

2008-2011

E-safety Strategy for Leeds



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Foreword

The world our children and young people live in is rapidly changing. New computer technologies are creating fantastic, exciting opportunities in communication, in learning and in many aspects of daily life. For a lot of adults these developments seem quite different from what we've seen before. This makes us naturally cautious about them. However, for young people they are a regular and familiar part of everyday life that are being enthusiastically embraced.

This gives those of us whose role it is to safeguard our children and young people new considerations and new responsibilities. We want them to flourish through the many benefits that Information Communication Technologies (ICT) offer. Yet at the same time we must help them understand and make informed decisions about what information they seek and share, the way they do this and who they do it with.

We are clear about this responsibility in Leeds. Under the guidance of a sub-group of our Local Safeguarding Children Board we have developed this, our e-safety strategy, to give coherence and focus to our work. This strategy recognises our role in shaping the way young people access ICT, providing a safe, city-wide framework through the Leeds Learning Network. It highlights the importance of helping young people understand what constitutes acceptable use. Crucially, it focuses on building the resilience of young people in using ICT, so they are equipped to enjoy the benefits and avoid the pitfalls and dangers.

The Children and Young People's Plan for Leeds makes clear the approach we must take in developing our services, - known as our "4P's". They are particularly important when working in a field as complex and fast changing as e-safety. We must *personalise* the support we provide so that each individual child or young person has the skills and understanding to use ICT safely. We must seek the *participation* of children, young people and families so we can appreciate the changing nature of their ICT usage and respond accordingly. We must work in *partnership*, to deliver a coherent approach with a particular focus on bringing our schools together around this common agenda. Finally, we must come back to our responsibility – *prevention* – helping young people to ensure that they are able to identify, avoid and report dangers before they escalate.

This isn't always easy, the pace of change means that as adults we can be in danger of feeling out-of-touch with and confused by the technologies young people are using. However, the onus is on us to overcome these potential barriers and take a balanced, responsible view. ICT can bring huge advantages to children and young people's lives, we must help them to benefit from these safely and confidently.

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E-safety Strategy for Leeds

1.0 Introduction

Greater accessibility combined with the rapid pace of development means that ICT has penetrated into every aspect of young people's lives today: Chris Deering "father of the European PlayStation", comments that "...the terms TV and PC will sound as outdated as eight track tape decks within 2-3 years. Everything will be capable of delivery over internet protocol." ICT is fast becoming the currency by which young people conduct their lives and their day to day activities. Few would dispute that the internet and other technologies have the potential to offer many positive benefits to young people. As with everything, this is not without risk. We want young people to be able to fully exploit the benefits offered by ICT while doing so in a safe manner.

2.0 Why an e-safety strategy for Leeds?

E-safety is widely discussed and commented upon, and there is a wealth of information available from a wide variety of sources for those who wish to learn more. Whilst this is positive, the abundance of such materials can mean that it is difficult to identify a single clear approach to pro-actively addressing e-safety. We recognise our role in providing the city with a coherent and unified strategy for managing e-safety, whilst directing you to a number of the excellent publications already available.

We have established an e-safety Strategy sub group of the Local Safeguarding Children Board (LSCB) as recommended by BECTA to co-ordinate e-safety across the city. The LSCB will ensure that best practice is developed, implemented and kept up to date. This e-safety strategy provides clarity both for young people, and all those who come into contact with them. It aligns with the outcomes of the Every Child Matters Agenda to safeguard and promote the welfare of children through the successful implementation of robust strategies and policies.

The e-safety strategy for Leeds centres around three themes: Access, Acceptable Use, and Resilience. We recognise that there is a need to implement measures to shape **access** to ICT. In conjunction with this we need to empower young people to get the most out of technology, within the context of **acceptable** use. In doing this, it is important that we build **resilience** in young people by raising awareness and equipping them with the necessary tools to make informed decisions. We also need to educate those who come into contact with children either within a home or professional environment, to ensure they are fully informed on the boundaries of acceptable use, and are able to mitigate risk, identify inappropriate behaviours, and respond effectively to any incidents arising.

3.0 Scope

Under the Children Act 2004 s11 and the Education Act 2002 s175 (s157), all professionals have a duty to safeguard and promote the well-being of all children. The duty of care to protect young children cannot be confined to a single environment but must extend to all environments in which young people actively engage whether this is schools, home, or the wider community. This requires an integrated approach across schools and other establishments that regularly come into contact with young people (herein after described as member agencies).

4.0 E-safety Strategic Themes

4.1 Access

Leeds City Council is committed to delivering an ICT environment that is as safe and secure as possible. Measures such as Internet access through the Leeds Learning Network (LLN) and personal Internet spaces for every Leeds pupil provided by the Leeds Learning Platform allow us to shape the ICT access of young people in line with all national e-safety guidelines.

This shaping includes standards for email and Internet filtering, anti-virus and anti-spam software, and ensuring that email addresses protect young people's anonymity. The LLN has achieved the British

Education Communications and Technology Agency (BECTA) accreditation for Internet provision which requires months of rigorous testing and evaluation to ensure that it meets the safety standards to protect learners from unsuitable Internet access.

