



Online Safety Handbook

A best practice deployment guide &
resource pack for Senior Leadership Teams

Acknowledgements

Thank you to the following organisations for their contribution to this handbook.

Internet Watch Foundation



website:
www.iwf.org.uk

Victvs

The logo for Victvs consists of the word 'VICTVS' in a black, serif font, enclosed within a thin black rectangular border.

website:
www.victvs.co.uk

Professionals Online Safety Helpline



website:
www.swgfl.org.uk/about/UK-Safer-Internet-Centre/Professionals-Online-Safety-Helpline

Beat



website:
www.b-eat.co.uk

Anti-Bullying Alliance



website:
www.anti-bullyingalliance.org.uk

Harmless



website:
www.harmless.org.uk

HOPE not hate



website:
www.hopenothate.org.uk

South West Grid for Learning



website:
www.swgfl.org.uk

e-Safety Adviser



website:
www.esafety-adviser.com

Browne Jacobson



website:
www.brownejacobson.com

Internet Matters



website:
www.internetmatters.org

eCadets



website:
www.ecadet.zone

Catherine Knibbs



website:
www.cybertrauma.com

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‘This handbook provides a fantastic framework for the successful implementation and management of an active monitoring system.’

- Sam W Pemberton CEO
Impero Software

Introduction



This guide has been designed for Senior Leaders in education establishments to help them effectively deploy and use Impero Education Pro's keyword monitoring and reporting tools for safeguarding within their establishment.

This guide covers key points that senior managers need to consider as part of their system configuration, deployment and management. It also provides sample template tools to aid such activity.

In addition, this guide signposts senior managers to useful resources relating to online safety best practice and safeguarding issues, in the event that the software highlights a potential child protection or safeguarding concern.

This is not a technical instruction or product training manual.

Guidance correct at time of publication - August 2017.

Throughout the document, we will use the term 'school' to cover academies and colleges for ease of reading.

Section 1:
Impero Education Pro
Online Safety Best Practice

1.1 What is Impero Education Pro?

Impero Education Pro is a combined classroom management, network management and online safety monitoring system that is used in 90 countries and over 1400 secondary schools in the UK.

It enables educational establishments to:

- > Provide a safe learning environment for pupils when using digital devices
- > Break down the technical and safety barriers of using ICT within lessons
- > Fulfil their duty of care in relation to safe ICT use by implementing a whole school and managed approach to online safety in line with Ofsted/ISI expectations
- > Monitor its students' internet use in line with the Keeping Children Safe in Education statutory guidance and the UK Safer Internet Centre's 'Appropriate' monitoring standards
- > Easily manage their ICT networks and IT support
- > Identify potential students that may be at risk of being drawn into terrorism
- > Manage ICT resources more effectively, saving time and money.



1.2 How can Impero Education Pro support online safety and general safeguarding best practice in schools?

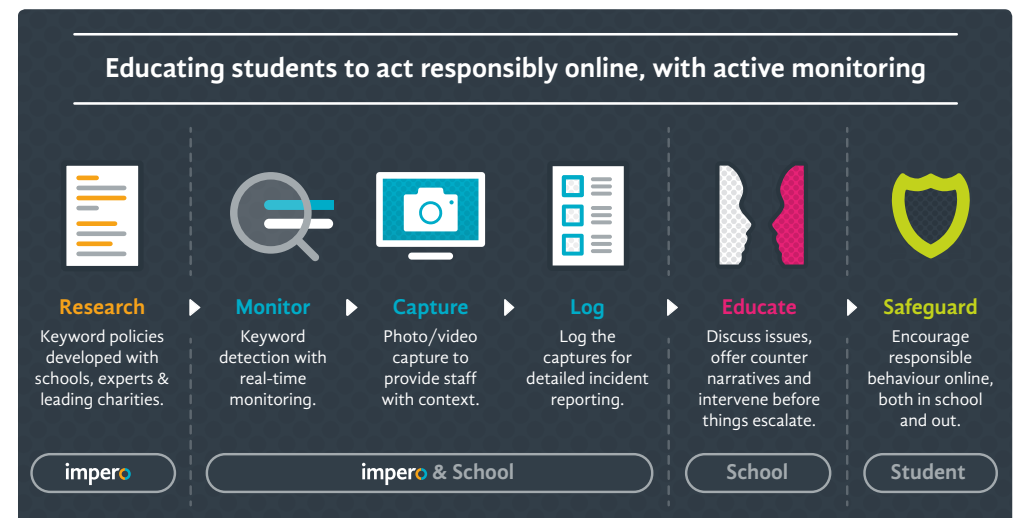
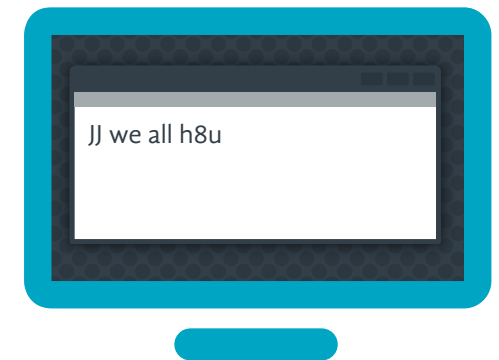
“All staff have the ability to track and investigate violation data captures and this helps us to identify students misusing their access or those at risk. We’ve also had some self-harm issues at the school recently and the self-harm keyword library has undeniably helped us to identify this and provide the relevant support.”

Rachel Kelly, Deputy Head Teacher and DSL, Notley High School & Braintree 6th Form, Essex

1.2.1 the approach

Designed in response to UK Government guidance, such as the Prevent duty and Keeping Children Safe in Education, Impero’s online safety features help schools and colleges to fulfil their legal duty of care around online safeguarding. Fully integrated into the broader Impero Education Pro package, these online safety features work seamlessly alongside the software’s network admin and classroom management tools.

The diagram below illustrates our best practice approach to safeguarding in schools, promoted by Impero Education Pro.



research

Our keyword policies (including adult content, bullying and trolling, counter-radicalisation, grooming, LGBT derogatory language, race and religious hatred, self-harm, sexting, suicide, weapons and violence and much much more) have been developed with leading charities and young people to understand the terms and phrases associated with each safeguarding risk.

monitor, capture, log

Impero Education Pro monitors the school network and when a keyword is detected, whether in an application, typed in an email, on social media, in a search engine, present on a website or in a URL, the incident is captured. This capture is timestamped and logged with a screenshot, or video clip, to provide 'who, what, where' style information, putting the incident into context. Advanced policies also allow schools to tailor the system, adding their own keywords, applying different policies for different groups (like vulnerable children and Looked After Children {LAC}), changing the duration of video capture and setting higher detection settings for individual students, entire groups or anything in between.

educate

As these captures are logged the relevant staff can be notified. These alerts can be sent either by email, active pop-ups or via regularly scheduled summary reports, so that issues can be addressed. When notifying staff of a keyword flag, Impero Education Pro also provides a full definition to help them understand and respond. Within the Log Viewer staff can see detailed records of a student's IT usage including previous captures, to make an informed decision regarding the next steps to take. Informed with the relevant information staff can open up dialogues with students and safeguard as appropriate.

This approach is centred on identifying students at risk and tackling issues head on before they escalate. When the appropriate response has been actioned, staff can record it on the system for future reference. This complete log of information helps staff to see patterns of misconduct or concerning behaviour and address them with one-on-one support, lesson plans, or assemblies based on the relevant issues.

safeguard

By opening up these conversations students can be educated to understand the risks and to act responsibly online whether they are being monitored or not. Should a student forget what it means to be responsible online, with Impero Education Pro students can be reminded of the school's acceptable use policy and

asked to agree to this before moving on. This reminds pupils of the role they play in their own online safety and encourages them to act responsibly.

This can be embedded in any digital citizenship programme.

“Keyword detection abuse libraries help to identify misuse or potential risk so that the appropriate actions and support can be provided. Active monitoring, a live thumbnail view of all student screens and violation alerts help teaching staff to recognise the risk and protect students.”

**Ben Whitaker, Bacup & Rawtenstall Grammar School,
ICT Network Manager**

1.2.2 the key features

keyword detection

Identification of key words, phrases, abbreviations or acronyms, which are typed, used or viewed anywhere on the network (including html, web browsers, emails, applications etc.) help to pinpoint vulnerable students potentially engaged in at-risk activity so that the relevant support can be provided before an incident escalates.

keyword libraries

Inbuilt keyword libraries, developed in partnership with a number of charities and specialist organisations, provide definitions relating to a broad range of safeguarding issues. All terms are assigned severity ratings to help school staff respond appropriately and within context. Our keyword libraries are built using Unicode, supporting multiple languages, and schools also have the option to add localised terms. Library categories include but are not limited to:

- Adult content
- Bullying and trolling
- Counter-radicalisation (including Arabic script)

- Drugs and substance misuse
- Eating disorders
- Grooming
- Illegal content
- LGBT derogatory language
- Race and religious hatred
- Self-harm
- Sexting
- Suicide
- Weapons and violence

active monitoring at the endpoint

A comprehensive view of student devices enables online behaviour to be managed in real time, preventing exposure to indecent content and proactively identifying vulnerable students at risk from harm. Automatic sanctions, such as removing a student's internet access for a specific time period, can be applied when an incident is identified. Specific flagged incidents can be automatically sent via an email alert to designated staff members so an immediate response can be actioned.

student reporting tool - Confide

An anonymous reporting tool, named Confide, enables students to report pastoral concerns (anonymously if they choose) either about themselves or another student, to a trusted member of staff. Staff members are instantly alerted to any concerns reported to them, with access to all reports via the Confide Viewer as a record for tracking or for review.

access management

Impero Education Pro's online safety features help to promote a managed approach to online access, rather than a locked down approach. At certain times, schools may need to block or allow access to specific websites or applications, restricting access during exams or allowing greater access during break periods. This can easily be achieved on-the-fly by user, room, device or session.

“The Confide system is so valuable to both staff and students. Although we have a very open culture within the school, where students do feel they can talk to staff about issues of concern, the Confide system has provided that extra method of disclosure for students to report issues about themselves or their peers.”

Rachel Kelly, Deputy Head Teacher and DSL, Notley High School & Braintree 6th Form, Essex

“Impero Education Pro fits really well alongside our e-safety policy, enabling us to display and enforce our acceptable use policies.; the software reminds staff of the importance of e-safety and provides them with the tools to deal with incidents, enabling us to take a whole school approach to e-safety.”

Marina White, ICT lead, Moss Lane Infant School

activity logs and incident handling

A complete log of all online activity, including screenshot and video captures to evidence misuse or potential risk, provides a historical timeline of user activity. An incident management audit log, with incident handling and reporting tools, provides recorded evidence of identified risk which can be shared with school inspection bodies where necessary. Dedicated groups can be created for vulnerable students known to

staff, and specific criteria can be applied to these groups to help protect them from already identified safeguarding concerns.

enforce acceptable use policies

A school's acceptable use policies can be displayed and enforced using the software and reports can be executed to help measure their effectiveness. Students have to accept the policy, which is audit logged.

track and disable USBs

USB devices can be tracked, controlled and disabled across the network, where necessary, to ensure that inappropriate or dangerous content is not exposed to the network.

teacher tools for managing and controlling devices in class

Impero Education Pro provides teachers with a console where they can observe and control activity on devices being used within their lessons. This helps give teachers the confidence to use ICT as part of their teaching, breaking down the traditional behaviour management and online safety barriers. It also means that teachers can take responsibility for online safety within their lessons, in line with Ofsted's and ISI's recommended 'managed' and 'whole school' approach to online safety.

Tools include:

- A thumbnail view, enabling teachers to see, at a glance, all student's screens live, within their lesson.
- A computer list view, where teachers can drill down and look at the usage history of a pupil within their lesson (including any screen captures that have been triggered by the keyword monitoring algorithms).

- The ability to blank/lock student screens in order to gain pupil attention and to hide any inappropriate internet content on the fly.
- The ability to enable/disable internet access for an individual or the whole class, with one touch of a button.
- The ability to block websites and applications on-the-fly within a lesson without needing to involve the network manager.
- The ability to temporarily limit pupil access to a set of specified websites.
- The ability for teachers to remotely access a user's device to troubleshoot, or remove inappropriate content.

Information on how to successfully deploy the monitoring tools with teachers is outlined in [Section 2](#) and [Section 4](#).

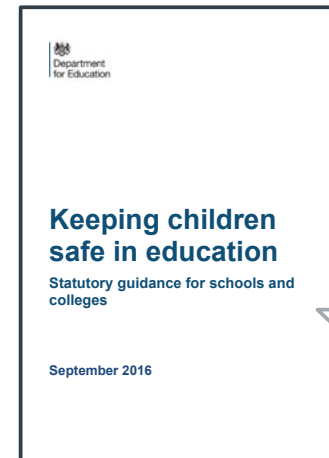
1.3 Impero Education Pro – ensuring compliance

‘As schools and colleges increasingly work online it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place.’

- **Keeping Children Safe in Education, DFE, 2016, paragraph 67**

1.3.1 keeping children safe in education

Paragraph 67 of the Government’s Keeping Children Safe in Education statutory guidance states that schools should ensure appropriate monitoring and filtering systems are in place to support safeguarding in relation to online safety. To help schools understand what is meant by ‘appropriate’ filtering and ‘appropriate’ monitoring the UK Safer Internet Centre (UKSIC) has issued some guidance. This document is listed in Annex C of the Keeping Children Safe in Education guidance and can also be found on the **UK Safer Internet Website**.



(www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

Impero has created a **Keeping Children Safe in Education checklist**, (see Section 9.11), which identifies the key requirements for creating a culture of safeguarding in schools, in line with national guidance. Visit below for an overview of this compliance.

(www.imperosoftware.com/uk/wp-content/uploads/sites/2/2017/03/Appropriate-Monitoring-Compliance-with-Impero-Education-Pro-v1.pdf)

Impero Education Pro contains endpoint filtering functionality. These filtering tools are designed to be complimentary to a schools existing web filtering solution, to aid teaching and learning by giving teachers granular control over internet usage and sites visited in class in real time. They are not designed as, or recommended to be, a replacement for a school’s standard web filtering software and schools should still have a solution in place that matches the ‘appropriate filtering’ standards outlined in the Keeping Children Safe in Education guidance.

Online safety

67. As schools and colleges increasingly work online it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place. Additional information to support governing bodies and proprietors is provided in annex c.

1.3.2 inspectorates

Impero Education Pro's online safety feature helps schools to meet a number of requirements outlined in several UK Government approved school inspectorates. Visit on the links below to download specific posters outlining how Impero Education Pro helps schools comply:

- > **Ofsted**
(www.imperosoftware.com/uk/?p=1529)
- > **ISI**
(www.imperosoftware.com/uk/?p=1537)
- > **Education Scotland**
(www.imperosoftware.com/uk/?p=1549)
- > **Estyn**
(www.imperosoftware.com/uk/?p=1541)

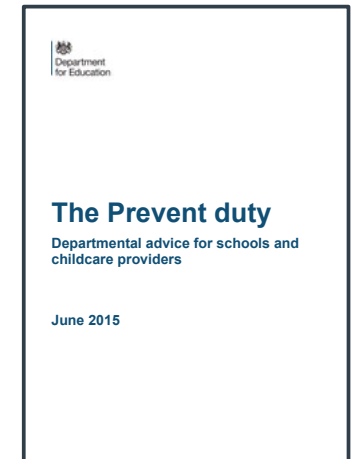


1.3.3 prevent duty

Impero Education Pro supports the DfE's **Prevent Duty guidance**, which came into force in 2015, recommending education establishments have proper risk assessment processes in place, to ensure extremist views do not go unchallenged.

With Impero Education Pro the 'appropriate IT policies' element is covered with a specially developed 'counter-radicalisation' keyword detection policy.

The counter-radicalisation policy specifically has been developed in partnership with anti-extremist think tanks, counter terrorism specialists and charitable organisations that work in the community to reduce race and religious hatred.



(www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

IT policies

The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place.

More generally, schools have an important role to play in equipping children and young people to stay safe online, both in school and outside. Internet safety will usually be integral to a school's ICT curriculum and can also be

embedded in PSHE and SRE. General advice and resources for schools on internet safety are available on the UK Safer Internet Centre website.

