agencies > Agencies

Building on Levels 3 & 2:

The culture of the school ensures that members of the wider community and/or other agencies are involved, whenever possible, in the planning of community programmes and in the delivery of programmes in school.

The school works with community groups and other schools/agencies e.g. early years settings, youth groups, voluntary groups, libraries, police, health etc and supports their development through the use of online safety planning tools e.g. Online Compass Self Review Tool.

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Where relevant these organisations are encouraged to apply for Online Compass Awards. Within MATs, the school is actively engaged in promoting their effective online safety practice across other schools in the MAT.

<http://www.charlt...um-implementation> 

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1

Building on level 3:

- The school/college has a comprehensive set of Data Protection Policies which have been well-communicated, understood and respected and include:
 - purpose,
 - privacy notices and consent
 - roles and responsibilities
 - training and awareness
 - risk management including Data Protection Impact Assessments (DPIA),
 - audit logging
 - special categories of data,
 - secure storage and access to data
 - subject requests, including subject access requests, right to erasure, etc.
 - secure transfer of data and access outside school/college,
 - retention and disposal
 - incident handling.
- The school has allocated relevant resources to support the Data Protection Officer (where relevant), including nomination of data managers or controllers.
- The school has

Charlton School believes that protecting the privacy of our staff and pupils and regulating their safety through data management, control and evaluation is vital to whole-school and individual progress. The school collects personal data from pupils, parents, and staff and processes it in order to support teaching and learning, monitor and report on pupil and teacher progress, and strengthen our pastoral provision. We take responsibility for ensuring that any data that we collect and process is used correctly and only as is necessary, and the school will keep parents fully informed of the how data is collected, what is collected, and how it is used. National curriculum results, attendance and registration records, special educational needs data, and any relevant medical information are examples of the type of data that the school needs. Through effective data management we can monitor a range of school provisions and evaluate the wellbeing and academic progression of our school body to ensure that we are doing all we can to support both staff and students.

In line with the Data Protection Act 1998, and following principles of good practice when processing data, the school will:

- ensure that data is fairly and lawfully processed
- process data only for limited purposes
- ensure that all data processed is adequate, relevant and not excessive
- ensure that data processed is accurate
- not keep data longer than is necessary
- process the data in accordance with the data subject's rights
- ensure that data is secure
- ensure that data is not transferred to other countries without adequate protection.

There may be circumstances where the school is required either by law or in the best interests of our students or staff to pass information onto external authorities; for example, our local authority, Ofsted, or the Department of Health. These authorities are up-to-date with data protection law and have their own policies relating to the protection of any data that they receive or collect. For more information on the school's safeguards relating to data protection read the school's data protection policy.

Continue to build on:

- The school has data retention policy and processes in place, safely disposing of data as defined.
- There is an effective procedure in place for maintaining audit logs and for reporting, managing and recovering from information risk incidents.
- The recording of subject access requests and data breaches is exemplary.
- Breaches are assessed for impact and inform data protection strategy.
- The school actively ensures that there is 'data protection by design' when starting any new processing activity.



undertaken a data audit/mapping exercise and understands where data currently resides, including third parties and cloud storage.

- All staff know and understand their statutory obligations under the current UK Data Protection laws including their impact on safeguarding.

- The Governors know about and accept their legal responsibility for Data Protection and allocate appropriate resources to this.

- The handling or transfer of Special category data and sensitive data about children are protected by the use of encryption/two factor authentication

- As appropriate, the school curriculum ensures that children and young people understand their rights and privacy implications.



Technology ► Infrastructure ► Filtering

- 1 Building on levels 2 & 3: Pro-active alerts inform Telford & Wrekin provide local level filtering through a product called Senso. It is able to dynamically capture and report incidents of misuse to teachers, record activities for historic reporting, enable full classroom management and is policy driven by the Teaching and Learning staff with the ability to deny/allow Continue to use LA managed networks



the school of breaches to the filtering policy, allowing effective intervention. Inappropriate search terms are blocked. There is an appropriate and balanced approach to providing access to online content according to role and/or need. The system manages access to content through non-browser services (e.g. apps and other mobile technologies)

domains, individual websites and the downloading/opening of certain file types. This product covers wider aspects of effective classroom management to support and enhance teaching and learning, this includes taking control of pupil devices or locking all screens and power management. Telford & Wrekin would be happy to provide a full demonstration of this product.



Technology ► Infrastructure ► Monitoring

Monitoring results inform online safety policy and practice. Technical systems have the ability to manage relevant languages. Pro-active monitoring is in place to ensure effective and informed response to serious issues e.g. illegal activity or safeguarding. Where BYOD strategy is deployed, mobile devices commissioned to the school network are also monitored.