The reality of this approach ensures that the reach and impact of the Internet provision is not restricted to just one location: the same level of e-safety is provided wherever the young person is, as long as they are using the LLN. As a city we must all continually rethink the technological shaping access to ICT as new devices and methods of accessing the information become available. It is now appropriate that as a city we consider implementing monitoring software at the individual level to support the controlled access to the internet described above.

However technology alone can not provide the solution to ensuring e-safety for our young people: this shaping process provides a bubble for us to work with them to empower them to get the most out of ICT but they need to do this within the context of acceptable use.

4.2 Acceptable Use

Clear guidance is needed for young people and all professionals who come into contact with them on what is deemed acceptable use, and we will use the [National Education Network \(NEN\) Acceptable Use Policy](#) as our overarching approach in Leeds. The policy has been developed by the NEN Safeguarding Group and supports the Becta ISP accreditation scheme, which itself is recommended by the Byron review (2008).

The NEN acceptable use policy is intended to remove any ambiguity and ensure that all young people and the professionals who work with them are protected. An accompanying document, [Acceptable Use Policy in Practice](#), provides a more practical interpretation of the guidance. These policy documents extend to all young children and the professionals working with them regardless of whether this is in an educational, home, or wider community setting.

4.3 Resilience

Educating young people in the practice of acceptable use promotes responsible behaviour and builds resilience by providing an opportunity to reflect on some of the possible consequences associated with acting outside of these boundaries. The National Curriculum programme of study for ICT at Key Stages 1-4 also makes it mandatory for young people to be taught how to use ICT safely and securely. Together these measures form the basis of a combined learning strategy that can be supported by parents, carers, and the professionals who come into contact with children.

Resilience is key to e-safety, since we cannot realistically provide solutions to each and every potential issue arising in such a dynamic social and technical environment. Moreover we wish to preserve the right of individuals to fully explore the value and opportunity offered by ICT, which forms an inherent part of their development, whilst empowering them to keep themselves safe.

5.0 Summary

Our strategy is to develop safe and responsible users of ICT, and to educate those who come into contact with children to identify and mitigate risk, and respond effectively to any incidents arising. The strategy requires schools and other learning establishments, parents, carers, pupils, and other professional organisations coming into contact with children, to sign on to the principles contained within this document, and the policies underpinning it. To support education and learning organisations in developing localised policies and practices aligned to this strategy, Leeds Learning Network have produced an [e-safety guide](#) endorsed by LSCB. The guide includes a step by step guide on how incidents involving accessing of inappropriate material through the LLN are dealt with, as well as an internet safety self review framework, and a number of useful internet safety links.

All documents highlighted in blue will be available on the LSCB website <http://www.leedslscb.org.uk/>

Strategic Priorities and Objectives

The strategic themes identified as the cornerstones of the e-safety strategy for Leeds have been used to develop a number of strategic priorities, each of which is underpinned by a series of SMART objectives. Together these will direct and shape the plan of action for the next 3 years in relation to e-safety for the city.

Strategic Priority	Objectives:
Raise awareness & understanding of e-safety	<ul style="list-style-type: none"> • Review existing e-safety provisions in place within schools and other member agencies, including qualitative analysis from staff and young people to create a baseline. Use this to inform the development and delivery of: • An educational resource package to support the training and development of staff within schools and member agencies. • A comprehensive training programme aimed at raising awareness and understanding of safe and responsible use of ICT across schools and member agencies. • An e-safety awareness campaign aimed specifically at supporting parents and carers. • An e-safety awareness campaign aimed specifically at promoting e-safety amongst children and young people.
Acceptable use and other policies and practice	<ul style="list-style-type: none"> • Work with schools and member agencies to gauge their views on acceptable use, and use this to inform future revisions to the LSCB published document "Acceptable use policy in practice". • Liaise with schools and partner agencies to develop generic and agency specific policies.
Secure access	<ul style="list-style-type: none"> • Publish minimum standards relating to internet provision, for use by schools and member agencies. • Evaluate the benefits offered by logging and monitoring technologies in supporting secure access, and produce recommendations / directives as appropriate.
Risk evaluation and incident response	<ul style="list-style-type: none"> • Ensure all schools and member agencies are equipped to identify e-safety risks and know when to escalate these. • Ensure all schools and member agencies have access to policies and procedures to investigate and escalate e-safety incidents arising. • Ensure that policies and procedures to investigate and escalate e-safety incidents arising, complement wider safeguarding frameworks already in place, thus ensuring a co-ordinated and prompt response.
Standards monitoring	<ul style="list-style-type: none"> • Design and implement a monitoring framework to capture information about the volume and severity of ICT related e-safety incidents. • Develop a mechanism for sharing new national guidelines and local good practice relating to e-safety, and emerging trends captured through the monitoring framework. • Develop a framework for the regular audit of e-safety provisions within schools and other member agencies (including qualitative analysis from staff and young people).

The e-safety strategy is fully supported and endorsed by the following agencies:

