



Internet Safety and Access Policy

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1. Why write an Internet Access Policy?

The Internet is managed by a worldwide, non-statutory collaboration of independent agencies that serve mainly an adult audience. Without appropriate measures, access to unsuitable materials would be possible and security compromised. An Internet Access Policy will help to ensure that Internet use supports schools' educational aims, that responsibilities to pupils are met and LRE requirements are satisfied. In addition, the DCSF requires that a school's ICT development plan for LGfL must set out their policy to protect pupils from access to undesirable materials. Although teachers will have heard about the inappropriate aspects of the Internet, few will have had opportunities to discuss the issues in detail. The writing of the policy provides such an opportunity and the agreed policy produced is more likely to be implemented effectively.

2. Risk Assessment

Specific elements of technology and internet abuse is outlines in our risk assessment.

21st century life presents dangers including violence, racism, pre-judge and exploitation from which children and young people need to be protected. At the same time they must learn to recognise and avoid these risks – to become “Internet Wise”. Schools need to ensure that they are fully aware of the risks, perform risk assessments and implement a policy for Internet use. Pupils need to know how to cope if they come across inappropriate material. Pupils may obtain Internet access in Youth Clubs, Libraries, public access points and in homes. Ideally a similar approach to risk assessment and Internet safety would be taken in all these locations, but risks in some areas are higher than in others.

3. School Responsibilities

Nazene Danielle School of Performing Arts (NDSOPA) Internet Access Policy is part of the school's IT Policy and IT Development Plan and will relate to other policies including those for behaviour and Anti-bullying. Internet Access Policy has been written by a team with a wide range of experience and will be reviewed on a yearly basis.

4. Roles and Responsibilities

Internet safety depends on staff, schools, governors, parents and, where appropriate, the pupils themselves taking responsibility for the use of Internet and other communication technologies such as phones. The balance between educating pupils to take a responsible approach and the use of regulation and technical solutions must be judged carefully.

5. Governing Body

The Governing Body has a statutory responsibility for child protection and health and safety, and elements of these will include internet safety.

Responsibilities for governing bodies include:

- Developing an awareness of the issues and risks of using ICT in schools, alongside the benefits, particularly with regard to the internet and other communications technologies.
- Consider appointing an e-governor with specific responsibility for ICT and ensure that internet safety is included as part of the regular review of child protection and health and safety policies.
- To develop an understanding of existing school policies and procedures for maintaining a safe ICT learning environment.
- Supporting the designated staff member for implementing policy and procedure.
- Ensuring appropriate funding is authorised for Internet safety solutions, and training as recommended by the Principal (or designated member of staff)
- Promoting Internet safety to parents, and providing updates on internet safety policies within the annual report

6. Why is Internet Access Important?

- The purpose of Internet access in school is to
- Raise educational standards
- Support teaching and learning
- Enhance the school's MIS systems .

Access to the Internet is a necessary tool for staff and students. It is an entitlement for all students regardless of age or ability.

7. What are the benefits to the school?

The Internet is an essential element in 21st century life for education, business and social interaction. The school has a duty to provide students with quality Internet access as part of their learning experience.

- Access to world-wide educational resources

- Educational and cultural exchanges between pupils worldwide
- Access to experts in many fields for staff and pupils
- Professional development for staff through access to national developments, educational materials and effective curriculum practice
- Collaboration across support services and professional associations
- Improved access to technical support including remote management of networks and automatic system updates
- Exchange of curriculum and administration data with LA and DCSF
- Access to learning wherever and whenever convenient

8. How will Internet use provide effective learning?

Teachers, parents and pupils need to develop good practice in using the Internet as a tool for teaching and learning. There is a fine balance between encouraging autonomous learning and maintaining adequate supervision. Systems to ensure Internet use is as safe as possible will enable increased use, the quality of that use becomes a critical factor.

- Internet access will be planned to enrich and extend learning activities.

Access levels

- will be reviewed to reflect the curriculum requirement;
- Staff and pupils will be given clear objectives for Internet use within the school setting
- Pupils will be educated in taking responsibility for Internet access.
- Pupils use the Internet widely outside school and will need to learn how to evaluate Internet information and to take care of their own safety and security
- Staff should guide pupils in on-line activities that will support the learning outcomes planned for the pupils' age and ability.