1

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Continue to use LA managed ICT





All users have appropriate individual password-secured access to required school systems

School practice reflects up to date advancements in security, providing protection from new security threats as they arise, informed by:

- regular external review;
- monitoring system effectiveness;
- regular auditing and system testing e.g. penetration testing.

System backups are regular, recoverable, verified, restricted to authorised persons and stored securely (protected against fire/theft - preferably offsite/cloud). There are effective communication routes that inform the wider school community in the event of serious incidents. There is a post incident strategy that addresses system vulnerabilities and educates users. The school has quality assured any external technical support or provision it uses

1

Telford and Wrekin monitors the core infrastructure components proactively. We use PRTG Network Monitor which has tens of thousands of sensors alerting on all the services in real-time. The sensors include high bandwidth usage, WAPs becoming unresponsive, switch ping drops, server disks getting over 95% full, etc. As we can view service health from all the network components in one console we can build a bigger picture when something goes wrong and are able to target resources for resolution efficiently.

Continue to use LA managed systems



Technology ► Practice ► Digital and Video Images

The use of digital and video images is an embedded feature of school practice to support and enhance teaching and learning.

1 Safe and responsible use of digital image and video is a component of the school's online safety education programme.

Charlton School recognises the numerous benefits and opportunities which a social media presence offers. Staff, parents/carers and students are actively encouraged to find creative ways to use social media. However, there are some risks associated with social media use, especially around the issues of safeguarding, bullying and personal reputation. This policy aims to encourage the safe use of social media by Charlton School, its staff, parents, carers and children. All parents must complete online forms as to whether their child can be filmed or photographed, any images are kept securely.

Continue to ask all parents to complete online forms as to whether their child can be filmed or photographed, any images are kept securely




Technology > Practice > Mobile Technology

The school realises the educational potential of mobile devices and has developed the use of mobile device technologies within the curriculum e.g. blogging, where this is relevant and age appropriate to learning, this is done through specially procured online tools that can be monitored and kept secure. The school uses appropriate social media tools to enhance engagement and communication.

<https://www.facebook.com/Charltonschooltelford/> 

For mobile devices commissioned to the school network, systems are in place to manage access to content; monitor use and intervene when issues arise. The school has capitalised on the educational potential of these devices and encouraged and implemented their safe use within school to support teaching and learning. There are clear expectations for the use of mobile technology, including BYOD, where appropriate. The school has consulted with parents and the wider community and gained their support for this policy.

https://twitter.com/charlton_school 

The school has consulted with parents and the wider community and gained their support for using social media as a tool for sharing updates and celebration messages with the wider community and with all platforms combined has an active following of 10K members.

Through its robust monitoring system by the Digital DSL our school is able to identify and respond effectively to social media comments made by others that reference the school and its community, these are dealt with via the following policies:

<http://www.charlt...november-2021.pdf> 

<http://www.charlt...eptember-2022.pdf> 

<http://www.charlt...-policy-22-23.pdf> 

<http://www.charlt...ocedure-oct22.pdf> 

There is also acceptable use agreements and Home school agreements outlined below:

This Acceptable Usage Policy helps to protect students, staff and the school by clearly stating what use of the ICT resources is acceptable and what is not. If any further clarification is required please contact the Head of the school or the ICT department at the Local Authority.

- Report any damage to the teacher immediately before use. They will inform the ICT Department.- You are responsible for this computer during use and any damage will be held accountable to you.- School computer and Internet use must be for educational purposes. Any doubt as to what constitutes educational use should be referred to the Head of the school.- Access is limited to the user's authorised account and password which must not be shared. When leaving a workstation for any period, it must be locked with Win+L to prevent unauthorised access.- Any messages should be written responsibly and politely. Abuse of any kind is forbidden.- Users are responsible for any messages they send and for contacts made.- Any unpleasant or inappropriate content should be reported to ICT services or the appropriate person in your school.- Caution should be exercised before giving out any personal details, or information about the school, over the network.- Anonymous messages and chain letters are not permitted.- Not all resources on the Internet are free. Users must be aware of copyright and intellectual property rights before distributing content or resources.- Use for personal financial gain, gambling, political purposes or advertising is not permitted.- ICT security systems must be respected; they are there for the benefit of all users. Any attempt to bypass security systems is a serious offence.- Personal data must not be left unsecured on the device at any time (i.e. Password restrictions apply and the device must be locked when not in use).- This includes copying the data to the local hard drive which is for temporary storage only in the event the network is inaccessible.- All printing and copying is tracked and an audit trail is associated with the users authorised account. You will be provided with a PIN code via Email for the MFD Copiers to be able to print schoolwork related materials. Any unauthorised printing or misuse of our printing systems will result in a printing ban. The duration of this is dependent on the cost implications of the offence.The school may exercise its right to monitor the use of all the school's computer systems, including access to websites, the interception of e-mail and the deletion of inappropriate materials where it believes unauthorised use of the school's computer system is taking place. This includes when the system is used for unlawful purposes.By accepting these terms, you agree to abide by the aforementioned statements and the school's ICT Use Policy.

<http://www.charlt...ms-april-2020.pdf> 

<http://www.charlt...november-2021.pdf> 

Maintain
no
BOYD in
school



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The school has realised the educational potential of social media and has developed the use of social media technologies within the curriculum e.g. blogging, where this is relevant and age appropriate to learning. The school uses appropriate social media tools to enhance engagement and communication. The school has consulted with parents and the wider community and gained their support for this strategy. The school is able to identify and respond effectively to social media comments made by others that reference the school and its community.

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<http://www.charlt...ms-april-2020.pdf> 

Managing school social media accounts
The Do's

• Check with a senior leader before publishing content that may have controversial implications for the school

• Use a disclaimer when expressing personal views

• Make it clear who is posting content

• Use an appropriate and professional tone

• Be respectful to all parties

• Ensure you have

permission to 'share' other peoples' materials and acknowledge the author

• Express opinions but do so in a balanced and measured manner

• Think before responding to comments and, when in doubt, get a second opinion

• Seek advice and report any mistakes using the school's reporting process

• Consider turning off tagging people in images where possible

The Don'ts

• Don't make comments, post content or link to materials that will bring the school into disrepute

• Don't publish confidential or



commercially sensitive material

- Don't breach copyright, data protection or other relevant legislation
- Consider the appropriateness of content for any audience of school accounts, and don't link to, embed or add potentially inappropriate content
- Don't post derogatory, defamatory, offensive, harassing or discriminatory content
- Don't use social media to air internal grievances



1 Social media (e.g. Facebook, Twitter, LinkedIn) is a broad term for any kind of online platform which enables people to directly interact with each other. However, some games, for example Minecraft or World of Warcraft and video sharing platforms such as You Tube have social media elements to them. Charlton School recognises the numerous benefits and opportunities which a social media presence offers. Staff, parents/carers and students are actively encouraged to find creative ways to use social media. However, there are some risks associated with social media use, especially around the issues of safeguarding, bullying and personal reputation. This policy aims to encourage the safe use of social media by Charlton School, its staff, parents, carers and children.

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Building on level 2:
● The school addresses online safety topics relevant to members of the wider school community e.g. responding to current threats and issues highlighted by the media.
● These policies and practices are regularly reviewed and reinforced.
● Care is taken to review and update online safety advice in the light of latest research; practice; guidance and emergence of new technologies.



- Unlimited access to worldwide educational resources and institutions such as art galleries, museums and libraries.
- Contact with schools in other countries resulting in cultural exchanges between pupils all over the world.
- Access to subject experts, role models, inspirational people and organisations. The internet can provide a great opportunity for pupils to interact with people that they otherwise would never be able to meet.
- An enhanced curriculum; interactive learning tools; collaboration, locally, nationally, and globally; self-evaluation; feedback and assessment; updates on current affairs as they happen.
- Access to learning whenever and wherever convenient.
- Freedom to be creative.
- Freedom to explore the world and its cultures from within a classroom.
- Social inclusion, in class and online.
- Access to case studies, videos and interactive media to enhance understanding.
- Individualised access to learning.

<http://www.charl...-policy-22-23.pdf> 

With so much information available online it is important that pupils learn how to evaluate internet content for accuracy and intent. This is approached by the school as part of digital literacy across all subjects in the curriculum. Students will be taught:

- to be critically aware of materials they read, and shown how to validate information before accepting it as accurate
- to use age-appropriate tools to search for information online
- to acknowledge the source of information used and to respect copyright. Plagiarism is against the law and the school will take any intentional acts of plagiarism very seriously. Students who are found to have plagiarised will be disciplined. If they have plagiarised in an exam or a piece of coursework, they may be prohibited from completing that exam.

The school will also take steps to filter internet content to ensure that it is appropriate to the age and maturity of pupils. If staff or pupils discover unsuitable sites then the URL will be reported to the school e-safety coordinator. Any material found by members of the school community that is believed to be unlawful will be reported to the appropriate agencies. Regular software and broadband checks will take place to ensure that filtering services are working effectively.

Building on levels 3 & 2:

- There is balanced professional debate about the evidence taken from the logs and the impact of preventative work e.g. online safety education, awareness and training.
- The evidence of impact is shared with other schools, agencies and LSCB to help ensure the development of a consistent and effective local online safety strategy.
- Parents/carers are informed of patterns of online safety incidents as part of the school's online safety awareness raising.



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21/21
(100%)