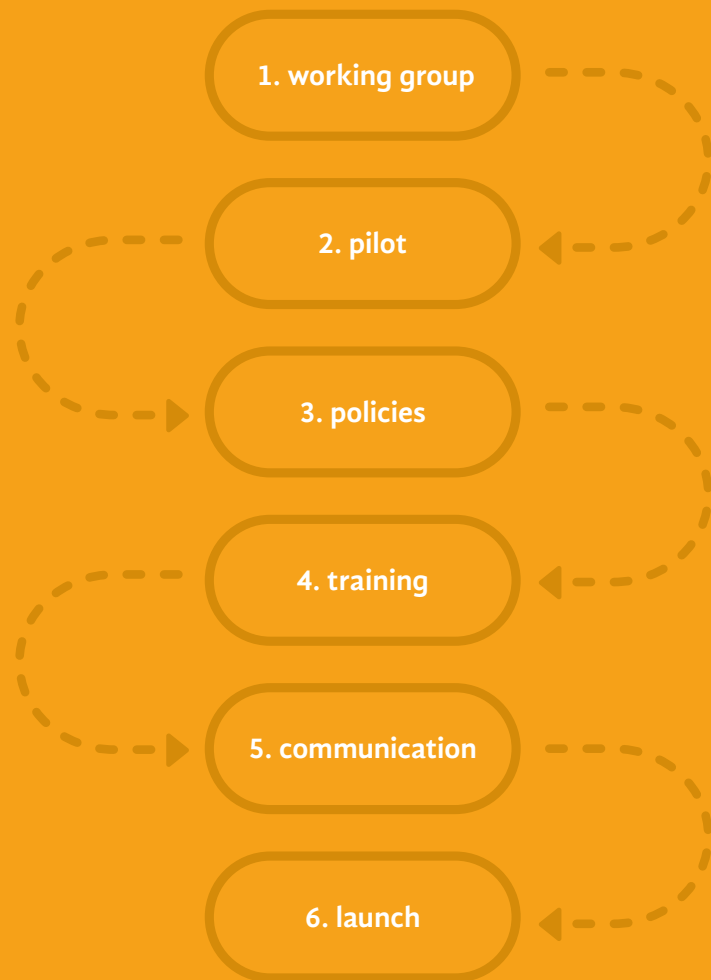
As with other risks of harm, every teacher needs to be aware of the risks posed by

the online activity of extremist and terrorist groups.

Excerpt from The Prevent Duty, DfE, 2015.

Section 2: Impero Education Pro Effective Deployment

2.1 The approach



Impero recommends a stepped approach to the deployment of Impero Education Pro with six specific stages, fundamental to a successful roll out.

A school/college's safeguarding & behaviour management responsibilities, policies and procedures apply to all members of staff. Impero therefore recommends a multi-stakeholder, consultative approach to the deployment and usage of Impero Education Pro. This will help to ensure that the software closely supports the needs of the establishment, in line with the processes and procedures it already has in place, and becomes well embedded within the school.

Schools and colleges where Impero Education Pro is well embedded and used effectively for safeguarding tend to share the common characteristics.

Characteristics illustrated below:

- The roll out, set up and use of the software is owned by the Senior Leadership Team (SLT) and driven by their needs, with the IT department responsible for ensuring the system is configured and deployed in alignment to the SLT's aims.
- Clear roles and responsibilities are set around the deployment, use and management of the software.

- The whole school/college are aware and engaged in relation to the software, through good training and communication.
- The monitoring and management of data captured by the system is the responsibility of multiple stakeholders across the school/college.
- The software is core to the school's safeguarding and behaviour management policies/procedures/practices and specific reference to the software is made within the policies themselves.
- Pupil engagement in the deployment process has taken place - particularly in relation to Confide.

Keeping Children Safe in Education checklist

The [Keeping Children Safe in Education checklist](#) (see Section 9.11) supports schools to create a culture of safeguarding and meet the standards outlined in KCSiE. Use the checklist during the deployment process to support effective implementation and adopt a best practice approach.

2.2 Setting up an Impero Education Pro online safety working group

It is recommended that, before deploying the keyword monitoring tools within Impero, a working group is established in order to:

1. Agree how best to implement the system in line with the school's policies and procedures and agree who is going to do what.
2. Pilot the monitoring tools to ensure that any initial teething troubles are ironed out and lessons learnt amongst a small group of people before a wider roll out.
3. Act as Impero super users and trainers upon wider roll out.
4. Answer the questions in the following table.

key questions	potential sub questions
Who is going to be monitored?	Just pupils or staff too?
Which keyword policies are going to be used?	All, or certain policies for certain groups of users? If not all, why not?
Who is going to be responsible for viewing the data captured?	How can this workload be shared? If monitoring staff, who is responsible for looking at captures from staff? Further information to help you consider this question is covered in Section 4 of this guide.
How do we communicate what we are doing to staff/pupils/parents	Information to help you consider this question is covered in Section 2.6 and Section 9 of this guide.
Are we going to implement Confide?	If, so do we want it to be launched by staff or by pupils? Further information to help you consider this question is covered in Section 6 of this guide.
Are we going to explicitly reference the use of Impero in our policies?	If so, which policies? Further information to help you consider this question is covered in Section 2.4 and Section 9 of this guide.
Who will be responsible for managing false positives on the system and agreeing any changes that may be needed?	Should this be the Network Manager under the Designated Safeguarding Lead's guidance? Further information to help you consider this question is covered in Section 3.7 of this guide.

top tips - e-safety groups

If you are interested in learning more about establishing a general e-safety group within your school to help inform your e-safety policies and practices then well renowned E-safety Adviser, Alan Mackenzie, has put a useful guide together that you can download for free.

www.esafety-adviser.com/esafetygroup

There may already be an established e-safety working group within your establishment (for agreeing the internet safety policy) which would be ideal for this task.

Below is a list of potential job roles/people to consider for such a working group:

- > A Representative from the Senior Leadership Team e.g. Deputy/Assistant Head teacher*
- > The Designated Safeguarding Lead/Child Protection Lead*
- > The E-safety/Online Safety Lead (if you have one)
- > A Head of Year/and or Head of Pastoral Care
- > A Class Teacher*
- > Network Technician*
- > A Librarian/Learning Resource Centre member of staff
- > School Nurse/Counsellor
- > School Governor with the responsibility for online safety or safeguarding
- > A pupil/member of the school student council – especially if you are planning to deploy Confide

The job roles marked with an asterisk are those that Impero would consider essential to a successful roll out.

It is also recommended that a Chair is appointed for the working group to facilitate discussions and a note taker is appointed to ensure that decisions and follow-up actions are recorded and acted upon.

In terms of deployment roles and responsibilities you may want to explore and record within the working group who should do what using a RACI style matrix template.

The RACI template can help clarify who will be **Responsible**, who will be **Accountable**, who should be **Consulted** and who should be **Informed** for individual tasks in the deployment/management process, as well as the ongoing use of Impero post the pilot roll out phase.

what is a RACI matrix?

The **RACI** matrix is a tool that can be used to help identify and map roles and responsibilities during an organisational change process.

The responsible and accountable fields are generally considered mandatory fields to complete, whereas the consulted and informed fields may not always be required.

Responsible: means the person that does the work and delivers the output.

Accountable: means the person that the school expects to ensure the activity meets the school’s needs.

Consulted: means whose opinions should be sought

Informed: means who should be notified of any decisions made etc.

In the activity field, add a task that you feel is important to the deployment or management of a project. Then populate the appropriate boxes with the names of the people who are accountable and responsible, and who should be consulted and informed. This will ensure clear objectives and ensure expert knowledge is utilised within the school and decisions communicated to relevant stakeholders.

Some potential suggestions of items to explore using this format are outlined below.

A larger blank template where you can add your own questions is provided in [Section 9.5](#).

activity	responsible	accountable	consulted	informed
Agreeing policies and procedures for viewing and handling the flagged data				
Tailoring the bespoke technical set up of the system				
Ensuring that monitoring processes/procedures are referenced in policy materials (you may want to consider each policy that will need updating)				
Reviewing for trends				

2.3 Running a pilot

Running a pilot of Impero Education Pro gives the working group a chance to get to grips with the agreed processes and iron out any issues in advance of the full launch. Here are some things you might want to consider when planning the pilot phase:

- › **Who will be your sample - a year group, a classroom, the learning resource centre?**
 - › Select a location that will be very active during the pilot period.
 - › **How long will your sample run – a week, a month, a term?**
 - › A couple of weeks should be enough time for the working group to gather some useful data and identify any issues that need addressing.
 - › **How often during the pilot will the working group feedback?**
 - › This depends on the length of the pilot phase but regular feedback sessions should be arranged to discuss false positives, any permission issues and any changes required to the roles and/or individuals within the working group.
-

2.4 Updating policies and procedures



South West Grid for Learning (SWGfL) has provided content for this section. SWGfL is a not-for-profit charitable trust providing schools and other establishments with safe, secure, managed and supported connectivity and associated services, learning technologies to improve outcomes, and the toolkit for being safer online.

It is a world leader in online child safety, a founding member of the UK Council for Child Internet Safety as well as an advisor to Governments and the lead partner in the **UK Safer Internet Centre**.

website: swgfl.org.uk

2.4.1 AUP

Impero Education Pro is a tool that can help with behaviour management and safeguarding. It is therefore important to consider which policies it may support within the school, beyond the ICT acceptable use policy (AUP) and the online safety policy.

- Home school Agreement
- Bullying policy
- Drugs policy
- Race & equality policy
- Allegations about staff policy

The school policies you may want to consider referencing the software in could include:

- ICT acceptable use policy
- Online safety/e-safety policy/BYOD policy
- Safeguarding policy
- Behaviour Policy

By including references to Impero Education Pro in a variety of policies & procedures it will help embed the software within the school's culture and will be explicit to inspectorate bodies that you have a joined up, whole school approach to safeguarding, behaviour management and online safety.

that users are informed that these systems are in place and that their online activity will/may be monitored.

No filtering system can guarantee 100% protection against access to inappropriate sites. Additional monitoring can support the school in safeguarding users when online, identifying inappropriate content that slipped past the filtering system and attempts by users to circumvent the filtering.

They can also identify unsuitable use of school systems by users – reporting on inappropriate communications, language, online bullying or attempts to groom/ radicalise young people.

Monitoring can take place simply through the vigilance of staff in supervising the online activities of young people or through sophisticated, pro-active, automated digital monitoring systems that work in the background and produce reports of user actions/filtering logs, etc.

The monitoring strategies adopted by the school should be informed by risk assessments and local circumstances. They should in particular take account of: the age of the children; the extent of technology use (e.g. does the school allow use of user's personal devices on it's network); multiple language support; the need for monitoring systems to be constantly updated in the light of technology changes and behaviours; recording and reporting of the monitoring data.

The UK Safer Internet Centre has produced guidance for schools and colleges in England on "Appropriate Monitoring" - in response to the new statutory DfE guidance in "Keeping Children Safe in Education".

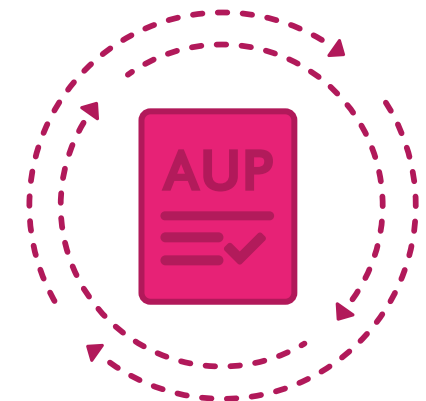
It is recommended that schools add a section on monitoring to their online safety policy/acceptable use agreements similar to the following:

The school uses proactive monitoring to supplement both its filtering and the normal supervision of young people. This is intended to safeguard users and the school. (The school should here describe the monitoring in use and how it is implemented). Users should be aware that their use of the internet and school systems will be monitored and that inappropriate use will be dealt with through the normal school behaviour policy and disciplinary procedures.

2.4.2 reference to monitoring in school policies – advice from South West Grid for Learning

The following advice had been provided by South West Grid for Learning (SWGfL) around how to reference appropriate monitoring systems, like Impero Education Pro, in school policies.

Many schools supplement their filtering systems with additional monitoring systems. They should include information about the monitoring systems in their online safety policy and acceptable use agreements with details of the systems that are in use. They should also ensure



2.5 Staff training

The level of staff training required will depend on how you wish to deploy Impero Education Pro in your establishment and also whether teachers are already using Impero Education Pro to manage the use of ICT within their lessons.

As a minimum Impero recommends that you make all staff aware of what Impero Education Pro is and how it can help with safeguarding within your establishment. This could simply be done as a presentation at an INSET day or as part of a staff meeting. You may also want to include a briefing on Impero Education Pro as part of any new staff induction processes.

A sample briefing PowerPoint presentation that can be used to inform staff about Impero Education Pro can be found in [Section 9.6](#) alternatively here are a couple of useful videos explaining:

WHY Impero's approach to online safety is important.

www.imperosoftware.com/uk/?p=1500

And, **HOW** Impero Education Pro works in practice:

www.imperosoftware.com/uk/?p=1498

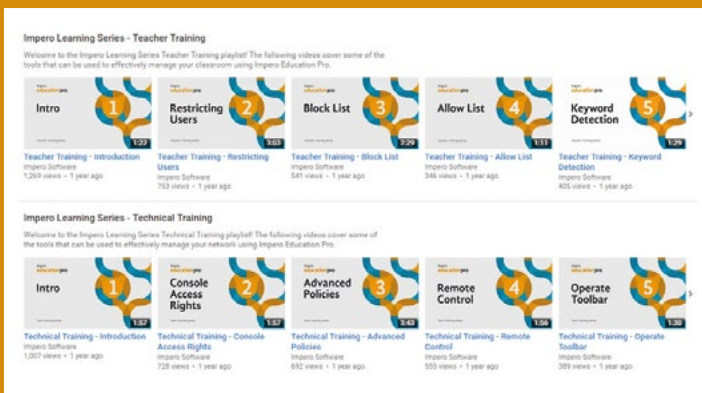
Impero's customer portal has lots of useful training guides and support videos on how to use the system. Each training video only lasts a minute or

two so is a great way of quickly sharing information in a staff meeting, or as part of a hands on training session.

Training videos are also available on Impero's YouTube channel:

www.youtube.com/user/Imperovs

If you are going to make teachers responsible for viewing and triaging data captured within their lessons, then they will need more specific training on how to do this. As Impero Education Pro picks up on safeguarding issues we would recommend that this training is delivered by a member of SLT/pastoral care staff or the DSL rather than the technical team within a school. This is because we find a lot of questions raised are usually around the management of the data relating to internal policies and procedures rather than necessarily how to technically use the system.



If teachers are going to be responsible for viewing the data captured within their lessons, then you may want to consider having a ‘champion user’ for each department who can then be trained up and pilot the system before they disseminate what they have learnt to other members of staff across their department.

Videos that are specifically useful for training teachers on the keyword monitoring aspect of Impero are as follows:



teacher training series - intro

An overview of the layout of the Impero Console and the different views available to look at your classroom with.

www.youtube.com/watch?v=51I3HiPo9qk



teacher training series – keyword detection

How you can use “Keyword Detection” to be notified when students type in specific words or phrases on their keyboard, and what happens when a student types in one of these words or phrases.

www.youtube.com/watch?v=pG1V1zLyTJM



technical training series – Log Viewer

How to use the Log Viewer tool to view capture history, and a history of all user activity that Impero has logged, such as websites visited, applications used and printed documents, and how to find specific information from this history.

www.youtube.com/watch?v=H6jKPuHwaMs

If you are responsible for managing the keyword policies within your establishment, then the Advanced Policies training video may also be useful.



technical training - advanced policies

An overview of the Impero “Advanced Policy” engine, with which you are able to set up a variety of policies on your network, such as blocking access to specific resources and the actions taken if these resources are accessed.

www.youtube.com/watch?v=EPTXPIBmGc4

Impero recommends i-Safeguard, an online learning hub, for safeguarding training beyond Impero Education Pro. See [Section 7.13](#) for more information.

Impero also has a dedicated support phone line which teachers can call to get help and support if required. The number for this is **+44 (0) 1509 611341**

The Impero support team also delivers online training sessions for product champions which give an overview of the system and how it can be used.

2.6 Communicating to key stakeholders

Any successful project or system deployment requires good communication.

The table adjacent gives some examples of the things you may want to communicate to different stakeholders within your school. It also outlines some potential ways you may want to do this.

who	what	how
Students	That they are being monitored when using school computers to help keep them safe and ensure they stay on task.	<ul style="list-style-type: none"> › Through use of Impero Education Pro on screen AUP. › Through home school agreement/Full ICT AUP › Displaying posters in the classrooms
	That there is a Confide system in place where pupils can report concerns to designated members of staff to get help.	<ul style="list-style-type: none"> › Get student council to do an assembly about confide and how it is there to help. › Put up posters around the school advertising the Confide service. › Discuss in tutor group sessions
Staff	That they are being monitored when using school equipment to ensure they are adhering to the schools staff Acceptable Use Policy (AUP) This can also help them too if a false allegation is made against them by a pupil/other staff member	<ul style="list-style-type: none"> › Through use of on screen AUP. › Through employment contracts/staff code of conduct › Through Staff meetings/inductions › Through Staff AUP › Displaying posters in the staff room
	Who is responsible for viewing the data captured, when and how	<ul style="list-style-type: none"> › Presentation to staff as part of induction/inset day/staff meeting. › Clear responsibilities and accountabilities outlined in job descriptions › Put up flow diagram showing responsibilities in the staff room.
Parents/carers	That their children are being monitored when using school equipment to safeguard and manage behaviour within the school environment	<ul style="list-style-type: none"> › Send a letter to parents/carers informing them of the systems you have in place to safeguard students (you may also want to take this as an opportunity to also sign post parents/carers to some good resources about online safety in this letter too – such as Childnet or the Internet Matters website). › Make this explicit in your home school agreement (if parents/ carers sign this too)
Governors	That staff and pupils are being monitored when using school equipment to ensure they are adhering to the schools Acceptable Use Policies	<ul style="list-style-type: none"> › Briefing at Governors' meeting › Ensure this is in the e-safety policy (that should be signed off by a governor)

The following resources can be found in the Annex section of this guide that you can adapt for use in your school to help with your communications around Impero Education pro:

- A PowerPoint presentation with speaker notes and instructions can be used to brief staff/governors about what Impero Education Pro is and how it can help safeguard within a school.