9. How will pupils be taught to assess Internet content?

Pupils in school are unlikely to see inappropriate content in books due to selection by publisher and teacher. Our internet search filter system offer a high level of control.

- The headteacher will ensure that the copying and subsequent use of Internet derived materials by staff and pupils complies with copyright law

10. How will e-mail be managed?

E-mail is an essential means of communication within education. The school will ensure that facilities for filtering e-mail for viruses are regularly updated. A system for making checks internally should be in place if there is any reason to suspect mistake. E-mail content should not be considered private.

- E-mail must only be used in school for educational purposes;
- In-coming e-mail will be regarded as public.
- The forwarding of chain letters will be banned, as will the use of chat lines;

Each NDSOPA Student upon enrollment at the school is given a NDSOPA email address for school use.

This email address is regularly monitored by staff.

11. How will publishing on the Web be managed?

Many schools have created Web sites that inspire pupils to publish work to a high standard, for a very wide audience. A website can celebrate pupils' work, promote the school and publish resources for projects or homework.

Ground rules are important to ensure that the website reflects the school's ethos and that information is accurate and well presented. As the school's website will be able to be accessed by anyone on the Internet, the security of staff and pupils must be considered carefully. The publishing of pupils' names beside photographs that identify individuals is considered inappropriate on web pages. Parents are consulted as to whether they wish their child's photo to be published on the web or elsewhere.

- Photographs must not identify individual pupils. Group shots or pictures taken over the shoulder will be used in preference to individual passport style images
- Full names will not be used anywhere on the website, particularly alongside photographs.
- Written permission from parents will be sought before photographs of pupils are published on the school website. This can be found in our terms and conditions.

12. What other Internet applications are available?

The Internet is the underlying technology. New applications are being developed to use this ability to communicate, including conferencing applications such as chat, newsgroups and webcams. Many of these facilities have great potential for education, for instance pupils could exchange live text, speech or video with a similar class or with other schools either locally, nationally or internationally.

New applications must start with the needs of young users being considered, particularly in the area of security.

- Pupils will not be allowed to access public chat rooms;
- New facilities will be thoroughly tested before pupils are given access;

13. How will Internet access be authorised?

The school should allocate access to the Internet on the basis of educational need and it should be clear who has Internet access, and who has not.

All staff and all pupils might be granted access as a blanket requirement. This should be done under supervision (perhaps with a single pupil user password) Parental permission is required.

Internet access is a necessary part of the statutory curriculum. It is an entitlement for pupils based on responsible use. All students have access to the Internet Parents will be informed that pupils will be provided with supervised Internet use.

Parents will be asked to sign and return a permission form. Staff will be asked to sign a declaration ensuring accountability for safe internet use.

14. How will the risks be assessed?

The school will need to address the issue that it is difficult to remove completely the risk that pupils might access unsuitable materials via the school system.

As part of LG for Learning there is an appropriate firewall in place. All staff are trained and students monitored during usage.

· In common with other media such as magazines, books and video, some material available via the Internet is unsuitable for pupils.

- The school will supervise pupils and take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of information available via the Internet it is not possible to guarantee that unsuitable material will never appear on a terminal.
- The use of computer systems without permission or for purpose not agreed by the school could constitute a criminal offence under the Computer Misuse Act 1990.
- Methods to identify, assess and minimise risks will be reviewed
- Staff, parents and governors will work to establish agreement that every reasonable measure is being taken.
- The Principle will ensure that the policy is implemented effectively

15. How will the school ensure Internet access is safe?

There are mechanisms and procedures in place to delete unsuitable sites. Teachers might need to research areas including drugs, medical conditions, bullying or harassment. In such cases, legitimate use must be recognised and the user protected from possible accusation of inappropriate use.

These are some of mechanisms:

Blocking strategies: remove access to a list of unsuitable sites.

a) Filtering can be done through Synetrix (email content control) and then as an additional precaution, via Microsoft. This preventative software examines the content of web pages or e-mail messages for unsuitable words. Filtering of web searches attempts to block a current loophole. The network manager is automatically informed of any breaches to security via Synetrix and spam emails are deleted at source. Any emails with inappropriate language etc will also be sent automatically to the network manager for vetting.

b) Access control via Synetrix gives sites which are deemed inappropriate and can be set to reject these pages. None of these systems can be completely effective and a combination of approaches will be required, alongside adequate supervision. It is important to establish the criteria used to accept or reject material, whether the criteria are set by the software supplier, the ISP or the school and whether the criteria are appropriate. Blocking and/or filtering may be performed by the Internet Service Provider (ISP). School-level systems require management to maintain effectiveness and place greater responsibility on the school.

- Pupils and teachers will be informed that Internet use will be supervised and monitored
- The school will work in partnership with parents, the LA, and the Internet Service Provider to ensure systems to protect pupils and reviewed and improved.
- If staff or pupils discover unsuitable sites, the URL (address) and content will be reported to the Internet Service Provider.
- Pupils will be made aware that the writer of an email or the author of a web page might not be the person claimed.
- Pupils will be encouraged to tell a teacher immediately if they encounter any material that makes them feel uncomfortable and report it to the designated Child Protection Officer

16. How will the security of school IT systems be maintained?

The Internet is a new connection to the outside world that could compromise system performance or threaten security.

- Security strategies are discussed and reviewed
- The security of the whole system will be reviewed with regard to threats to security from Internet access
- Virus protection is installed and updated regularly

17. How will complaints regarding Internet use be handled?

Prompt action will be required if a complaint is made. The facts of the case will need to be established, for instance whether the issue has arisen through Internet use inside or outside school. Transgressions of the rules could include minor as well as the potentially serious and a range of sanctions will be required, linked to the school's behaviour policy.

- Responsibility for handling incidents will be given to senior members of staff
- Pupils and parents will be informed of the complaints procedures
- Parents and pupils will need to work in partnership with staff to resolve issues
- As with drugs issues, there may be occasions when the police must be contacted
- Early contact will be made to establish the legal position and discuss strategies
- Sanctions available include interviews/counselling if appropriate, informing parents or carers
- A pupil may have email, Internet or computer access denied for a period of time depending on the nature of the incident

18. How will staff and pupils be consulted?

Discussion: It is very important that staff feel prepared for Internet use and subscribe to the school's Internet Access Policy.

Staff should be given opportunities to discuss the issues and develop appropriate teaching strategies. It would be unreasonable of staff, particularly supply staff, were asked to take charge of an Internet activity without appropriate training

- Rules for Internet access will be posted near computer systems. The Acceptable Use Statement or Rules for Responsible Internet will be displayed in all areas where computers are available.
- All staff including teachers, supply staff, TAs etc will be provided with the Internet Access Policy and the importance explained.

- Parents attention will be drawn to the policy via direct communication, via letter from the school, in newsletters, the school prospectus and on the school website
- A module on responsible internet use will be included in the CPD programme covering both school and home use.

19. How will parents' support be enlisted?

Internet use in pupils' homes is increasing rapidly, encouraged by offers of free software and access on magazine covers. Unless parents are aware of the dangers, pupils may have unrestricted access to the Internet. The school may be able to help parents plan appropriate, supervised use of the Internet at home.

- A careful balance between informing and alarming parents will be maintained
- Joint home/school guidelines on issues such as safe Internet use will be established

20. How will complaints regarding Internet use be handled?

Parents and teachers must know how and where to report incidents. Prompt action will be required if a complaint is made. The facts of the case will need to be established, for instance whether the Internet use was within or outside school. Transgressions of the rules may be minor and can be dealt with by the teacher as part of normal class discipline. Other situations could potentially be serious and a range of sanctions will be required, linked to the school's behaviour policy. Complaints of a child protection nature must be dealt with in accordance with LA child protection procedures.

Please take note of our complaints policy and complaints procedure.

- Responsibility for handling incidents will be delegated to a senior member of staff.
- Any complaint about staff misuse must be referred to the headteacher.
- Pupils and parents will be informed of the complaints procedure.
- Parents and pupils will need to work in partnership with staff to resolve issues.
- As with drugs issues, there may be occasions when the police must be contacted. Early contact could be made to establish the legal position and discuss strategies.
- Sanctions available include interview/counselling
- Informing parents or carers
- Removal of Internet access for a period.

21. Cyberbullying

Please take note of our Anti-Bullying Policy and Behaviour Policy.

The school recognises that a bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

Nazene Danielle School of Performing Arts (NDSOPA) understands that cyberbullying is a very real and serious issue. The school understands the effects this may have on an individual's mental, physical and emotional health and how this can affect their learning and general development.

Cyberbullying may be defined as 'the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyberbullying'. It can take a number of different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), sexting (e.g. sending and receiving sexually explicit messages, primarily between mobile phones) vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and 'trolling' (abusing the internet to provoke or offend others online). It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

However it differs from other forms of bullying in several significant ways:

- by facilitating a far more extreme invasion of personal space. Cyberbullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal.
- the potential for anonymity on the part of the bully. This can be extremely distressing for the victim
- the potential for the bully to play very rapidly to a larger audience so the scale and scope of cyberbullying can be greater than for other forms of bullying.
- through the knowledge that the data is in the world-wide domain, disproportionately amplifying the negative effect on the victim, even though the bully may feel his / her actual actions had been no worse than conventional forms of bullying
- the difficulty in controlling electronically circulated messages as more people get drawn in as accessories. By passing on a humiliating picture or message a bystander becomes an accessory to the bullying.
- the profile of the bully and target can be different to other forms of bullying as cyberbullying can take place between peers and across generations. Teachers can be victims and age and size are not important.
- many cyberbullying incidents can themselves act as evidence so it is important the victim saves the information.

The School encourages individuals to speak out if they are experiencing or witnessing cyberbullying.

This can come more specifically in the form of (but not limited to)

- Text messages
- Image sharing

- Sexting
- Social Media Comments or messaging
- Group forums/messaging
- Online Hate mail
- Video sharing
- Image replacement (part of an image added onto of another)

Key platforms to be aware of are Instagram, Snapchat, Facebook and Twitter.

The school suggest that students should not have these platforms till the age of 13, however this is a parental decision.

NO MOBILE PHONES are allowed to be out in lessons unless permission is given by a staff member and it is for learning purposes. Mobile phones can be confiscated by staff if deemed as being used inappropriately.

21.1 Cyberbullying and the Law

Bullying is never acceptable and the school fully recognizes its duty to protect all of its members and to provide a safe, healthy environment for everyone.

Education Law:

- The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Head teachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off the school site.
- The Act also provides a defence for staff in confiscating items such as mobile phones from pupils.

21.2 Civil and Criminal Law

- There is not a specific law which makes cyberbullying illegal but it can be considered a criminal offence under several different acts including Protection from Harassment Act (1997), Malicious Communications Act (1988), Communications Act (2003) Obscene Publications Act (1959) and Computer Misuse Act (1990).

21.3 Preventing Cyberbullying

As with all forms of bullying the best way to deal with cyberbullying is to prevent it happening in the first place. There is no single solution to the problem of cyberbullying but the school will do the following as a minimum to impose a comprehensive and effective prevention strategy, with details applied in our Anti-Bullying and Behaviour policy.

21.4 Guidance for Staff

The school will deal with inappropriate use of technology in line with the Code of Conduct which could result in disciplinary procedures. If you suspect or are told about a cyber-bullying incident, follow the protocol outlined below:

Mobile Phones

- Ask the pupil to show you the mobile phone
- Note clearly everything on the screen relating to an inappropriate text message or image, to include the date, time and names
- Make a transcript of a spoken message, again record date, times and names
- Tell the pupil to save the message/image
- Inform the Deputy Head and Designated Safeguarding Lead immediately and pass them the information that you have

Computers

- Ask the pupil to get up on-screen the material in question
- Ask the pupil to save the material
- Print off the offending material straight away
- Make sure you have got all pages in the right order and that there are no omissions
- Inform a member of the Senior Leadership team and pass them the information that you have
- Normal procedures to interview pupils and to take statements will then be followed particularly if a child protection issue is presented.

21.5 Guidance for Pupils

If you believe you or someone else is the victim of cyber-bullying, you must speak to an adult as soon as possible. This person could be a parent/guardian, or a member of staff on your safety network.

- Do not answer abusive messages but save them and report them
- Do not delete anything until it has been shown to your parents/carers or a member of staff at school (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber-bullying)
- Do not give out personal details or contact information without the permission of a parent/guardian (personal data)
- Be careful who you allow to become a friend online and think about what information you want them to see.
- Protect your password. Do not share it with anyone else and change it regularly
- Always log off from the computer when you have finished or if you leave the computer for any reason.
- Always put the privacy filters on to the sites you use. If you are not sure how to do this, ask a teacher or your parents.
- Never reply to abusive e-mails
- Never reply to someone you do not know
- Always stay in public areas in chat rooms
- The school will deal with cyberbullying in the same way as other bullying. Do not think that because it is online it is different to other forms of bullying.

- The school will deal with inappropriate use of technology in the same way as other types of inappropriate behaviour and sanctions will be given in line with the school's Behaviour Policy

21.6 Guidance for Parents/Carers

It is vital that parents/carers and the school work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be cyber-bullying. Parents/carers must play their role and take responsibility for monitoring their child's online life

- Parents/carers can help by making sure their child understands the school's policy and, above all, how seriously the school takes incidents of cyber-bullying.
- Parents/carers should also explain to their children legal issues relating to cyber-bullying.
- If parents/carers believe their child is the victim of cyber-bullying, they should save the offending material (if need be by saving the offensive text on their computer or on their child's mobile phone) and make sure they have all relevant information before deleting anything.
- Parents/carers should contact the school as soon as possible. Please contact Maria Mortimer on email hello@dancedynamix.co.uk or call the schools telephone on 0151 259 0807
- If the incident falls in the holidays the school reserves the right to take action against bullying perpetrated outside the school both in and out of term time.
- Parents/carers should attend the school's annual training on online safety delivered by the Head of Computing

22. Sexting

In recent years, the issue of Sexting amongst young people has become widespread. It is now recognised by the latest version of KCSIE 2021 as a specific safeguarding issue. It is right that Nazene Danielle School of Performing Arts (NDSOPA) is committed to do all it can to manage such behaviour within our community to the best of our ability and in line with expectations laid down by KCSIE 2020. This policy document defines what sexting is and how it is managed at the School.

This Policy should also be read with the understanding of the following principles based on the KCSIE Statutory Guidelines for Schools and Colleges September 2020:

- Safeguarding and promoting the welfare of children at the School is the responsibility of all staff.
- Staff should always consider what is in the best interests of the pupils in our care.
- Prompt action and sharing of information is crucial in order to safeguard the welfare of pupils.
- Staff should be aware that sexting behaviour can put children in danger.
- Staff should be aware that sexting is a type of behaviour in which peer on peer abuse can manifest itself.

- As regarding any safeguarding issue, all members of the community are asked to cultivate an understanding that 'it could happen here' and be prepared to 'think the unthinkable'.

Definition of Sexting: Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobile devices or over the Internet'.

The Law:

Making, possessing and distributing any imagery of someone under 18 which is indecent is illegal. This includes imagery of yourself if you are under 18. 'Indecent' is not definitively defined in law, the images are likely to be considered indecent if they depict:

- a naked young person
- a topless girl
- an image which displays genitals
- sex acts including masturbation
- overtly sexual images of young people in their underwear

The types of incidents which this document covers are:

- A person under the age of 18 creates and shares sexual imagery of themselves, with a peer under the age of 18;
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18 or an adult.

22.1 Procedures Adopted when an incident of Sexting comes to the School's attention

The following general principles and guidelines should be followed:

Initial response

- The response to all incidents should be in line with the School's Safeguarding and Child Protection Policy.
- Any direct disclosure by a pupil of an incident of sexting should be taken very seriously.
- Any incident should be referred to the DSL/DDSL without delay.
- The DSL/DDSL should meet with School staff involved and there should be subsequent interviews with the young people involved, if appropriate.

- The DSL/DDSL will use professional judgement to decide if it is necessary to view the imagery to safeguard the pupil/pupils involved but in most cases, imagery should not be viewed (see below).
- Staff should not view any sexual imagery involved but rather try and establish the content through conversation.
- If viewing of any imagery is deemed necessary then this will take place with the following advice in mind: no copying, printing or sharing of the imagery should occur, as this is illegal; ensure viewing is undertaken by the DSL with another member of staff present in the room, ideally the Principal, who does not need to view the imagery; whenever possible ensure viewing takes place on school or college premises and ideally that images are viewed by a staff member of the same sex as the young person in the imagery and the viewing of the imagery should be recorded.

22.2 Investigation

- The DSL/DDSL will decide if further information is required to decide on the best response.
- The DSL/DDSL and staff involved should establish whether the imagery has been shared widely and via what services and/or platform, although this may be difficult to establish.
- The DSL/DDSL will determine if immediate action should be taken to delete or remove images from devices or online services.
- The Principal and pastoral team provide relevant facts about the circumstances of the pupil/pupils involved which could influence the decisions of the DSL and DDSL.
- In incidents that involve young people not at the school, the DSL or Principal will decide if there is a need to contact another school, college, setting or individual.

22.3 Risk Assessment and Referral

- The DSL/DDSL will assess the risk presented by the incident to the pupil/pupils involved and in conjunction with the Principal decide whether a referral to the police or Social Services is required, or whether to proceed using the School's pastoral support and disciplinary system or, if required, Early Help from our local network of supporting services as outlined in the Safeguarding and Child Protection Policy.
- Parents should be informed at an early stage and then involved in the process, unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern that a young person has been harmed or is at risk of harm a referral should be made to the Social Services. Any staff member can make such a referral but should inform the DSL as soon as possible that a referral has been made

An immediate referral to police and/or children's social care will always be made if:

- the sexting involves an adult;
- there is reason to believe that a young person has been coerced, blackmailed or groomed;

- there are concerns about their capacity to consent (for example owing to special educational needs);
- what we know about the imagery suggests that the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent;
- the pupils concerned are at immediate risk of harm owing to the sharing of the imagery; for example, the young person is presenting as suicidal or self-harming.

If none of the above apply then the School may decide to respond to the incident without involving the police or children's social care, with the clear understanding that it can choose to escalate the incident at any time if further information/concerns come to light. Whilst incidents of sexting are likely to be dealt with primarily by school staff, pupils are able to inform any member of staff of their involvement in an incident of sexting.

Any staff involved should follow closely the advice given in the Safeguarding and Child Protection Policy regarding how to respond. Basic principles of listening sensitively, providing reassurance, not asking leading questions and not guaranteeing confidentiality should be remembered.

22.4 Recording Process and Outcomes

- All conversations and meetings to do with any incident should be recorded. Formal written records should be completed immediately or within 24 hours at the latest. Records should include date, time, place, persons involved, nature of disclosure and any relevant details. These should be emailed to the DSL/DDSL immediately. Records of safeguarding incidents are kept by the DSL.
- At any stage of the incident, mobile devices can be confiscated by members of staff but should be done so in accordance with the Protocol for the searching of the possessions of a pupil.
- Mobile devices could also be searched, if required, with permission from the Principal or DSL/DDSL. But a search of a mobile device should not be done alone or without this permission, and should preferably be carried out by the DSL/DDSL. In some cases, mobile devices may be passed onto the DOFA/Police.
- The DSL/DDSL make provision for the deletion of any sexual imagery as appropriate at any stage of the incident.
- The DSL and Pastoral staff will offer ongoing support in the best interests of the pupils in our care.

22.5 Education

Nazene Danielle School of Performing Arts (NDSOPA) takes a proactive approach to safeguarding issues with its staff and pupils which aims at prevention and education. Our pupils are educated about youth produced sexual imagery and other safeguarding issues through PSHE and talks from external speakers.

The learning focuses on:

- what sexting is
- how it is likely to be encountered

- the consequences of sexting, forwarding or providing such images
- issues of legality
- the risk of damage to people's feeling and reputations
- the strategies and skills required to manage the receipt of such images or requests/pressure to provide (or forward) such images. This will include who to tell; what to say; what to do; what not to do and where to get support from within and outside of the School.

Nazene Danielle School of Performing Arts (NDSOPA) recognises the challenge that young people find in talking about such issues and so learning opportunities should aim to develop confidence in our pupils so that they feel they can communicate about safeguarding issues. The School believes that other preventive learning about issues, such as consent, relationships, online safety and recognising abusive and coercive behaviour, may help to support learning on sexting.

23. Useful Resources

<https://www.childnet.com/>

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

https://www.thinkuknow.co.uk/professionals/resources/?gclid=CjwKCAiAm-2BBhANEiwAe7eyFFz-KnhMySQ36mwYTFGX0jXBsU0ChNRy2YIznnbK58LniPtE0XS_hoCPXoQAvD_BwE

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