

Medway Anglican Schools Trust Filtering and Monitoring Standards

Date	Review Date	School Lead	Responsible Governor
Sept 2023	Sept 2024		

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Obscene Publications Act 1959
- Children Act 1989
- Computer Misuse Act 1990
- Education Act 1996
- Education Act 1997
- Police Act 1997
- Data Protection Act 2018
- Human Rights Act 1998
- Standards and Framework Act 1998
- Freedom of Information Act 2000
- Education Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education Act 2011
- Protection of Freedoms Act 2012
- Counter Terrorism and Security Act 2015

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (DfE 2018)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We are aware that:

- filtering and monitoring are important parts of safeguarding pupils and that they protect staff from potentially harmful and inappropriate material;
- we have overall strategic responsibility for filtering and monitoring;
- we must ensure a safe learning and working environment for both pupils and school personnel including when online;
- we have a duty to meet the standards of filtering and monitoring by assigning:
 - a member of the senior leadership team and a nominated governor to be responsible for ensuring the standards are met;
 - the roles and responsibilities of school personnel, external service providers and others.

We believe that we meet the standards if we ensure:

- **the filtering and monitoring provision is reviewed annually:**

- by members of the SLT, the DSL, the IT provider and the nominated governor;
 - and the results are recorded for reference and made available to those entitled to inspect that information;
 - or when a safeguarding risk is identified; there is a change in working practice; or new technology is introduced.
- **the filtering system blocks harmful and inappropriate content, without unreasonably impacting teaching and learning** by:
 - procuring and setting up systems which meet this standard and the risk profile of the school;
 - managing the filtering system with the required specialist knowledge of both safeguarding and IT staff to be effective;
 - having in place system-specific training and support provided by the filtering provider.
 - **having in place effective monitoring strategies that meet the safeguarding needs of the school** by ensuring:
 - ensuring effective device monitoring is in place;
 - the DSL takes the lead responsibility for any safeguarding and child protection matters that are identified through monitoring;
 - all incidents are urgently picked up, acted on and outcomes recorded;
 - the effective management of technical monitoring systems by both safeguarding and IT staff;
 - up-to-date training is provided by the monitoring system provider.

We wish to work closely with the school council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

Aims

- To ensure the standards of filtering and monitoring by safeguarding pupils and staff from potentially harmful and inappropriate material.

- To ensure the senior leadership team (SLT), the nominated governor, the designated safeguarding lead (DSL), IT service providers and school personnel are aware of their roles and responsibilities.
- To ensure compliance with all relevant legislation connected to this policy.
- To share good practice within the school, with other schools and with the local authority in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The governing body has:

- appointed and supports a senior leadership team (SLT) and designated safeguarding lead (DSL);
- delegated powers and responsibilities to the headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring:
 - full compliance with all statutory responsibilities;
 - the school complies with all equalities legislation;
 - funding is in place to support this policy;
 - this policy and all policies are maintained and updated regularly;
 - all policies are made available to parents;
 - the nomination of a designated equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
 - the involvement of the school council in:
 - determining this policy with the governing body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the governing body.
- the nomination of a link governor to:
 - visit the school regularly;
 - work closely with the headteacher and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the governing body every term;
 - annually report to the governing body on the success and development of this policy.
- the celebration of the effort, success and achievements of pupils and school personnel;
- the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The headteacher will:

- work closely with governors/proprietors, the DSL, and IT providers in all aspects of filtering and monitoring;
- ensure risk assessments are:
 - in place and cover all aspects of this policy;
 - accurate and suitable;
 - reviewed annually;
 - easily available for all school personnel.
- ensure good practice is shared throughout the school;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by speaking with IT providers, SLT and DSL;
- annually report to the governing body on the success and development of this policy.

Role of the Senior Leadership Team (SLT)

The SLT will:

- ensure all school personnel:
 - understand their role;
 - attend appropriate training;
 - follow policies, processes and procedures;
 - report any concerns and act on reports and concerns.

Role of the Designated Safeguarding Lead (DSL)

The DSL will:

- take lead responsibility for safeguarding and online safety which could include overseeing and acting on:
 - filtering and monitoring reports;
 - safeguarding concerns;
 - checks to filtering and monitoring systems.
- work closely together with IT service providers.

Role of the IT Service Provider

The IT service provider may be a staff technician or an external service provider will:

- be:

- a member of Internet Watch Foundation;
 - signed up to Counter-Terrorism Internet Referral Unit list;
 - blocking access to illegal content including child sexual abuse material.
- have technical responsibility for:
 - maintaining filtering and monitoring systems;
 - providing filtering and monitoring reports;
 - completing actions following concerns or checks to systems.
- work with the SLT and DSL to:
 - procure systems.
 - identify risk.
 - carry out reviews.
 - carry out checks.

Role of School Personnel

School personnel will:

- be aware of reporting mechanisms for safeguarding and technical concerns;
- report if they:
 - witness or suspect unsuitable material has been accessed;
 - can access unsuitable material;
 - are teaching topics which could create unusual activity logs;
 - notice abbreviations or misspellings that allow access to restricted material.
- also report if there:
 - is failure in the software or abuse system;
 - are perceived unreasonable restrictions that affect teaching and learning or administrative tasks.

Raising Awareness of this Policy

We will raise awareness of this policy via:

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| ▪ School handbook/prospectus | ▪ Headteacher reports to the governing body |
| ▪ School website | ▪ Text messages |
| ▪ Staff handbook | ▪ Email |
| ▪ Meetings with school personnel | |

Training

We ensure:

- all school personnel:
 - have received the appropriate training on all safeguarding policies and procedures undertaken by a registered training provider;
 - are familiar with the following documentation:
 - Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
 - Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
 - are aware of the following linked policies:

<ul style="list-style-type: none"> • All aspects of this policy • Safeguarding and Child Protection • Anti - Cyber bullying • Acceptable Internet Use Agreement • ICT • Pupil Behaviour and Discipline • Anti-bullying 	<ul style="list-style-type: none"> • School Website • Mobile Phone Safety and Acceptable Use • Photographic and Video Images • Internet Social Networking Websites • Equal opportunities • Inclusion
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- the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
- that we have in place data that evidences staff understanding by using a simple short multiple-choice test through one of the following applications such as Google Forms, Microsoft Forms, Kahoot or SurveyMonkey;
- that we have in place evidence for all staff that:
 - highlights the knowledge gaps in the training;
 - shows how those knowledge gaps were corrected.
- all school personnel understand and undertake their role in safeguarding and child protection effectively.

Safeguarding

We:

- are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school;
- work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children;
- believe that all children have the right to be safe in our society;
- recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents;
- teach all our children about safeguarding;

- work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties;
 - want all children to feel safe at all times;
 - want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements;
 - ensure all school personnel:
 - who work directly with children** must read both **Part One and Annex B** of 'Keeping Children Safe in Education' (KCSiE) guidance;
 - who do not work directly with children** can either read **Part One or Annex A**;
 - must understand their roles and responsibilities;
 - must:
 - understand that safeguarding and promoting the welfare of children is everyone's responsibility;
 - attend appropriate safeguarding and child protection training at induction;
 - be made aware of the following policies:
 - Safeguarding and Child Protection
 - Behaviour
 - School Personnel Behaviour
 - Child Gone Missing On or Off Site
 - Role of Designated Safeguarding Lead (DSL)
- attend regular updated safeguarding training;
 - be aware of all safeguarding systems within the school;
 - be in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating;
 - have responsibility to provide a safe environment in which children can learn;
 - be prepared to identify children who may benefit from early help;
 - follow the processes as set out in KCSiE (paragraphs 51-67) if they have any concerns about a child's welfare;
 - be aware of the process for making referrals to the local authority;
 - support social workers and other agencies following any referral;
 - report to the designated safeguarding lead any concerns they have regarding a child;
 - know what to do if a child tells them they are being abused, exploited or neglected;
 - be able to reassure victims that they are being taken seriously and that they will be supported and kept safe;
 - be familiar with 'Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (DfE)'.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Race Disparity Audit

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the governing body for further discussion and endorsement.

Linked Policies & resources

- Safeguarding and Child Protection
- Acceptable Use Agreements
- Pupil Behaviour and Discipline
- School Website
- Photographic and Video Images
- Prevent Duty - Dealing with Extremism and Radicalisation
- Filtering and monitoring standards including Social Networking Websites
- Anti-bullying including cyber bullying
- Mobile Phone Safety and Acceptable Use

We believe this policy:

- has been reviewed thoroughly by the trust board, safeguarding governor and the designated safeguarding lead has been questioned on it to make sure it stands up to scrutiny;
- flows and is easy to follow;
- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;

- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school's vision and objectives which are formed in strategic management meetings;
- has been received by all school personnel via appropriate safeguarding training;
- is provided to all school personnel and a hard copy can be found in the staffroom reference library.

CEO/Headteacher:		Date:	September 2023
Chair of Trust Board/ Governing Body:		Date:	September 2023