[link below to view the presentation](#)

(www.imperosoftware.com/uk/wp-content/uploads/sites/2/2017/03/Impero-E-safety-staff-briefing-handbook-resource.pptx)

[link below to view the speaker notes](#)

(www.imperosoftware.com/uk/wp-content/uploads/sites/2/2017/03/Presenters-Notes.docx)

- A template letter to send to parents/carers informing them of what Impero is and why it is in place.

[see Section 9.2](#)

- Useful video explaining **WHY** Impero's approach to online safety is important.

(www.imperosoftware.com/uk/?p=1500)

- Video explaining **HOW** Impero Education Pro works in practice.

(www.imperosoftware.com/uk/?p=1498)

- Flyers from Internet Matters that sign post parents to their good online safety information (which you may want to attach to the parent/carer letter).

[see Section 9.9](#)

- Sample text from SWGfL to include in your AUP's and other policies informing users that they are being monitored.

[see Section 9.1](#)

- A sample poster notifying that school devices are being monitored.

[see Section 9.3](#)

- A sample poster/sample text for a poster to advertise Confide.

[see Section 9.4](#)

- A poster for display in the staff room that outlines how Impero Education Pro complies with Ofsted guidance

[see Section 9.10.4](#)

2.7 Launch

Once the pilot is complete you need to decide how you will be rolling out Impero Education Pro to the rest of the school and ensure that the necessary communications have been delivered to all relevant stakeholders. Some roll out by department, form or physical space, so that issues can be ironed out along the way, whereas some schools choose a 'big bang' approach where the whole establishment goes live on a particular day so that everyone is in it together and can support one another in the early days.

Section 3: Managing the Keyword Detection Policies

3.1 What are keyword policies?



Keyword policies contain the sets of terms that the system detects on, to identify users that may be at risk of harm or behaving inappropriately.

If a keyword or phrase is detected, then a screen shot/video recording of the device is triggered along with who, what, where, when style information. This is called a 'capture' and it allows the incident to be put into context so that the necessary measures can be taken by staff to open up appropriate dialogues with students and safeguard or manage behaviour accordingly.

All keyword policy terms come with a definition to help explain their significance. This information helps teachers and staff to understand the context of the term being flagged so that they can make good judgement calls on what action to take next - without needing to be experts in all the different aspects of safeguarding issues.

Impero's keyword detection policies are developed in conjunction with specialist organisations and safeguarding charities, such as the Anti-Bullying Alliance, Beat, Hope Not Hate, the Internet Watch Foundation (IWF), the UK Government's Counter Terrorism Internet Referral Unit, iKeepSafe, Hey Ugly, and ANAD. Impero also executes its own keyword focus group research with students in partnership schools around the world.

Keyword detection policies are currently updated at least once a term and include changes based on customer feedback and/or new research.

Common misspellings, slang and 'text speak' style terminology are included as standard as part of the policies.

Impero Education Pro is fully compliant with the [UK Safer Internet Centre's](#) 'Appropriate Monitoring' standards for schools, as referenced in the Annex of the governments '[Keeping Children Safe in Education](#)' statutory guidance. [Visit below](#) for an overview of this compliance and see [Section 9.11](#) for Impero's Keeping Children Safe in Education checklist.

(www.imperosoftware.com/uk/wp-content/uploads/sites/2/2017/03/Appropriate-Monitoring-Compliance-with-Impero-Education-Pro-v1.pdf)

3.2 Severity ratings for keyword policy terms

Severe

Moderate

Minor

All policy terms come with a severity rating of Minor, Moderate or Severe in order to help staff prioritise which captures to look at first.

As a general rule of thumb severity ratings are applied as follows:

- > Anything that shows immediate threat of physical violence/death/suicide = **Severe**
- > Anything considered offensive/risky but not immediately life threatening = **Moderate**
e.g. sexual/disability/racial/religious based bullying, some self-harm/eating disorder terms, non-violent extremist content.
- > Anything considered of concern but not illegal/or discriminatory in relation to race, religion, sexual orientation, ethnicity or gender = **Minor**
e.g. name calling based on physical appearance, certain rapid weight loss diets.

When a term is detected a screenshot of the device is captured to provide some context to the term triggered.

If a Severe term is triggered, then a 30 second video of the screen is also taken. This helps provide greater context to an incident and identify false positives better. For example, a screenshot may detect a phrase such as 'I'm going to kill you'. The video capture, however, may show the complete sentence ending with 'when we are playing Call of Duty tonight'.

As standard, all Impero supplied keyword policies are set to detect only and not set to block student's access.

3.3 Types of terms included in the policies

A brief summary of the types of terms each policy contains is outlined in the table.

policy name	types of terms included
Adult content	<p>This policy contains a dedicated set of terms related to adult content. This helps to identify children who may be proactively searching for, or sharing, pornographic images or videos. It also helps to identify children who may be introducing adult content onto the school network.</p> <p>The keyword algorithms include common slang terms, acronyms and abbreviations related to adult content and sexual acts, as well as terms that young people may use to deliberately try and evade school filters to find such content.</p>
Bullying & trolling	<p>This policy contains a dedicated sets of terms that help to identify children who may be engaging in bullying behaviour or being exposed to such behaviour.</p> <p>The policy includes derogatory terms and insults based on physical appearance, sexual behaviour, and gender. It also contains threats to a person's mental wellbeing and phrases that may be used by a target of bullying to try and get the perpetrator to stop.</p> <p>Terms are devised in conjunction with input from UK and international charities such as the Anti-Bullying Alliance, Hey U.G.L.Y, and iKeepSafe, as well as input from children and young people obtained through focus group work carried out in schools with pupils.</p>
Counter radicalisation	<p>This policy contains a dedicated set of terms that help to identify children who may be seeking information on violent extremism or engaging with others that may hold intolerant views or ideologies.</p> <p>It includes the names of proscribed terrorist organisations, the names of leaders of these organisations, titles of propaganda materials relating to religious and far right extremism and phrases that may indicate the adoption of certain extreme ideologies.</p> <p>These terms have been developed in conjunction with a variety of specialist organisations ranging from a think tank specialising in countering extremism and terrorism, to charitable organisations that work at a community level to help reduce racial and religious hatred. The keyword algorithms also contain input from specialist safeguarding trainers who deliver Prevent training courses to schools and information from the UK Government proscribed list of terrorist organisations and the US Foreign Terrorist Organisation designated lists.</p> <p>Keyword algorithms also include terms in Arabic.</p>
Drugs & substance misuse	<p>This policy contains a dedicated set of terms around the area of drug and substance misuse that helps to identify children that may be engaging in drug use, proactively searching for information on drugs, or talking about drug use in school.</p> <p>The keyword terms include common, variant and slang names of known drugs and legal highs, as well as phrases that may indicate the taking of such substances.</p> <p>Each keyword describing a drug name includes an explanation outlining its alternate names, the effects it can have, and its UK and US legal classification.</p>

policy name	types of terms included
Eating disorders	<p>This policy contains a dedicated set of keywords and phrases around the area of eating disorders that help to identify children who may be seeking information, sharing tips, or engaging with others on sites of unwelcome persuasion, such as Pro-Ana sites or forums.</p> <p>These terms have been developed in conjunction with specialists at national charities, such as Beat (Beating eating disorders), and ANAD (National Association of Anorexia Nervosa & Associated disorders), as well as young people themselves.</p>
Grooming	<p>This policy contains a dedicated set of keywords and phrases that help to identify children who may be engaging in risky or inappropriate sexual behaviour online, communicating with strangers, or being coerced into doing something against their wishes.</p>
LGBT derogatory language	<p>This policy contains a dedicated set of keywords and phrases that help to identify children who may be engaging in discriminatory behaviour or who may hold extreme or intolerant views based on a person's sexual orientation or gender.</p> <p>It includes common derogatory slang terms and insults relating to gender and sexuality.</p> <p>Terms are devised in conjunction with input from UK and international charities such as the Anti-Bullying Alliance, Hey U.G.L.Y, and iKeepSafe, as well as input from children and young people obtained through focus group work carried out in schools with pupils.</p>
Race & religious hatred	<p>This policy contains a dedicated set of keywords and phrases that help to identify children who may be engaging in discriminatory behaviour or who may hold extreme or intolerant views based on a person's race or religion.</p> <p>Terms are devised in conjunction with input from UK and international charities such as the Anti-Bullying Alliance, Hey U.G.L.Y, HOPE not hate, and iKeepSafe, as well as with charitable organisations that work at a community level to help reduce racial and religious hatred.</p>
Sexting	<p>This policy contains a dedicated set of keyword algorithms that help to identify children who may be engaging in risky or inappropriate sexual behaviour online, such as the sharing of inappropriate pictures.</p>
Self-harm	<p>This policy contains a dedicated set of keyword algorithms around the areas of self-harm, suicide and eating disorders that help to identify children who may be seeking information, sharing tips, or engaging with others on sites of unwelcome persuasion, such as pro self-harm sites or forums.</p> <p>These terms have been developed in conjunction with specialists at national charities, such as Harmless, Hey Ugly, Beat (Beating eating disorders), and ANAD (National Association of Anorexia Nervosa & Associated disorders), as well as young people themselves.</p>

policy name	types of terms included
Suicide	<p>This policy contains a dedicated set of terms around suicide that help to identify children who may be seeking information, sharing suicidal thoughts, or engaging with others on sites of unwelcome persuasion, such as Pro-suicide forums.</p> <p>These terms have been developed in conjunction with specialists from leading charities, such as Harmless, Hey U.G.L.Y and iKeepSafe, as well as young people themselves.</p>
Weapons & violence	<p>This policy contains a dedicated set of terms related to weapons and violence.</p> <p>Terms include explicit references to different types of firearms, knives and other weapons, including makes of such devices and slang terms for carrying out acts of violence using such weapons or physical force.</p>
Illegal content	<p>This policy contains a dedicated set of key words that help identify users that may be trying to look for illegal content, such as child sexual abuse images and/or illegal terrorist material.</p> <p>The terms have been developed in conjunction with the Internet Watch Foundation and the Counter Terrorism Internet Referral Unit.</p> <p>Due to the sensitive nature of these terms, all terms are hidden from view within the policy.</p> <p>If a term is detected from this policy however then the term captured will be displayed in the Log Viewer along with its definition.</p>



3.4 Customising keyword policy terms

Terms within the Impero provided keyword policies can be enabled or disabled to suit the needs of the school as well as to help reduce false positives.

Notifications, such as email alerts, can be set at a group level to automatically report concerns outside of the system to designated members of staff.

Bespoke policies and terms can be added to Impero Education Pro if desired by a school/college. This can be particularly useful to capture geographically relevant or colloquial slang terms such as gang names, student/teacher nicknames etc....

All terms within a school/college created keyword policy are fully customisable in terms of detection levels and automated related sanctions, e.g. only capture on written word, take screen shot, take screen video for x seconds, log user off, ban the internet for X minutes, send a warning message to the user etc.

Keyword policy detections settings can be tweaked on a group basis to suit different groups of users, devices or risk levels. A school, for example, may want to apply

a higher level of protection by enabling all detection settings for a particularly vulnerable group of students within the school such as those who are looked after, or those who have special needs. This approach may increase the number of false positives captured (see [Section 3.7](#)) but only in relation to the high risk children so would help keep captures at a manageable level for staff reviewing the data whilst ensuring the highest level of protection possible for the most vulnerable students.

top tips - adding custom terms

If you have a hunch about a pupil being bullied and they will not disclose anything, try adding their name or nickname to the system. If fellow pupils are talking about this particular pupil on social media/email within school, then you may pick up on any derogatory or threatening remarks made in relation to them.

One school using Impero did just this and, within half a day, identified that the student they were concerned about was being bullied. They also identified who the perpetrators were as the perpetrators were discussing what they had done to the student in question, and what they were planning to do next, all using the school email system.

Are there any known local gangs that cause issues in your local area? If so, why not add their names to the system so you can pick up on when users are talking about these

gangs or if something is going to escalate involving your pupils and these gangs.

Involve your student council in identifying any local terms that should be added to your system as they're a great source of information. For example, a pupil focus group with a school student council in Surrey identified a local racial slur that involved telling people to go back to a certain part of the town where a lot of the ethnic minorities in the area lived.

Avoid adding terms that are less than 4 characters long as these can generate a lot of false positives.

Think about the context of the term you are adding and how it may be used to help avoid introducing false positives. It may be necessary to add a phrase rather than a word and put in different spelling variants to ensure effective capture.

3.5 Setting automated alerts and/or sanctions on terms

It is possible to set up bespoke rules so that when terms are captured a certain action or set of actions are triggered.

action	explanation	potential use
Ban internet	This can be used to automatically apply a temporary internet ban to a user for a specified set of minutes when a particular term is detected.	This may be useful to apply to specific terms assigned to a user group of persistent offenders who constantly push the boundaries of acceptable use or try to access illegal content.
Email alert	This can be used to automatically send an email alert to a member (s) of staff when a particular term is detected.	<p>This may be useful to apply to severe terms within the system that may indicate that a user is potentially at immediate risk of harm such as terms within the suicide policy.</p> <p>It may be that email alerts from specific policies are also sent to different staff (e.g. all suicide alerts are sent to the DSL, all eating disorder alerts are sent to the school nurse) so that they can triage data from outside the system and start building up patterns of behaviour over time, for particular events/students.</p> <p>Some schools send alerts to a specific mail box that key personnel have access too, such as pastoral care staff, so that multiple users can triage and act on captures without having to log into Impero itself.</p>
Lock screen	This can be used to automatically apply a temporary lock to a user's screen for a specified set of minutes when a particular term is detected.	This may be useful to apply to severe terms in settings with very young children so that teachers can investigate any incidents without a pupil being exposed to any inappropriate content.
Log off	<p>This can be used to automatically log a user off a device when a particular term is detected.</p> <p>A bespoke message can also be displayed to the user to explain why they are being logged off.</p>	This may be useful to apply to a term that indicates that a pupil is trying to access banned resources.
Record screen	This can be used to automatically take a video capture of a user's device screen when a particular term is detected.	<p>This may be useful to apply to certain severe terms as it helps give further context to a capture and helps rule out false positives (e.g. I'm going to kill you...when we play x box tonight).</p> <p>All Impero provided terms classified as severe have this setting applied by default.</p>

action	explanation	potential use
Send message	This can be used to automatically send a user a message on detection of a particular term.	This may be useful to use when you want to either educate a student about a particular term and why it may pose a risk or give users a warning to make them think about and change their behaviour (e.g. It appears that you may be looking for pornographic content. This is not deemed acceptable use of the schools internet).
Take screenshot	This can be used to automatically take a screenshot of a user's device when a particular term is detected.	All Impero provided terms have this setting applied by default as a screen shot helps provide context on where a term was triggered. This can help rule out false positives as well as give further context based information that teachers can use to open up appropriate dialogues with pupils.

As standard, all terms supplied by Impero are set to take a screen shot.

Certain severe terms are also set to record the screen for 30 seconds to provide further context to the capture.

3.6 Timetabling policies

It is possible to schedule keyword policies so that they are only detecting at certain hours of the day. This can be useful if:

- you are providing students with school-owned devices for use at home and do not want to detect any activity whilst devices are out of school hours.
 - you run after school clubs on site where you may want to be able to open up internet access and allow games to be played etc in a particular classroom.
 - you have set up any bespoke terms, such as Facebook, to be blocked during lesson times, but available at break times.
-

3.7 Managing false positives

A false positive is a screen capture or video that has been triggered by the detection of a keyword or phrase within the system, that does not actually capture anything that is a cause for concern.

3.7.1 what are false positives?

One of the main causes of false positives is the use of a trigger term by an end user that can be fine in one context but not in another. A common example of such a term would be the term 'suicide'. If a child is writing about Shakespeare's Romeo and Juliet, then they may well use the term suicide in their work and generate a few false positives. On the other hand, however, if a child was searching pro-suicide sites or using the term on an online forum then this would generate a capture that would likely be a potential cause for concern in relation to safeguarding and would not be a false positive.

Some other common reasons for false positives are as follows:

- Sometimes there may be something in the HTML code of a website or an email that cannot be seen on screen but contains a keyword trigger. This is particularly common with some text speak terms, acronyms or individual short words as code can often contain random letter strings that just happen to match.
- Staff and students may include a profanity or derogatory slang term within their password (this happens more than you may think so you may want to advise staff and pupils alike not to use such terms for their passwords before you switch monitoring on!).
- Sometimes a concerning term may be embedded in another term (e.g. Essex and Scunthorpe - although Impero works hard to build elements into its algorithms that would avoid picking up these two such examples).
- Typographical mistakes.
- The student moves away from a site/page containing the term just as the system triggers the screen shot.

3.7.2 reducing false positives

No monitoring system can totally eradicate false positives due to the complicated nature of language and the differing contexts of how we use the same terms. Simple changes however can be applied to keyword/phrase terms within Impero to help reduce false positives.

Quite often a school will identify a handful of terms that cause 90% of the problems and with a few personalised tweaks within the system false positives can be reduced to a manageable level.

Some common potential tweaks to terms that can be tried are as follows:

1. If a term keeps on producing false positives because it is embedded in another term, disable the existing term and then simply add as a new bespoke term with a space before or after the term to stop this occurring.
2. If a term is constantly being triggered because the term is in the code of a website, then try removing the website html content detection setting.

3. If you have tried both of the above, then you may want to consider removing the term altogether if its inclusion does more harm than good (Impero recommends that the safeguarding lead is consulted first to ensure that they are happy for a term to be removed).

In addition, you may also want to contact Impero if any particular terms it provides you with are causing a lot of issues. Changes are regularly made to Impero's master keyword policies based on customer feedback so any information or feedback is welcome.

top tips - managing false positives

- Run a weekly report on captures classified by your school as false positives. This will help you identify the top 10 terms that may be causing the majority of false positives, so they can be addressed.
- If a term is constantly being triggered due to its presence in the code of a website, then try removing HTML detection and detect on Window Caption instead.
- If a term is constantly being triggered when typed as it is embedded in another word, then consider adding a space before or after the term to reduce the risk of this happening.
- Get feedback on false positives as part of the pilot roll out stage so that any main issues can be identified and addressed before wider roll out across the school/staff.
- Have a named contact who is responsible for collating feedback from staff on common false positives and managing these in the system.
- Ensure your school/college's Network Manager is regularly updating your system with the latest keyword policy files from Impero.
- If an Impero provided term is causing a lot of false positive issues in your school then report this term, along with what is causing it to falsely trigger, to Impero so it can be considered for review in the next policy update.

Section 4: Viewing and Managing Data Captures

4.1 Overview

Any monitoring system is only useful if the data it captures is looked at and acted upon effectively. An average secondary school of 1,000 pupils may generate hundreds of captures a day so consideration needs to be given to who will be responsible for viewing and acting on the data captured and how often.

4.2 How often should the captured data be viewed?

The answer to this question will depend on the nature of the school, the behaviour and risk level of the pupils, and the resources available. It will also depend on who is viewing the data in the school. A school will need to take these factors into account to agree a level that they feel comfortable with.

More frequent, and hence more effective, data reviews can take place if the workload is shared across a number of staff as opposed to one or two people.

If class teachers are given the responsibility for reviewing data

captures as they occur in their lesson, then the answer to 'how frequent?' would be 'constantly' and this is the recommended approach. In this scenario, Senior Managers should do spot checks in the Log Viewer each week to make sure captures are being monitored and managed effectively.

A lot of schools often set up group dissemination email alerts on certain keywords, such as suicide terms, or in relation to a known vulnerable student, to ensure that information of this nature is picked up and dealt with quickly by senior managers.

4.3 Who should view the captured data?

4.3.1 a whole school approach

SLT

management lead/ anti-bullying coordinator/ e-safety officer

Designated Safeguarding Lead

Class Teachers/ Tutors

Heads of Year/ Faculty



Network Managers*

Librarians/ Resource Learning Centre Assistants

Pastoral Care Staff

School/ College Nurse

Ofsted/ISI/Estyn/Education Scotland expect online safety to be a 'whole school responsibility'. Impero therefore recommends that the initial viewing of the data captured is, where possible, shared amongst staff within a school and should not be the responsibility of one person.

The diagram below outlines some possible people to consider involving in the viewing and capturing of data.

Different schools manage the viewing of data in different ways and no one set-up is right for all schools.

The viewing of capture logs within the console can be restricted by permissions so that only specified staff members can see an individual's or a particular user group's data.

The workload of viewing data can also be easily shared and/or partitioned across different members/departments of the school. For example, a school may want to set up viewing permissions by heads of year, pastoral care staff, form tutors, SENCO, DSL, class teacher, or a combination of all of these.

In addition, keyword captures triggered within a teaching session can also be seen live by the class teacher, so that an incident can be dealt with there and then (like any offline class incident would be) without staff having to trawl through the capture logs retrospectively.

The classroom teaching tools coupled with the capture logs means that a whole school and a managed approach to online safety can be easily implemented.

*see [Section 4.3.3](#)

4.3.2 typical scenarios

The following scenarios illustrate how some schools manage the viewing of the data captured and are provided to give you some food for thought as to what may potentially work within your school. In reality you will probably want to consider using a combination of these scenarios.

top tips - identifying who should be looking at the data captured

In your working group meeting, why not share these scenario diagrams with other members of the group to facilitate discussion. Ask members to then draw their own versions of what they think will work in your school, considering both devices in teaching and

non-teaching areas within the school. Feedback and compare models across the group and then collectively create a process diagram that everyone thinks will work.

Pilot the agreed approach to check its efficacy before wider roll out across the school.

scenario A (secondary school)



Each Head of year/form tutor uses the Log Viewer to look at and review data captured for pupils in their year/form group.

If an incident captured is a behaviour management issue, then the member of staff deals with the child in line with the school's behaviour management policy and procedures.

If an incident captured is a potential safeguarding incident, then the member of staff viewing the data will escalate to the DSL/appropriate staff in line with a school's safeguarding procedures.

advantages of this approach

- The workload of viewing data is shared across a number of people within the school.
- Form tutors can deal with behaviour issues within their tutor group sessions.

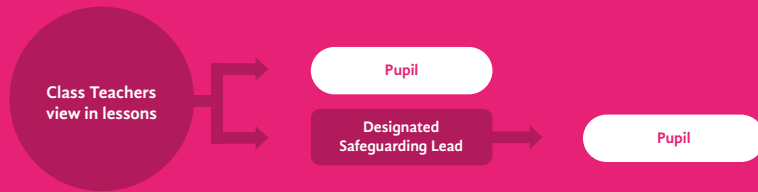
disadvantages of this approach

- Year groups or form groups can be fairly large within a secondary school so being responsible for viewing the data on this basis could still be fairly time-consuming for the staff involved.
- If a particular tutor is ill or off sick then data may not get looked at.
- Actions not dealt with in real time.

technical implications

(what you will need to ask your network manager to set up for this approach)

Users groups based on form/year groups will need to be set up within Impero Education Pro so that appropriate data and viewing permissions can be set within the Log Viewer.

scenario B (secondary school)

Each class teacher uses the live thumbnail monitoring tools to monitor computer usage within their lesson. If a capture is generated within their lesson then they view it within the computer list view (either as it occurs within the lesson or at the end of a lesson) and manage accordingly.

If something needs escalating, has been resolved, or is a false positive then they change the status of the capture to reflect this.

If an incident captured is a behaviour management issue, then the member of staff deals with the child in line with the school's behaviour management policy and procedures.

In addition:

DSL/pastoral care staff run regular reports in the Log Viewer to ensure that data is being viewed and to check on activity of particular pupils that may be giving cause for concern or that has been escalated.

Email alerts are also automatically sent to the DSL if any captures relating to the suicide policy are triggered. Information about the use of email alerts can be found in [Section 4.6](#).

technical implications (what you will need to ask your network manager to set up for this approach)

Computer groups based on classroom spaces will need to be created in the Impero Education Pro console so that session data can be seen for an individual lesson by a teacher.

If your school uses sets of laptops on trolleys, then Computer groups can be set up based on these trolleys.

If your school uses a set of laptops/iPads/Chromebooks that may be shared amongst different classes at the same time then you may prefer to get your network manager to set up

user groups based on classes or lessons, rather than computer based groups. This will give the class teacher the ability to only see the devices relating to the children in her/his lesson rather than the whole set of devices, some of which may be in use in classes elsewhere.

Regular tweaks to detection settings may be needed to minimise the distraction of common false positives in lessons.

Email alerts will need to be set up on the suicide keyword policy to go to the DSL.

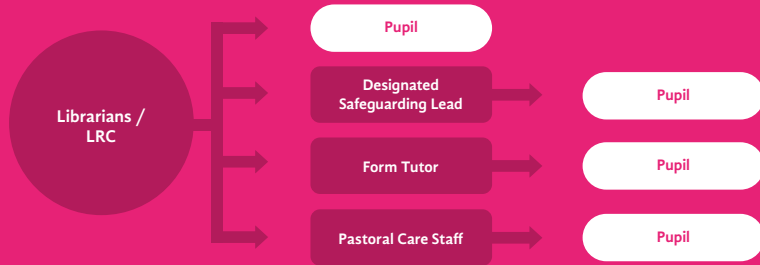
advantages of this approach

- The workload of viewing and triaging data is shared across all teachers within the school and fits in with inspectorates recommended 'whole school approach' to online safety.
- Incidents can be dealt with in real time in class, just as any other safeguarding or behaviour management issue would be and nipped in the bud before it escalates.
- Safeguarding incidents can still be passed on to the DSL in a timely manner and teachers can take the opportunity to talk to a pupil at the end of a lesson if they have concerns.
- Teachers will know the context of a lesson so if any false positives are generated they can manage these easily e.g. If they are discussing suicide as part of Romeo and Juliet and suicide captures are flagged, they can mark these as false positives.
- This approach is just an extension to teachers using the teaching tools within their lessons so shouldn't be a too bigger step for them to learn or do.
- SLT members are using the Log Viewer to run weekly reports to check for any trends and patterns of behaviour over time/or check on individual children that might give cause for concern.
- SLT/DSLs can regularly check for and easily find any incidents that have been marked as 'escalated' by teaching staff in the Log Viewer without having to view all captures.

disadvantages of this approach

- Some less tech-savvy or experienced teachers may find the viewing and triaging of data too much to juggle on top of teaching within their lesson.
- The school will need to manage and regularly review any terms that trigger too many false positives so that false positive captures do not become a distraction for teachers in lessons.
- Consideration will still need to be given to devices used outside of teaching sessions e.g. in the library or learning resource centre. (see scenario C for a resolution to this issue).

scenario C (secondary school)



The school librarians or Learning Resource Centre (LRC) personnel use the Live thumbnails, computer list view and Log Viewer to monitor usage of devices in non-teaching spaces within the school such as the library or break out areas in real time. They view and then escalate captures as appropriate to key members of staff.

If an incident captured is a behaviour management issue, then the member of staff deals with the child in line with the school's behaviour management policy and procedures.

If an incident captured is a potential safeguarding incident, then the member of staff viewing the data will escalate to the DSL/appropriate staff in line with a schools safeguarding procedures.

advantages of this approach

- > Activity on devices at lunch/break times can be actively monitored.
- > Students using ICT devices based outside the classroom can be safe and kept on task.
- > Helps spread the workload of looking at data across the school.

disadvantages of this approach

- > Only covers devices in non-teaching areas.

**technical implications
(what you will need to ask your network manager to set up for this approach)**

A computer group based on devices located in non-teaching areas will need to be created in the Impero Education Pro console so that data can be seen by the schools librarian/LRC manager.

scenario D (secondary school)



The DSL or assigned pastoral care team members view captures for certain vulnerable children.

At the end of the day (or periodically) they run a capture report on the vulnerable pupils they are responsible for to ensure that they are supported accordingly.

If an incident captured is a behaviour management issue, then the member of staff deals with the child in line with the school's behaviour management policy and procedures.
If an incident captured is a potential safeguarding incident, then the member of staff viewing the data will talk to the child directly or escalate to the DSL in line with a schools safeguarding procedures as appropriate.

advantages of this approach

- > This approach ensures that known vulnerable students are given targeted support and intervention where necessary.
- > By having the same person responsible for viewing a vulnerable child's data a pattern of risky behaviour can easily be identified over a period of time.
- > Any external factors or known risks, such as whether the child is looked after and cannot have contact with their birth mother for example, can be taken into consideration when viewing data for vulnerable children without all staff having to be made aware of a pupil's vulnerability.

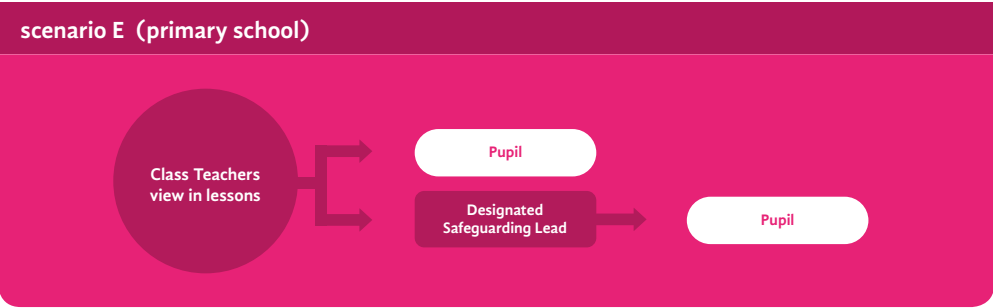
disadvantages of this approach

- > Pastoral care staff/DSL will have to liaise regularly with IT to ensure that the correct users are part of the vulnerable users group within Impero Education Pro.

**technical implications
(what you will need to ask your network manager to set up for this approach)**

A vulnerable user group(s) will need to be set up within the Impero Education Pro console so that data can be seen for these children by a DSL, or a

set of user groups created to reflect pastoral care groups.



Each class teacher uses the live thumbnail monitoring tools to keep an eye on computer usage within their lessons. At the end of the day they also run a capture report on the pupils in their class to ensure that equipment has been used safely and responsibly and that nothing has been missed.

If an incident captured is a behaviour management issue, then the member of staff deals with the child in line with the school's behaviour management policy and procedures.

If an incident captured is a potential safeguarding incident, then the member of staff viewing the data will escalate to the DSL/appropriate staff in line with a schools safeguarding procedures.

advantages of this approach | **disadvantages of this approach**

- > The work load of viewing data is shared across all teachers within the school and fits in with inspectorates recommended 'whole school approach' to online safety.
- > Incidents can be dealt with in real time in class, just as any other safeguarding or behaviour management issue would be and nipped in the bud before it escalates.
- > Safeguarding incidents can still be passed on to the DSL in a timely manner and teachers can take the opportunity to talk to a pupil at the end of a lesson if they have concerns.
- > Teachers will know the context of a lesson, so if any false positives are generated by a particular topic they can manage these easily

- > A teacher must remember to check the capture logs for their class on a daily basis.

technical implications (what you will need to ask your network manager to set up for this approach)

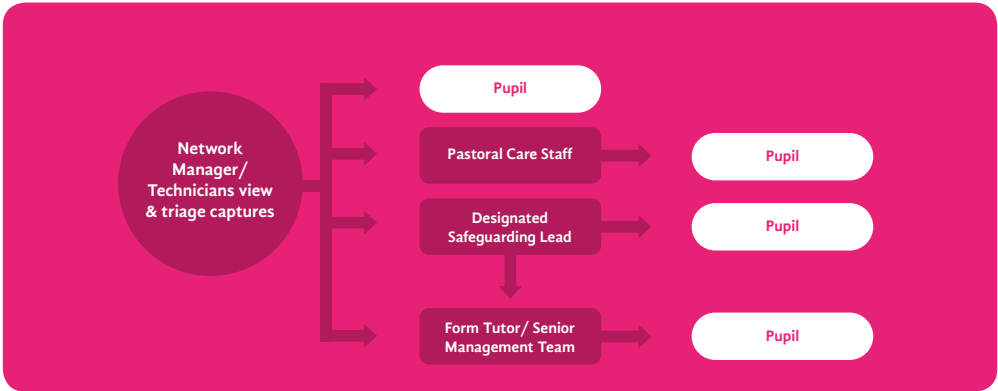
User groups based on classes will need to be set up in the Impero Education Pro console so

that data can be seen for an individual class by a teacher.

4.3.3 the role of Network Managers?

Traditionally we have seen a lot of schools where Network Managers have inadvertently taken on responsibility for viewing the capture logs and making

the first judgement call as to whether an incident is of concern or not and whether to escalate. See diagram below.



If this is the approach adopted in your school, you may want to consider:

- > How well does your Network Manager know the pupils at the school?
- > Have they been sufficiently child protection trained?
- > Do they have sufficient judgement skills or are they familiar enough with the safeguarding and behaviour policies within the school to know what is important and what isn't?
- > Do they know other mitigating circumstances about a child e.g. behavioural/pastoral care issues that may affect the significance of a capture detected?
- > Is this the best use of your Network Manager's skill set?

We know many schools where this is working very effectively with Network Managers making excellent judgement calls. In all these instances however, the Network Manager works very closely with the DSL/pastoral care staff and is given sufficient training and clear guidance from the school as to what the SLT would like escalated so that they can make good judgement calls in line with the schools safeguarding and behaviour management processes and procedures.

As a general rule of thumb, unless good training is given to Network Managers on the school's safeguarding and behaviour management processes and procedures, the responsibility of viewing and managing data should ideally lie with the SLT, pastoral care or teaching staff, not the IT technical support team.

4.4 Recognising behaviour trends

The Log Viewer is a useful tool for spotting patterns of student behaviour over time and for looking for corroborative data to back up a concern or hunch a member of staff may have about an individual pupil, in order to support early intervention.

There may be a concern, for example, that a particular student has lost a lot of weight recently and may potentially have an eating disorder. By filtering search results in the Log Viewer by this user, and the Eating Disorder keyword policy it may identify a series of captures taken over a period of time that help validate your hunch. A single capture of a google search for 'laxatives' doesn't automatically indicate an eating disorder but several captures identifying web searches for 'laxatives', 'BMI calculators', 'Cotton wool method', and 'cabbage soup diet' by the same user over a period of time may indicate much more of a concern. Likewise, if you are concerned that a child is being radicalised then you might want to run a report on that child in relation to the bullying, race and religious hatred, illegal content and counter-radicalisations policies to see if you can spot any behaviour trends or well-known risk factors that may validate your concerns.

In addition to being able to run bespoke searches or filters, Impero Education Pro also comes with a set of pre-defined reports. These can be used for finding out things based on more statistical data such as:

- the 200 individual students that have the most captures
- the 200 phrases that are being captured the most
- the top 200 websites being visited the most
- the top 200 applications being used

This style of information can be useful for spotting any potential online trends within a school, such as an upturn in the use of race related derogatory language or use of a certain proxy website to evade filters as well as knowing which students to focus behaviour management efforts on.

top tips - Log Viewer

Why not assess data in the Log Viewer to spot potential topics or behaviour trends that would be ideal to discuss in PSHE/citizenship style lessons or assemblies, such as the use of LGBT derogatory language?

4.5 Triaging captures and recording action taken

4.5.1 in Impero Education Pro

Impero Education Pro contains inbuilt triage tools to allow school staff to easily handle and escalate captures within the system if so desired.

Captures can be flagged as 'resolved', 'under investigation', 'escalated', or as a 'false positive', and notes can be added to record any action taken by staff. All changes to these flags are automatically logged against a user so that a full audit trail of actions taken, and by whom, can be tracked and reviewed.

Some benefits of triaging captures within the system are that it:

- › Stops duplication of effort if two members of staff see the same capture.
- › Easily enables SLT members to sort or pull capture reports out of the system based on whether they have been reviewed, escalated, resolved etc.
- › Easily enables SLT to find and review false positives and exclude them from reports as required.
- › Provides evidence to Ofsted that incidents are recorded and acted upon.

If you plan to use the triage tools within Impero Education Pro then Impero strongly recommends that you discuss within your Impero working party what each status flag will stand for in your school so that everybody uses these in the same way.

The following table outlines the inbuilt status options within Impero Education Pro along with an example of how the status could be used within a school. It also provides a column which you can complete to record how the options can be used in your school.

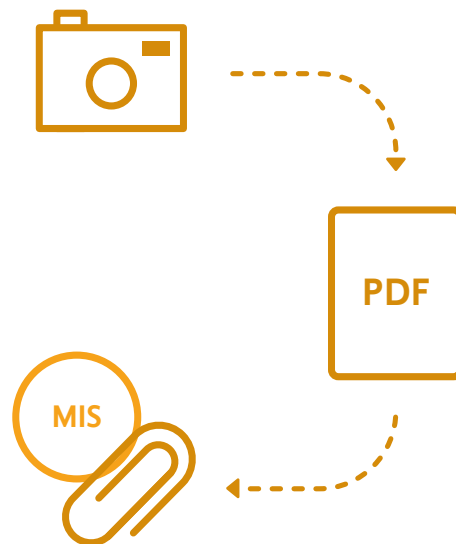
status	explanation/ recommended use	agreed use in this school
Unclassified	This is the default status automatically assigned to a capture. It indicates that a capture has not been viewed or triaged.	
Requires attention	This is a status flag that can be applied by a console user to indicate that a capture may need to be looked at.	
Under investigation	This is a status flag that can be applied by a console user to show that an incident relating to the capture is currently being investigated.	
Escalated	This is a status flag that can be applied by a console user to show that an incident relating to the selected capture has been escalated to a key person such as the DSL. Impero recommends that the name of who it is being escalated to is added to the notes field.	

status	explanation/ recommended use	agreed use in this school
Resolved as False positive	This is a status flag that can be applied by a console user to show that the capture has been assessed and that it is of no concern.	
Resolved as False positive and add to white list	This is a status flag that can be applied by a console user to show that the capture has been assessed and that it is of no concern and that the term has been added to a white list to stop further triggering of this term. The whitelisting of terms can be applied to a group or the whole network depending on user permissions. Impero recommends that an agreed procedure is in place to decide who has the authority to add terms to the white list.	
Resolved	This is a status flag that can be applied by a console user to show that the capture has been assessed and dealt with.	

4.5.2 in an MIS system

Some schools already have other good incident processes in place and either simply print out any concerning captures and then include in their paper-based record systems or export a capture as a PDF file and then attach to the appropriate record(s) in their Management Information System, such as SIMS, and then manage follow up actions related to captures from within there. The advantage of this method is that the data is always stored against a pupil's record and can be easily shared at parent's evenings without having to search to find a particular incident within the Impero Education Pro console.

In reality, schools often combine these two approaches.



4.6 Email alerts

It is possible to set up an alert to notify a member or group of staff via email when a particular term has been triggered in the system. This is particularly useful for terms that may indicate that a child is at significant risk of harm, such as the severe terms within the suicide policy.

It is possible to set up an alert to go to one or more email addresses.

Some schools set up suicide alerts to go to the Designated Safeguarding Lead (DSL). Other schools prefer to set up a dedicated email address that all senior leaders or pastoral care staff have access to so that multiple stakeholders within a school will see such an alert and be able to respond accordingly. This has the benefit of spreading the responsibility and/or making sure captures are handled in a timely fashion if the safeguarding lead is off site or absent.

Email alerts contain the who, what, where, when style information along with the screen capture to provide context without recipients having to log into Impero Education Pro.

Section 5: Managing Screen AUPs

5.1 Overview

Impero Education Pro enables you to display bespoke acceptable use policy messages on the screens of school IT devices on log in. These acceptable use messages act as a reminder to users of the expected behaviour on these devices (as signed up to when agreeing to the terms of the full AUP) as well as how users can keep themselves and others safe online.

A user can agree to, or decline, the on screen policy. If the user declines, then the system can be set so that the user is automatically logged off and their declination logged in the system for future reference. If a user agrees to the terms of use, then their acceptance, along with the date and time, is logged within the system and the user is able to carry on working on the device as normal.

Key features:

- Screen policies can be set to display every time a user logs into a device, or only on first login.
- Different screen policies can be set for different groups of users e.g. staff/students/year groups etc.
- Screen policies can include text and a graphic.

Some sample text for AUPs can be found in [Section 9.1](#). This annex also includes example text kindly provided by E-cadet pupils as part of their peer support programme for e-safety.

top tips - AUP effective use

- Personalise your screen AUP by adding your school logo or an appropriate image.
- Try limiting messaging to a maximum of 5 key bullet points to encourage people to actually read what they are agreeing to – 3 bullet points is ideal.
- Use positive language with words such as 'I shall', rather than 'I will not'.
- Why not get students from each year group, or the student council, involved in deciding what should be displayed on screen?
- Why not change your AUP bullet points on a regular basis to keep the messaging fresh and encourage users to actually read the message?
- Why not tie in bullet points to reflect any school wide PHSE themes/values of the month?
- Why not review the Digital Citizenship Programme?

Section 6: Deploying and Managing Confide

6.1 What is confide?

Confide is an anonymous reporting tool within Impero Education Pro that enables students to voice any concerns they may have about themselves or another pupil.

Students can sometimes find it difficult to speak up if they're being bullied, if they're concerned about a friend, or if they're worried or frightened. Providing an anonymous method of disclosure gives those students a voice.

Key features include:

- › The option for students to provide their name or remain anonymous when submitting a concern.
- › The option for students to choose which member of staff they want to report their concern to from a set list (with an option for photos).
- › Easy access Confide button that sits on a student desktop/and or system tray.
- › Submission logging with set permissions ensuring only specified members of staff can see Confide viewer logs.
- › The ability to personalise the Confide 'welcome screen'.
- › The option for staff to add a note against a disclosure, and change its severity or status which is logged as part of an audit trail.
- › The inability to edit or delete a Confide report ensuring that, if a disclosure is made against a member of staff that has access to the Confide viewer, the staff member cannot remove this disclosure from within the system.
- › A 'disable anonymous reporting' option - if this option is selected, then the Login ID of the person submitting the concern is automatically captured so that a school can identify who submitted the concern.

Often, one of the initial barriers for schools wanting to implement Confide in its anonymous mode is that Senior Leaders are concerned that they won't be able to identify a child if they disclose a safeguarding concern through the system. One such example being a student disclosing that they are planning to commit suicide. Impero's answer to this is often, well what would you do if someone posted an anonymous note under your door? The same challenges apply. The benefit of pupils submitting something electronically within the school is that if you have the keyword detection monitoring in place then you are likely to pick up on any disclosures of this nature through the keyboard monitoring detection tools, helping you therefore to potentially identify the person behind the disclosure, without breaking the pupil's trust in Confide.

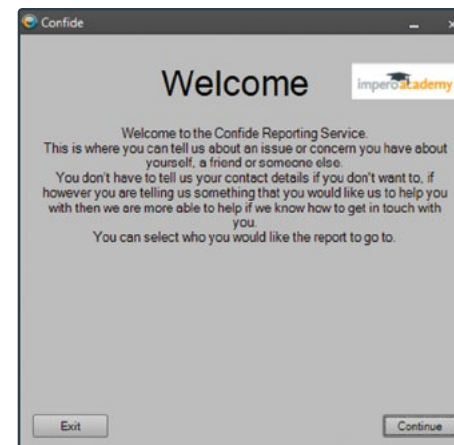
Impero encourages, wherever possible, that schools run Confide in its anonymous mode. This is because pupils are more likely to have the confidence to submit concerns if they know the system is anonymous. Likewise, an anonymous approach is more aligned with expected good practise guidance from inspectorate bodies. If a school does choose to run the system in non-anonymous mode for any reason, then it is important to make this clear to pupils within the school so that they are not misled.

It is important to acknowledge that Confide can potentially be open to abuse by pupils, just as any paper-based anonymous reporting system can be, but good promotion of the service, and pupil involvement in this, should help minimise this risk.

6.2 Personalising Confide



To help provide a trusting and welcoming environment for students to voice any concerns Impero recommends that you personalise your system with photographs of staff members who are listed to be able to receive Confide reports (see example below).



You may also wish to customise the provided introductory text that a student sees when they submit a report and add the school logo (see default text below with a school logo added).

6.3 Deploying confide – things to consider

Impero highly recommends that you involve your students in helping you communicate to pupils what Confide is and what it is for. This will help to build trust amongst your students that the system is confidential and that concerns raised will be acted upon and treated with respect.

Ways that you could do this is to:

- › Consult with your student council to establish which members of staff pupils would like to be listed in the system to send reports too.
- › Get students to run an assembly promoting Confide and how it can help pupils within the school.
- › Run a Confide poster design competition. This will help you raise awareness of the service and provide you with posters that you can then use around the school to continually advertise this service to students.
- › If you have a peer mentoring scheme in your school, consider having a general peer mentor profile within Confide, so that students can report to a peer mentor, rather than an adult. If you do this, Impero recommends that a designated teacher triages the reports in the Confide viewer and then passes on to the peer mentors accordingly for any follow up action.

Section 7: **When a Risk is Detected**

7.1 Overview



The true value of a monitoring system is determined by how well school staff act on the information that it provides them with.

Opening up sensitive, well-informed and meaningful dialogues is key to safeguarding and improving the online behaviour of young people.

This section of the guide contains some top tips and advice for handling and acting on captures, related to sensitive subjects, in Impero Education Pro.

Advice for specific risk areas are outlined separately within this section and have been written in conjunction with the expert organisations listed.



7.2 Opening up difficult dialogues

Having conversations around the topics of radicalisation, race and religion with pupils can be a daunting prospect for even the most knowledgeable and experienced teachers. Bearing this in mind, Victvs have kindly put together some top tips on handling these types of difficult discussions to help you.

how to approach a difficult discussion by Victvs

When you decide that you need to have a difficult discussion with another person or a group of people, having a plan can help. By thinking about how you will approach the discussion, you will be able to respond positively to the way that the conversation develops.

When people become emotionally charged because of a discussion that they find difficult, they may react emotionally (for example by becoming angry and abusive) and so it is important for you to remain in control. Having a plan can help you to do this.

So what are the important things to remember about difficult discussions?

1. accept that difficult discussions can take time

With topics as complex as safeguarding issues, it is important to realise that one single discussion will not give you all of the answers. Being committed to the long-term discussion and being willing to follow it up as and when you are required to do so, is an important part of this process.

2. have a plan

Going into any complex or sensitive situation without a plan is a recipe for problems. Planning how you will begin your conversation, when would be a good time, where would be a good place and what you hope to get out of the discussion will help you to make sure that you are able to respond in a positive and controlled manner.

3. don't expect easy answers

One of the reasons that difficult discussions take time is because the answers are often unclear. They may also be different depending on the point of view of an individual. This is not a bad thing and so long as you are not expecting to answer every question immediately, then you will be well prepared to have a difficult discussion – even if it takes a long time (see point 1).

4. respect other peoples' views

Having respect for the views of others is essential if you want to make positive progress in a difficult discussion. If a person feels that you are disrespectful of their opinion, then they will have no reason to engage with you. Of course you may find that your opinions are being disrespected during the discussion, so then what? As the person in charge of the discussion, this is something that you may just have to accept. So long as you remain in control of the discussion you will be able to bring it to a positive close.

5. try to understand the other person's point of view

During some conversations, you may find it impossible to understand the point of view of someone who expresses opinions that encourage, condone or deny abuse towards other people. However, listening to their reasons for holding these opinions will help you to respond in a positive manner – even if that means agreeing to disagree.

6. know when to back out

Difficult discussions should not be allowed to upset, anger or hurt the feelings of the people who are taking part. Challenging other peoples' ideas and opinions does not mean that you need to offend them. If someone is offended or becomes offended during a difficult discussion, then you should realise this and address this as your main priority. If you need to, then stop the conversation and move on to another subject. You can always return to this topic at another time.

7. know where to find additional help

Being aware of additional resources and sources of information is good preparation for a difficult discussion. If you are discussing safeguarding issues, then these things could include awareness resources such as websites, helplines and links to organisations that can provide support.

8. realise that you can't win them all

As we have discussed, there are no easy answers to topics that are as complicated as these. If you are putting a lot of effort into holding difficult discussions but feel that the response to your efforts was negative, then it is easy to become disheartened. Reminding yourself that these things take time can be helpful.

9. an important note!

Remember - difficult discussions should never become a platform for aggression, name-calling, intimidation or violence. These things should act as a red card for you and if you see these things happening then you should end the discussion and walk away. You can always come back to this discussion later.

10. safeguarding training

Invest in safeguarding training for all staff to prepare for the difficult conversations. See [Section 7.13](#).

·VICTVS·

Victvs is a specialist online and in-house safeguarding training company that delivers accredited training courses to schools on complex social topics. These include courses around Prevent, Channel Duties, as well as how to handle difficult conversations with students around British values, extremism and radicalisation.

Victvs also host and manage the Impero i-safeguard portal for safeguarding professionals.

portal:
forum.isafeguard.victvs.co.uk

website:
www.victvs.co.uk

7.3 Eating disorders – advice from Beat

If Impero Education Pro helps identify that a child possibly has an eating disorder, then the following advice and tips provided by Beat may help you when opening up a dialogue with the student around this sensitive issue.

Eating disorders are serious mental illnesses that can affect anyone of any age, gender, or background. They include **anorexia**, **bulimia** and **binge eating disorder**, as well as eating disorders that do not entirely match the diagnostic criteria for these, but are equally serious. These may be diagnosed as **“Eating disorder not otherwise specified”** (EDNOS) or **“Other specified feeding or eating disorder”** (OSFED).

Eating disorders can develop as a result of a huge number of factors. Many, including bullying, peer pressure, troubles with friendships, and stress, can be found within the school environment. New students may be vulnerable, as times of upheaval like moving schools can also play a role.

Behaviour such as missing meals or purging may be more easily carried out at school than at home, and some warning signs might come through in school work or behaviour. For example, personality traits often associated with sufferers of anorexia include perfectionism, need for control, and hyper-sensitivity to criticism. Anorexia may impact concentration and decision-making, and all eating disorders can cause tiredness, depression, and anxiety.

This doesn't mean everyone with these traits has an eating disorder, and not everyone with an eating disorder will exhibit these traits. However, these are things you can look out for, along with the terms that could be flagged by Impero's software.

The sooner someone gets the help they need, the more likely they are to make a full recovery. Talking can be an essential first step, and the person's community often plays a big part in helping them get better.

approaching someone you're worried about

Eating disorders are difficult to broach. Like other mental illnesses, they are surrounded by misconceptions, stigma and stereotypes. They also manifest in behaviour that the person may hide due to shame or fear of judgment. On the other hand, the sufferer may not realise or want to admit there's anything wrong.

You might feel worried about making things worse, but it is often the case that, if they are approached sensitively, people with eating disorders are glad someone has noticed they are struggling.

The person who speaks with a student should be someone the student knows, trusts, and may feel able to open up to. Whether this is someone within the school environment or whether a parent or guardian is involved should be a decision made about students as individuals. If it is a staff member, it should be someone trained to deal with vulnerable young people.

When speaking to the student, here are some key things to remember:

- Your role is not to diagnose an eating disorder, but having a concern about a student based on signs and symptoms they are displaying is enough to initiate a conversation.
- Make sure the conversation is private, safe, and non-threatening. Don't get angry or accusatory – if the person does have an eating disorder, they haven't done anything wrong.
- Avoid mentioning food or weight, and don't comment on their appearance. Remember that eating disorders are about emotional issues.
- Be clear about your role and duty of care from the start, and tell the student you are concerned about them. Offer one or two observations about behaviour that has concerned you. Be careful not to list too many things, as the student may feel they have been "watched".
- Avoid direct questions relating to eating disorders. Use open questions to encourage the student to talk, and show empathy and support.
- Be aware that they may be angry or upset when you try to help. They may feel like you have uncovered their secret, or are interfering unnecessarily in their life. If they are not open to talking, you could offer them some resources to look at in their own time.
- Do not make judgements and do not make promises you cannot keep, such as confidentiality.
- The student may confide that they are concerned about their own behaviour and ask for support. Ask the student what kind of support they would like, advise about the limitations of your role, and explore if they have told anyone else.
- Encourage the student to seek further support. Ideally, they should talk with a professional with expertise in diagnosing eating disorders. It would be preferable if a family member was informed, but again, this decision is best made on an individual basis.

7.3 Eating disorders – advice from Beat - continued

supporting a student with an eating disorder

Often students undergoing treatment are still able to attend school, and there are things that should be done to ensure they are safe and comfortable:

- Inform staff members and keep them updated. Hospital appointments and other parts of treatment may mean the student is sometimes late or needs to leave early, and they shouldn't be quizzed in front of others. Teachers may need to consider the student's needs when planning lessons, as references to body image or food can be triggering.
- People with eating disorders often have low self-esteem, so anything that can build their self-worth will be helpful.
- It may be necessary to make special arrangements around mealtimes, such as allowing a parent or guardian to be present to help.
- Involve the student in decisions about how the school will help. Ask about their needs – they may have ideas you hadn't thought of.
- Ensure there is always someone for them to confide in.
- Make sure anyone involved in the student's recovery, including staff, friends, and siblings at the school, has access to the support they need as well.

resources

Beat, the UK's eating disorders charity, is a good starting point if you want to learn more or if you want to provide a student with information and support. As well as their website, Beat's resources include:

- **Literature** about eating disorders.
- A **helpline** team that can direct you to other information and services that may be useful, or just listen if you need to talk.
- **Message boards**, providing a safe, carefully moderated space for sufferers to talk anonymously with people in similar situations.
- **Help Finder service** that allows people to search for treatment clinics, counsellors, support groups, and more in their area.
- **Training**, including courses designed to be delivered in schools to help staff understand eating disorders.



Beat is the UK's leading eating disorders charity and is the only nationwide organisation providing information, support and help to people affected by eating disorders. The charity's activities are centred around raising awareness and understanding of eating disorders.

website:
www.b-eat.co.uk

7.4 Bullying – advice from Anti-Bullying Alliance

advice from Anti-Bullying alliance

The following advice from the Anti-Bullying Alliance may help you in identifying and responding to bullying behaviour identified through Impero:

- Schools have a legal duty to prevent all forms of bullying and harassment. Impero is an important tool in your whole school approach to bullying prevention – helping you to identify behaviour that may be a concern.
 - Make sure all students and parents/ carers are clear on your school definition of bullying and the types of behaviour this includes. Explain to all members of the school community how Impero may identify bullying behaviour (e.g. use of offensive language and threatening behaviour) and action you will take.
 - If you have concerns that a child is being bullied, make sure you take immediate action. Bullying has serious consequences both in the short and long term.
- Make sure information is shared on a need to know basis. Procedures should align with your school safeguarding policy as bullying is a child protection issue.
 - It is helpful to have a designated member of staff that handles all complaints about bullying – or at least has oversight of action taken.
 - Give all students involved the opportunity to explain what has happened in their own words and in private. Remember you may not have the full picture and sometimes bullying behaviour can be in retaliation.
 - If a student confirms they are being bullied – take what they say seriously and ask them what they want to happen. Tell them that together you will make it stop and record all your actions. Make sure they know they can call ChildLine any time on 0800 1111.
 - Make sure your Anti-Bullying Policy is up to date, freely accessible and regularly promoted - and that it makes clear the ways that Impero may assist you as a school community in preventing and responding to bullying behaviour.
- It is highly likely that Impero will at some point identify use of offensive or discriminatory language. While not all use of offensive or discriminatory language is bullying behaviour, it creates an environment in which bullying is more likely to happen, and is harder to detect. Be clear with students on what you mean by offensive and discriminatory language (e.g. homophobic and transphobic comments, sexist and sexual language, racist and faith targeted comments, disablist words) and why this language is never acceptable in your school community.
 - Take time to talk to pupils about what it feels like to be in your school, whether there are any bullying hot spots – and if there is anything you could do differently to stop bullying.



The Anti-Bullying Alliance is a unique coalition of organisations and individuals, who work together to stop bullying and create safer environments in which children and young people can live, grow, play and learn.

website:

www.anti-bullyingalliance.org.uk

7.5 Sexting – advice from Professionals Online Safety Helpline on behalf of SWGfL

If Impero Education Pro helps identify that a child has possibly engaged in sexting, then the following advice and tips provided by South West Grid for Learning may help you with opening up a dialogue with your students around this sensitive issue.

There's rarely a day goes by without some reference to a sexting incident in the media. Schools have a duty of care to all children and young people that attend their establishment and this topic can be one that makes for uncomfortable discussions in the staff room. Handling an incident in the appropriate way can seem daunting for teachers, with more questions thrown up than answers. The main concerns from our perspective on the Professionals Online Safety Helpline are:

- › Teachers worried that the children in their class will be criminalised for sharing intimate images and not knowing the best way to deal with individual incidents and stop the image going viral
- › Young people not understanding the consequences of sending/sharing nudes with their friends
- › Police knowing they need to record the crime but not sure what to crime it as and what the implications may be.
- › Parents who are trying to encourage their children to have healthy sexual relationships, at the same time knowing they may be arrested for sending nudes.

- › Sensationalist media dramatising every "sexting" incident they hear of, backing stories up with questionable stats and focusing solely on the "sexy" stories

So let's unpick this a bit further...

the legal bit:

The production, possession and distribution of indecent images involving anyone under the age of 18 is illegal, even if you are the person in the image. However, it's recognised that this law was not intended to criminalise children. To help formalise this across police forces: as of January 2016, if a young person is found creating or sharing images, the police can choose to record this under new Outcome 21 which states that it's not in the public interest to take formal action. Crimes recorded this way are less likely to appear on future records or checks.

what to do:

When professionals ring our helpline about sexting, what they're really after is a step by step flowchart of how to deal with the incident. If it were that simple we would have produced this years' ago. As it is, context is everything and that's something even the best incident response tool in the world doesn't have. That said there are best practice procedures which should be followed in any incident and here are our top dos and don'ts to help you navigate the way through an incident:

- Do listen to what the young people involved have to say. Give them the space to say what they need to say.
- Don't be shocked or alarmed at what a young person tells you. The situation is probably already embarrassing enough for them and they may not have even wanted to tell you. The last thing they need right now is more judgement whether it be unintentional or not.
- Do confiscate any devices involved and set them to flight mode or, if not possible, switch them off.
- Don't view indecent images unless absolutely necessary in order to determine what course of action to take next.
- Do seek advice: report to your designated safeguarding lead (DSL) via your normal child protection procedures and, if it's appropriate, contact your local PCSO/ Police for further support.
- Do record all incidents of sexting including actions taken and those actions that weren't taken giving justifications.
- Do share our So You Got Naked Online resource with any young person who's been affected by the incident: www.swgfl.org.uk/products-services/esafety/resources/So-You-Got-Naked-Online
- Do order our Advice for schools A3 poster for your school staffroom: Responding to & Managing Sexting Incidents: www.swgflstore.com/collections/resources/products/responding-to-managing-sexting-incidents-poster
- Do be aware of the latest comprehensive non-statutory guidance: 'Sexting in schools and colleges: responding to incidents and safeguarding young people'. This identifies sexting as 'Youth produced sexual imagery' which will become the official new terminology during the autumn/ winter term 2016.
- Do contact the Professionals Online Safety Helpline for further advice and support with any sexting incident you are dealing with: **0844 381 4772**
helpline@saferinternet.org.uk
Open 10am – 4pm Monday – Friday.



The Professionals Online Safety Helpline was set up in 2011 to help the children's workforce with online safety issues.

website:
www.swgfl.org.uk/about/UK-Safer-Internet-Centre/Professionals-Online-Safety-Helpline

7.6 Radicalisation – advice from Victvs

If Impero Education Pro helps raise concern about a student, potentially at risk of radicalisation, here is some advice from Victvs on what to do.

responding to incidents

If you have concerns that someone that you work with is being drawn towards violent extremism or is going through a process of radicalisation, your first point of reference should be your school's

Designated Safeguarding Lead.

Your DSL will know exactly how to record your concerns and how the staff in your school should respond. They will also know precisely how to escalate any concerns to the relevant authorities (e.g. the local authority).

The important thing is to remember that preventing violent extremism and radicalisation should be considered as a normal part of school safeguarding measures. Extremist organisations (from the far-right, white supremacists through to groups like ISIS) all rely on fear, mistrust and tension to divide

communities. The most effective way to counter this is to present a calm, confident and unified response.

remember:

- Talk to your DSL even if your concerns are very minor
- Have confidence in your professional judgements – you know the people that you work with
- Be proactive and positive
- Prevention is better than cure

Offer support, ask questions, don't be afraid to have difficult discussions and try to make sure that a person who is vulnerable is not left to their own devices or regarded as a 'bad apple'. Being proactive and positive are the keys to effective safeguarding – especially in relation to violent extremism and radicalisation.

If you would like more information about preventing violent extremism and radicalisation in your school, you can visit the following websites:

www.victvs.co.uk

www.educateagainsthate.com

Finally, if you become aware of a situation in your school that poses an imminent threat to the safety of yourself or anyone else in school, dial 999.

Further information regarding having discussions with children and young people in relation to radicalisation can also be found at www.internetmatters.org/issues/radicalisation.

·VICTVS·

Victvs is a specialist online and in-house safeguarding training company that delivers accredited training courses to schools on complex social topics. These include courses around Prevent, Channel Duties, as well as how to handle difficult conversations with students around British values, extremism and radicalisation.

Victvs also host and manage the Impero i-safeguard portal for safeguarding professionals.

portal:
forum.isafeguard.victvs.co.uk

website:
www.victvs.co.uk

7.7 Self-harm – advice from Harmless



If Impero helps identify that a student is potentially self-harming, then the following advice and tips provided by Harmless may help you with opening up a dialogue with the student around this sensitive issue.

what is self-harm?

Self-harm is defined as: an act of physical harm against oneself in order to cope with difficult thoughts, feelings or experiences.

why do people self-harm?

- › As a coping strategy
- › As an expression of emotional pain, stress and distress
- › As a symptom of an underlying pain

as well as an alert in Impero Education Pro, what other warning signs can I look out for to help piece together the jigsaw?

Warning signs can include the following:

- › Absences or lateness
- › Change in behaviour; quiet, calm etc.
- › Negative self-talk
- › Increasing isolation
- › Secrecy or disappearing
- › Long or baggy clothing even in warm weather
- › Avoids changing in front of others

how should I approach the subject with a student that I suspect is self-harming?

The following tips should be considered when speaking to a student about the sensitive issue of self-harm:

- › Stay calm
- › Listen non-judgementally
- › Be patient
- › Try not to show fear or shock
- › Use open ended questions
- › Signpost effectively
- › Be genuine
- › Be positive
- › Promote recovery
- › Establish individual circumstances

For more information about safeguarding young people from self-harm visit www.harmless.org.uk.

Harmless is a national voluntary organisation for people who self-harm, their friends, families and professionals.

website:

www.harmless.org.uk

7.8 Online grooming – advice from E-Safety Adviser

If Impero helps identify that a student is potentially engaging in risky behaviour online with a stranger, then the following advice and tips provided by Alan Mackenzie, E-safety Adviser may help you with opening up a dialogue with a student around this sensitive issue.

Over the last few years, child sexual abuse and exploitation has very much been at the forefront of media reporting, awareness raising, government and industry strategies and so much more. It is, in my opinion and that of many others, the worst thing that can happen to a child. It's also a very difficult area to tackle.

Do we really know the scale of abuse? I'm not sure we do.

We know that many more reports are being made to charities such as the NSPCC helpline, Childline, and also to CEOP. My own conversations with police teams indicate an increase in reporting, investigating and prosecution. We know that the Internet Watch Foundation is doing an extraordinary job of pro-actively finding images and videos online and getting them removed in record time.

But we also know that many children won't report for a variety of reasons, such as:

- They don't know they're being groomed or abused.
- They may not believe that it's serious enough to report, or they may believe they are in a serious relationship.
- They don't want anybody to find out; they're frightened.

Regardless of whether we have a handle on the scale of abuse or not, measures to support and protect children, and to bring perpetrators to account should never cease; one child being abused is one too many!

Schools provide a welcome, caring and supportive environment for children and young people, and despite the seemingly continuous finger-pointing at schools to do more of everything with less, I have yet to visit a school that doesn't put the safety and wellbeing of the child first. So what are the main considerations?

Knowing the signs and being alert is always the first step and in large part this comes down to staff training, and this is so important. For example, annual research from South West Grid for Learning by Prof. Andy Phippen reveals that staff training is a weak area (in the context of online safety). As re-iterated in Keeping Children Safe in Education 2016, safeguarding is the responsibility of everybody.

School staff are in an excellent position to spot changes in attitude or behaviour simply because of the amount of time students spend in school, and this isn't just limited to class teachers; when something is wrong with anybody there is almost always a change in behaviour, sometimes it's a very noticeable change, sometimes it's very slight.

So what would some of these behaviours look like? Firstly, it's important to remember that a change in behaviour in itself is just a factor, it's a piece of a jigsaw puzzle. There are many reasons why there would be changes in behaviour, particularly with teenagers who are navigating the complexity of adolescence, but a small example of changes that would cause a concern might include:

- Withdrawal or clingy
- Depressed or aggressive
- Eating disorder or self-harm
- Interest in sexual acts or using sexual language inappropriate to their age

That's just a small example, but if there is a change in behaviour or a concern, then it's time to try and seek further information. If it's appropriate to do so try to speak with the student alone, but understand that they may not wish to speak to you; the emotional wellbeing of the student should always be front of mind, that goes without saying, but their safety comes first.

If a student wants to speak or if a disclosure is made, then 2 key principles come in here: listen and reassure.

Listen – as difficult as it can be, avoid showing emotions such as shock and disbelief which could have a detrimental effect leading to the person shutting down. Don't express your own views on

the matter; you're looking to establish information to make a decision on what you do next.

Reassure - let them know that they have done the right thing and that you are taking their allegation seriously. Be clear that the abuse isn't their fault and tell them the actions you will be taking. These actions will be dependent on what you've been told and the processes within your safeguarding policy, which will be in line with your multi-agency safeguarding arrangements.

Designated safeguarding/child protection leads are highly trained in these areas, but from an all-staff perspective it's useful to consider these general points:

- Be aware and be curious; know the signs of abuse and know that a child can make a disclosure implicitly or explicitly to anyone. Listen to your gut feeling; if you think something is wrong then act upon it. There's no such thing as 'it won't happen here.'
- The safety, welfare and wellbeing of the child comes first.
- Know where to turn; you can't be expected to know everything, but you do need to know who or where

to turn to for help. Know your safeguarding policy and processes.

- Make sure you document and record any concerns, discussions, decisions and reasons for those decisions.
- If you believe that a child is being abused or is at risk of other harm report straight away, don't delay.
- Follow up that report; if you don't think sufficient action has been taken then keep pushing until you are satisfied.
- Work within multi-agency safeguarding arrangements.
- Keep up to date, particularly within the context of online safety; things can evolve. Technology doesn't change things, but behaviour can present differently through the use of technology.

More information and advice from Alan Mackenzie, E-safety Advisor can be found at www.esafety-adviser.com.



E-Safety Adviser was established by Alan Mackenzie, a safeguarding consultant in the education sector. Delivering e-safety training up and down the country, and providing valuable advice to schools on the latest e-safety requirements and trends, Alan offers a strategic, holistic and pragmatic approach to keeping students safe in school.

website:
www.esafety-adviser.com

7.9 Online pornography – advice from Catherine Knibbs

If Impero helps identify that a student is potentially engaging in the viewing of inappropriate adult content, then the following advice and tips provided by Psychologist, Catherine Knibbs may help you to open up a dialogue with the student.

what's happening?

Much of the world of Pornography can be accessed by accident by young people as well as intentionally. Knowing which of these motives has underpinned this is the first step in evaluating how we can speak to young people about this topic.

When children/young people access pornography a number of things happen to their bodies and brains. Dependent upon the amount of material they witness this can happen in increasingly complex ways, however it is important for you to know what does happen so you can approach and help in the best way. Children's brains (under the age of 25 by the way) are very malleable and susceptible to the images and sounds that pornography provides. They can be confused, shocked, upset, intrigued, excited, sexually aroused and revolted all at the same time. This can be a very strange feeling and one that their brains struggle to understand. Their heartbeat will change and may beat faster or slower and their breathing may also follow the same pattern. Their stress response will have an effect on how the child is feeling and in turn this affects the way they are able to make sense of their world.

When a child's/young person's body and brain are not in a receptive and calm state it can be difficult to communicate with them. When children/young people feel or are shamed, ridiculed or criticised their brains and bodies become stiff and rigid

and they move from a receptive state to a defensive state. It is therefore very important that we use this knowledge to approach the person in the first instance.

This means you will have to pay attention to how you feel, speak and behave before approaching the child/young person. If you approach the child/young person in a calm receptive state yourself it is much easier for the child/young person to feel safe (and not shamed/criticised) and respond to you. It would be advisable to speak with the child/young person in a quieter voice than normal for a number of reasons; i) children/young people are curious and will pay more attention to a quieter voice as you need to concentrate to hear correctly. ii) If they are in a stress response (fear signals sent out to the body) this is a helpful way to reduce the fear that their bodies and brain are feeling. An example of this kind of voice is how you would speak to a new-born baby or puppy who looks scared. iii) you can only do this if you are genuinely calm.

When you are alerted to the issue this is more than likely to have occurred in a setting in which it may mean that the child/young person has introduced or shown other children/young people the material. This is something you will need to investigate in a gentle but firm manner, more on this in a moment.

how to respond

When you approach the child/young person you may be in a classroom full of other children/young people, again increasing the likelihood of shame and criticism. It is therefore advisable to ask the child/young person quietly to speak with you away from the other pupils. At this point you will need to take the child/young person out of hearing of other pupils and staff other than safeguarding staff for now. Once you and the child/young person are able to speak freely, you can now begin to explore what happened. Remember that accidental viewing versus purposeful viewing needs to be established and the child/young person needs to have an opportunity to discuss this with you in order that you can take steps later to safeguard and have an open discussion in the classroom (again more on that soon). Sentences that may be helpful to begin a conversation are as follows:

(where * appears at the beginning of options you can choose words to suit the child/young person, their age, ability or your own preferences)

“I noticed that you had *accessed/seen/spotted/viewed/watched some adult *videos/images/pictures/material and I wondered how that *happened/came to be/occurred?”

“I wonder if you would like to tell me about what happened?”

“I know the *content/material/pictures/videos may have been exciting, frightening and/or confusing and I’m wondering how you are feeling about what you have seen?”

“I am interested in how you are feeling and what happened”

“Did anybody else see or did you show them, what happened when the pictures/videos/images came up on the computer? I need to make sure everybody else is safe too”

“What do you think we need to do about this?”

These sentences are open ended and create an opportunity for children/young people to tell you in their own words what happened. If the child/young person is ashamed of accessing this material they will need an open, calm and receptive relationship with you to tell you what happened. Give the child/young person space to do this where possible.

When you have the facts and have written them down verbatim as per safeguarding protocol for your school/environment you can then challenge the event. Once children/young people begin to tell you their story they become more receptive as they have to engage a part of their brain called the pre-frontal cortex in order to do this.

If the viewing was accidental, such as a typo (or the child young/person says it was accidental) you can discuss with them how their brains and bodies work (see next page as children/young people love this stuff!) and how viewing and sharing pornography to persons under the age of 18 (in the UK) is illegal. As the child will be in a receptive state you can have an open discussion about how they may have felt and how this can be confusing, exciting, interesting, yet being firm and boundaried about the illegality. You could even ask the child/young person if they think the class would benefit from a conversation about this issue? (this can give the child a feeling of power and responsibility- something they also like).

If the viewing was purposeful you may need to be aware of a number of underlying issues such as child sexual abuse, child sexual exploitation, behaviours of pornography addiction, child abuse (all forms) which may all be dependent upon the material accessed. This may feel like an area you are nervous about discussing, however all behaviour is a form of communication and this is a child/young person needing to communicate something.

Again, ask the open ended questions, listen to the child/young person’s responses and remain calm as best you can (by breathing and really trying to

hear what the child/young person is trying to tell you rather than focusing on the graphic content perhaps?). Allow the child/young person to tell their story about the why and from there you can help them and you make the decisions that are in the best interest of the child and follow safeguarding protocol. It can be difficult to hear that a child is accessing this material on purpose, however it may be age relevant, situational, coercive, done to elicit a response from peers, peer pressure, curiosity based, habit, addiction, normal risk taking or a way to ask for help. Until you speak with the child and allow them to communicate with you, you cannot know the answer to this. If you appear angry, critical, repulsed or confused by this the child/young person will not speak with you and this could actually be detrimental to their mental health and may compound an issue that they need help with such as child abuse or coercive relationships (all forms).

Once you have established the cause as being purposeful you can then have a discussion with the child about the illegality (they may genuinely not know the UK law as many parents are unaware also), you can also use this opportunity to work with the child on a good outcome, such as accessing counselling or getting help and the child/young person is likely to agree to this if they feel they have a voice that has been heard.

Follow the safeguarding protocol, your intuition and the listen to the child/ young person's voice about how to help and who to include/inform.

Children/young people learn and recover best when in inclusive relationships rather than exclusion and punishment. Allowing a child to have an autonomous decision is the most helpful and brain science based way to overcome the issue of, in this instance accessing adult material such as pornography.

your brain and body and pornography

Your brain is made up of three interlocking parts or sections.

The subcortical (which means lower) part has the 1) reptilian and 2) mammalian sections and reacts to the world very fast without using words. (I don't know many lizards and mice that can talk by the way). The upper part, 3) called the neocortex is the thinking, reasoning, planning, computing part that pays attention to things you like and helps you make decisions. (e.g. this is where you do maths and languages).

The lower part of your brain is very fast and makes decisions to protect and save your life. If it sees or hears something that **it perceives to be dangerous** (like pornography) it reacts and tells your body to do some very important things such as freeze, fight, flight or flop/faint.

Unfortunately, your thinking brain does not get to make a choice about this.

When you see things like adult material the lower part of your brain reacts superfast and tells your body to behave in a way that may make your heart race or slow down, your breathing may get faster or slower and your palms or forehead may feel sweaty, you might get a gurgly or butterflies feeling in your gut and you may need to visit the toilet or even feel sexually aroused. All of these feelings are normal and your thinking brain may try to make sense of all of them, all at once.

You may think this is weird, cool, exciting, scary, confusing, naughty, risky, 'mint' or anything else. However, your brain and body is not always ready to see and understand images like this. You may want to have another look, this is called curiosity and is normal too.

Your brain does not fully finish growing and maturing till you are about 25 and during this time you may see things that your brain is not ready for. You can help your brain (at any time) by paying attention and noticing how your body feels. If your heartbeat is fast you can slow it down by breathing slowly. This helps something called regulation and helps your mind, body and brain work well (think about learning and how this could help here perhaps!).

back to the issue...

However, the images/videos content you have watched are against the law in the UK for anyone under the age of 18. It is illegal to show these images or share them with anyone else under the age of 18 and over the age of 18 also. It is both best for your brain and to not break the law if you wait until you are an adult to access adult material. You could be prosecuted and this would mean that in the future it is difficult to get a job or even visit some countries. It's not really worth it and I'm sure your brain will think about these choices a lot. Brains are excellent thinkers and like to remind us of the choices we make. (Like what we chose for lunch, or what we said to this person...etc.).

Look after your brain and your future. It's going to be with you for a very long time!



Catherine is a Child/Adult Trauma Therapist and Clinical Supervisor, who specialises in Cybertrauma and has written a book for professionals/parents on this topic.

She is currently completing a dual MSc, is an author, public speaker, podcast guest, researcher and consultant, and runs regular workshops and online seminars around topics of Cybertrauma, CSA/ CSE, Attachment and Trauma. Catherine is regulated by UKCP and MBACP (Accred).

website:
www.cybertrauma.com

7.10 Illegal content – advice from IWF



Impero provides schools with a keyword library related to illegal content. Knowing what to do when illegal online content is detected in a school is important, both with regards to dealing with the student or staff member that accessed the content and reporting the content so it can be removed. The Internet Watch Foundation have provided the following advice for schools in this situation.

Young people, particularly young men aged up to 24, are most at risk of stumbling across child sexual abuse images online. This is due to their riskier online habits. Young men may be left upset by what they've seen or worried about the repercussions of seeing something 'criminal'. The law encourages people to report child sexual abuse images, following accidental exposure, so staff in schools should first reassure students of this fact.

Both the young people and the staff themselves should know how to do the right thing if they're inadvertently exposed to child sexual abuse images online. Staff should also refer to the KCSIE guidance and their school policies in this area.

reporting to IWF is quick and can be done anonymously

Here's the process if a student or staff member has accidentally stumbled across child sexual abuse images or videos online – including where this has been flagged up by Impero Education Pro:

- 1 Visit www.iwf.org.uk and follow the simple five step reporting process. The reporting process will ask for the URL (web address) of the site where you saw the content.

Important Note: If you don't have the URL, then it's important that you do not go back to try and find it. You can try to report by explaining in the final comments box about the path you followed to reach the content.

- 2 Once your report is sent, it will be assessed by the IWF team (against UK law and IWF remit)
- 3 IWF contacts the relevant hosting company, global hotline or police

- 4 The content is removed protecting others from seeing it and victims from being viewed again.

Making young people aware of this reporting process is good practice in case students stumble across this content outside of school hours.

If investigation into a student's internet history and keyword captures suggest that accessing such content is not accidental, a more serious conversation needs to take place. The UK Safer Internet Centre, which IWF is a part of, has some great advice for teachers and students on how to stay safe online and how to tackle this issue. Visit their website: www.saferinternet.org.uk.

The Internet Watch Foundation is the UK's hotline for reporting criminal content online. The charity strives to minimise the availability of child sexual abuse content hosted anywhere in the world.

website:
www.iwf.org.uk

7.11 Race and religious hate – advice from Hope Not Hate

If Impero helps identify that a student is using derogatory language in relation to race or religion, then the following advice provided by Hope Not Hate may help you with opening up a dialogue with the student around this sensitive issue.

1. is the student aware of the impact of what they have done/said?

Often many people are simply unaware of the impact of some of the phrases or terms that they use can have on people around them. This can be either because they have not thought the consequences through or the phrase is considered mainstream and, therefore, deemed acceptable to use. Getting the student to understand the full impact and empathise with those affected can prevent issues from reoccurring.

2. ensure the perpetrator(s) fully understands why it is wrong

Without fully understanding why certain language is unacceptable, students are unlikely to change their behaviour. Simply being told off for being racist/

xenophobic/sexist etc. normally only teaches the student not to use that language during school. When a pupil is pulled up for an offensive comment or statement, trying to get them to comprehend why the school disapproves will help them reassess their actions so that they can remove those thoughts or opinions through their own evaluation.

3. allow open discussion on the topics

With the internet and social media, it is very easy for students to access extreme opinions and beliefs. Extremist groups work hard at dressing up their beliefs on social media to make them seem appealing to hook people into their group. They will then drip feed more and more extreme ideology. Allowing students to ask questions on items they have seen online without fear of rebuttal will create a healthier education environment where there can be sensible discussions about the dangers these ideologies can lead to.

4. don't leave any issue unaddressed

Extreme beliefs and hatred towards another group often starts with the smallest of things. Racist jokes and casual discriminatory language can often go unchallenged but starts the process of normalising these opinions and allowing some students to develop more extreme ideologies.

5. report it!

Many hate crimes go unreported, around 80-90%. Reporting incidents helps local statutory bodies attribute the right resources to the right areas. Without sufficient reporting, issues will go unaddressed and can start to spread through the community. Reporting can be done anonymously online via www.report-it.org.uk, which will allow the incident to be logged without going through with a conviction.



HOPE not hate, Britain's largest anti-racism organisation, investigates, exposes and campaigns against the activities of the far right and other promoters of hate in Britain, as well as internationally, to build community resilience against extremism.

website:
www.hopenothate.org.uk

7.12 Suicide – advice from Harmless

If Impero helps identify that a student is potentially considering suicide, then the following advice and tips provided by Harmless may help you with opening up a dialogue with the student around this sensitive issue.

Talking to anyone about suicidal thoughts and feelings can be extremely difficult for anyone. If you are unsure if someone is suicidal the best way to find out is to ask.

ways to start a conversation:

- › I have been feeling concerned about you lately.

questions you can ask:

- › How can I best support you right now?
- › When did you begin feeling like this?

what you can say that helps:

- › You are not alone in this. I'm here for you.

any suspicions in this area should be taken seriously but here are some key questions to help assess the level of risk to a specific individual:

- › Do you have a suicide plan?
- › Do you have what you need to carry out your plan?
- › Do you know when you would do it?
- › Do you intend to take your life?

level of suicide risk:

- › **Low** - Some suicidal thoughts. No suicide plan. Says they won't complete suicide.
- › **Moderate** - Suicide thoughts, vague plan that isn't very lethal. Says they won't complete suicide.
- › **High** - Suicidal thoughts, specific plan that is highly lethal, says they won't complete suicide.
- › **Severe** - Suicidal thoughts, specific plan that is highly lethal, says they will complete suicide.

For more information about safeguarding young people from suicide visit www.harmless.org.uk.



Harmless is a national voluntary organisation for people who self-harm, their friends, families and professionals.

website:
www.harmless.org.uk

7.13 An online safeguarding training hub

All staff working in either private or state schools in the UK are required to undergo regular safeguarding and child protection training, as set out in the DfE's Keeping Children Safe in Education guidance. In order to help schools fulfil this requirement, Impero have recently partnered with Victvs to launch Impero i-Safeguard.

Impero i-Safeguard is an online staff training hub covering all the topics specified in the Department of Education's Keeping Children Safe in Education guidance. With 12 comprehensive, focused training modules, it equips staff with the knowledge to handle sensitive issues with confidence, gaining three CPD accredited certificates in safeguarding in the process.

The details:

- > 365-day access to 12 essential safeguarding training modules, delivered online
- > CPD accredited e-learning platform
- > Progress monitoring - download and print out records of completion for inspections and compliance purposes
- > Active notes functionality – take notes throughout training sessions without leaving the learning environment
- > Message group members – schedule group training sessions and send messages to inform learners
- > Annual updates - ensure all content is accurate and in line with government guidelines
- > Three certificates in safeguarding to be earned and showcased in the school



certificate	prerequisite	modules to complete	assessment to pass
Level 1 – Basic Certificate in Safeguarding	<ul style="list-style-type: none"> › Signed up by the school as a unique i-Safeguard user 	<ul style="list-style-type: none"> › Abuse and Neglect › Prevent Duty Awareness › Female Genital Mutilation 	Online basic course assessment – multiple choice
Level 2 – Intermediate Certificate in Safeguarding	<ul style="list-style-type: none"> › Signed up by the school as a unique i-Safeguard user › Have already passed level 1 	<ul style="list-style-type: none"> › Child Sexual Exploitation › Alcohol and Substance Misuse › Mental Health › Forced Marriage › Bullying Awareness › Domestic Abuse and Teenage Relationship Abuse 	Online intermediate course assessment – multiple choice
Level 3 – Advanced Certificate in Safeguarding	<ul style="list-style-type: none"> › Signed up by the school as a unique i-Safeguard user › Have already passed levels 1 and 2 	<ul style="list-style-type: none"> › Abuse Linked to Faith and Belief › Gangs and Youth Violence › Trafficking 	Online advanced course assessment – multiple choice

To find out more about Impero i-Safeguard or to arrange a demo visit www.imperosoftware.com/uk/products/impero-isafeguard.

imperoiSafeguard
powered by Victvs

Section 8: Legal Advice in relation to Online Safety and monitoring in schools

8 Legal Advice in relation to Online Safety and monitoring in schools

brownejacobson
education advisors

Browne Jacobson is a firm of legal experts, trusted by over 1,000 schools and academies across the country and an approved partner of the NGA, FASNA and NASBM. The company offers clear, straightforward legal advice from five offices across the UK.

website: www.brownejacobson.com/education

The content in this section has been provided by Dai Durbridge at law firm Browne Jacobson.

Monitoring internet use in schools has become increasingly important in recent years and is now recognised as an important element of your safeguarding practices. Statutory guidance now says that schools “should” ensure appropriate filtering and monitoring systems are in place. Whilst “should” suggests you have a choice, you should only really depart from following statutory guidance where there is good reason for doing so. For the vast majority of schools and colleges, it is hard to see what such a reason would be - following the guidance is the right approach.

to comply with the guidance, what sort of filtering and monitoring system should we have in place?

The guidance does not go as far as to prescribe the type of systems you need or set out what must be achieved. What is important is having a system that prevents children accessing certain types of information, flags keywords/websites being searched upon and affords protection against online predators.

Look at it from an outcomes perspective rather than focussing too much on what your policy says - the best way to ensure a policy is working is to consider its usefulness in practice.

in your experience, what are the legal and practical pitfalls to avoid when using these systems?

The element that is often forgotten is ensuring you have a robust process for managing the flags and referrals generated from the system. In the worst cases I am aware of, schools did not know where the flags and referrals went or who monitored them. The problem here is that no matter how good the system, it will not afford any real protection if you are not properly managing the flags/referrals. One point to consider here is who is the right person to manage this aspect? Is it your network manager in the first instance? If so, at what point does the network manager refer it to your DSL? This is what your process needs to cover.

are Ofsted interested in this element of safeguarding?

Yes, they are. The risk of online grooming for various purposes, including sexual abuse and radicalisation, is recognised as an important element of safeguarding and as such, Ofsted and other inspectorates do focus on ensuring schools and colleges are complying with guidance, educating their pupils, training their staff and have appropriate policies and procedures in place. I do not see this focus reducing in the near future and so ensuring you are able to evidence your outstanding approach to Ofsted will be a crucial part of your inspection.

how does the Prevent Duty fit in with online filtering and monitoring?

The Prevent Duty is a legal duty which has applied to education and other public sector bodies since July 2015. The legal duty itself is broad; the detail is to be found in the guidance published by the Home Office and the Department for Education, but essentially you are required to have due regard to the need to prevent people being drawn into terrorism. The Department for Education guidance summarises how schools must discharge this duty in four key themes, one of which is online safety.

Having good filtering and monitoring systems and strong processes to support them are integral to discharging this duty appropriately. Again, Ofsted are also likely to focus on this aspect of safeguarding during inspections, not only by reviewing your approach, but also by talking to staff and pupils about Prevent and how the duty is discharged at your school.

what should a school do if their monitoring software identifies that a student/member of staff has been viewing illegal content?

One of the challenges here is identifying something as illegal content. For example, staff downloading pornographic images will be a breach of policy, but unless the images are of children or are extreme, then they will not be illegal. The same challenges apply to images accessed or downloaded by children.

The best course of action in these circumstances is to seek advice from your legal/HR provider. In doing so, be careful what you do with an image. Strictly speaking, downloading an illegal image viewed by a staff member or pupil to preserve it as evidence could constitute an offence.

Remember that you have a legal power to confiscate from pupils anything that you have reasonable grounds for suspecting is evidence in relation to an offence, such as a mobile phone which you believe contains an illegal image. You can then review the image and the Department for Education Advice (Searching, Screening and Confiscation 2014) makes it clear that you can dispose of the image unless its possession constitutes an offence. Where staff consider this likely, the police should be called.

what about sexting?

Even though the law on this is clear it was not designed to criminalise children who choose to share images of themselves with others. Unfortunately, the law does just that.

Earlier this year the National Police Chiefs Council confirmed that they are developing new guidelines to support schools following a Home Office directive to avoid criminalising children. As yet that guidance is not available and until it is, following the advice issued by the UK Safer Internet Centre is a good approach.

Where an incident is reported to staff or staff suspect sexting, they should seek advice from the DSL. If a device

is involved, the DSL should consider whether to confiscate it to preserve evidence. Putting aside the support that may be required for the pupil in the image, the school needs to decide whether to involve the police. In doing so, you need to consider any vulnerabilities, age differences, coercion, the extent of distribution and any background knowledge you have that suggests an additional cause for concern. Again, seeking the advice of your legal advisor in these difficult circumstances is recommended.

Section 9: **Resources & Templates**

9.1 Sample text for your on screen acceptable use policy (AUP)

Right is a list of sample bullet points that could be used or adapted to form an onscreen AUP reminder message.

secondary school students

- › I understand that the school will monitor my use of the systems and devices to ensure my safety.
- › I will not disclose any personal information about myself or others when online (this includes names, addresses, email addresses, phone numbers, age, gender etc.).
- › I understand that the school's systems and devices are designed for educational purposes, and I will not use them for personal use unless I have been given permission.
- › I will be aware of strangers when communicating online and will report any incidents that I do not feel comfortable about.
- › I will immediately report any inappropriate material, messages or content that I see online.
- › When using the school's computers and equipment, I will act responsibly and respect the school's property.

primary school students

- › I will ask a teacher or suitable adult if I want to use a computer.
- › I will only use the computers for school work.
- › I will tell a teacher or suitable adult if I see something that upsets me when using the computers.
- › I will respect and take care of the computers and other equipment that is owned by the school.

E-cadets has also provided some advice for young people online, generated by actual pupils across the country when brainstorming the content for an AUP. You may wish to consider using or adapting some of these:

1. Pick a safe search engine
2. Ask permission to go on an iPad and internet
3. Don't bully others online
4. Keep your password private and secure
5. Always tell an adult if you see something you are not comfortable with
6. Always be yourself and do not pretend to be anyone you are not
7. Don't post any personal information online – like your address, email or mobile number
8. Think carefully before posting pictures or videos of yourself. Once you've put a picture of yourself online most people can see it and may be able to download it, it's not just yours anymore.
9. Don't meet up with people you've met online. Speak to your parents about people suggesting you do.
10. Keep privacy settings high.
11. Remember that not everyone online is who they say they are.
12. Respect other people's views, even if you don't agree with someone else's views it doesn't mean you need to be rude.
13. Treat people the same way that you would like to be treated.



The eCadets is the UK's leading pupil-led online safety education programme, with more than 3200 schools signed up. The eCadets is an eSafety club, which features a website for all pupils at a school to securely access and combines the eCadets HQ structure, materials and support with your pupils' voice for maximum impact.

website:
www.ecadet.zone

9.2 Letter for parents/ carers

This letter template can be used to explain to parents/ carers how your school is using Impero to keep its students safe online.

[visit the link below to download](#)

(www.imperosoftware.com/uk/wp-content/uploads/sites/2/2017/03/Letters-For-Parents-Carers.docx)

XXX

XXXX

XXXXXXX

Date

Dear Parent / Carer,

XXX would like to inform you of the mechanisms that we have in place to facilitate the online safety policy at our school and to ensure we meet the online safety requirements outlined in the Government's Keeping Children Safe in Education statutory guidance.

We have recently implemented a software product developed by education IT and e-safety specialists, Impero. The software, called Impero Education Pro, monitors for key words, phrases, acronyms and abbreviations that may suggest online bullying, concerning behaviour or those at potential risk. It also includes a dictionary of these terms so that staff at the school are aware of the meaning and thus understand the nature of a potential incident.

The software also enables the school to enforce Acceptable Usage Policies (AUPs) for technology use by both staff and students within the school environment. The software affords the ability to apply restrictions to internet and application access, ensuring students only have visibility of the resources they need to complete learning tasks, whilst helping to prevent exposure to inappropriate material, messages and content. The monitoring of on-screen activity during lessons and general computer use, in real time, helps teachers to respond to misconduct or potential risk as and when it occurs.

If you have any questions about the school's online safety policy, please contact our e-safety Co-ordinator.

For more information about Impero, visit their website www.imperosoftware.com.

Yours sincerely,

XXX

9.3 Monitoring poster

This poster can be displayed in classrooms across the school to inform users that their computer use is being monitored.

[visit the link below to download](http://www.imperosoftware.com/uk/wp-content/uploads/sites/2/2017/03/Monitoring-Poster.pdf)

(www.imperosoftware.com/uk/wp-content/uploads/sites/2/2017/03/Monitoring-Poster.pdf)

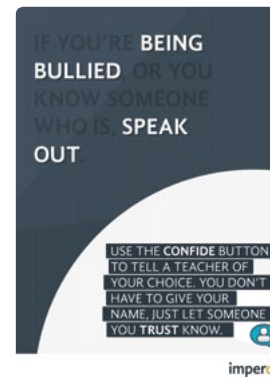


Your school uses active monitoring system, Impero Education Pro to safeguard students in the online world.

impero

9.4 Confide poster & sample copy

The following posters can be downloaded and printed to display in school and raise awareness for Confide amongst students.



[visit the link below to download](#)

(www.imperosoftware.com/uk/wp-content/uploads/sites/2/2017/03/Confide-Poster-4.pdf)



[visit the link below to download](#)

(www.imperosoftware.com/uk/wp-content/uploads/sites/2/2017/03/Confide-Poster-5.pdf)



[visit the link below to download](#)

(www.imperosoftware.com/uk/wp-content/uploads/sites/2/2017/03/Confide-Poster-1.pdf)



[visit the link below to download](#)

(www.imperosoftware.com/uk/wp-content/uploads/sites/2/2017/03/Confide-Poster-3.pdf)



[visit the link below to download](#)

(www.imperosoftware.com/uk/wp-content/uploads/sites/2/2017/03/Confide-Poster-2.pdf)

9.5 RACI model sample template for deployment

Use this template as a discussion tool to identify what tasks need to be done to deploy Impero Education Pro effectively within your school and record who should be responsible for what and who should be notified of such activity.

[visit the link below](#) to download a printable version

(www.imperosoftware.com/uk/wp-content/uploads/sites/2/2017/03/RACI-deployment.pdf)

Responsible: Means the person that does the work and delivers the output.

Accountable: Means the person that the school expects to ensure the activity meets the school's needs.

Consulted: Means whose opinions should be sought.

Informed: Means who should be notified of any decisions made etc.

Activity	Responsible	Accountable	Consulted	Informed	Notes/comments

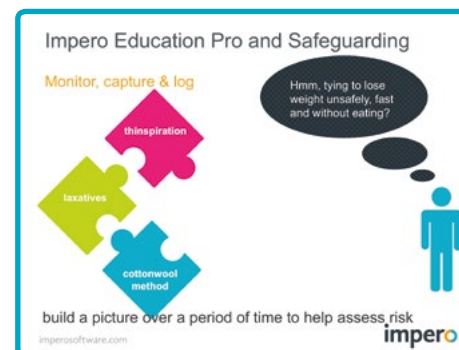
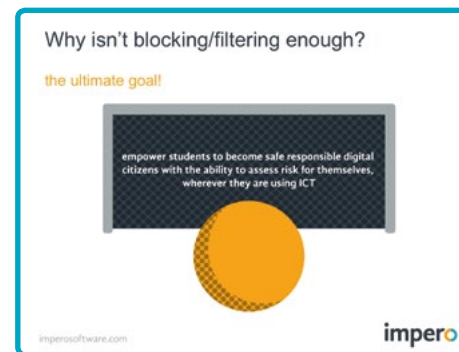
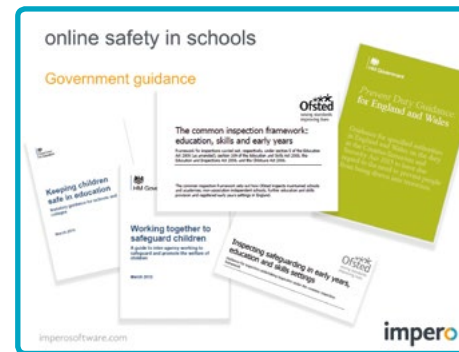
9.6 Overview presentation for staff meetings

[Visit the link below to download the PowerPoint presentation](#) that can be used to brief staff about Impero Education Pro. Each slide contains accompanying notes.

(www.imperosoftware.com/uk/wp-content/uploads/sites/2/2017/03/Impero-E-safety-staff-briefing-handbook-resource.pptx)

[Visit the link below to download the presentation notes.](#)

(www.imperosoftware.com/uk/wp-content/uploads/sites/2/2017/03/Presenters-Notes.docx)



9.7 Videos for meetings

These videos can be used to brief staff about Impero Education Pro.

why

(<https://www.imperosoftware.com/uk/?p=1500>)

how

(www.imperosoftware.com/uk/?p=1498)



why an active monitoring system is important

visit

www.imperosoftware.com/uk/?p=1500

how an active monitoring system works

visit

www.imperosoftware.com/uk/?p=1498



9.8 Capture status template

The following table outlines the inbuilt status options for captures within Impero Education Pro.

Print this table to discuss in your working group what each status will stand for in your school so that everybody uses the status flags in a unified way:

[visit the link below to download](#)

(www.imperosoftware.com/uk/wp-content/uploads/sites/2/2017/03/Capture-status-template.pdf)

status	explanation/recommended use	agreed use in x school
Unclassified	This is the default status automatically assigned to a capture on indication. It indicates that a capture has not been viewed or triaged.	
Requires Attention	This is a status flag that can be applied by a console user to indicate that a capture may need to be looked at.	
Under investigation	This is a status flag that can be applied by a console user to show that an incident relating to the capture is currently being investigated.	
Escalated	This is a status flag that can be applied by a console user to show that an incident relating to the selected capture has been escalated to a key person such as the DSL. (We would recommend that the name of who it is being escalated to is also added to the notes field if the field is being used for escalating to various staff members).	
Resolved as False positive	This is a status flag that can be applied by a console user to show that the capture has been assessed and that it is of no concern.	
Resolved as False positive and add to white list	This is a status flag that can be applied by a console user to show that the capture has been assessed and that it is of no concern and that the term has been added to a white list to stop further triggering of this term. The whitelisting of terms can be applied to a group or the whole network depending on user permissions. We would recommend that an agreed procedure is put in place to decide who has the authority to add terms to the white list.	
Resolved	This is a status flag that can be applied by a console user to show that the capture has been assessed and dealt with.	

9.9 Parent flyer from Internet Matters

Internet Matters is a not-for-profit organisation that has a simple purpose – to help keep children safe in the digital world. They do this by giving parents what they need to have great conversations with their children to:

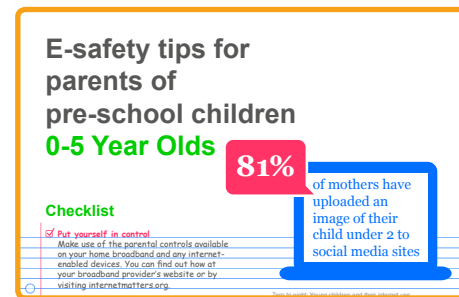
- Encourage them to behave safely online
- Help them identify potential risks
- Help limit the risks they may face online
- Know what to do and where to go if they need help

website:

www.internetmatters.org

Internet Matters have produced some age related advice leaflets for parents which schools can download and use for free.

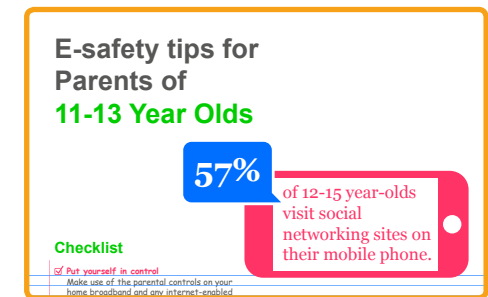
You may want to consider sending out these leaflets with the letter in Section 9.2 outlining how your school is using Impero to keep its students safe online as they provide great tips for parents around online safety at home.



E-safety tips for parents of pre-school children 0-5 year olds

[visit the link below to download](#)

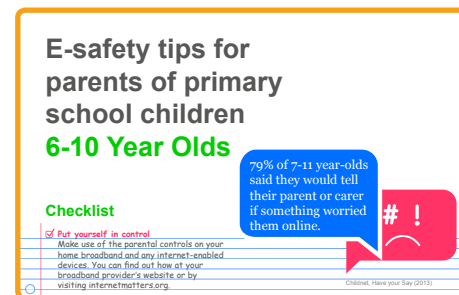
(www.internetmatters.org/wp-content/uploads/2016/07/E-safety_Pre_School.pdf)



E-safety tips for Parents of 11-13 year olds

[visit the link below to download](#)

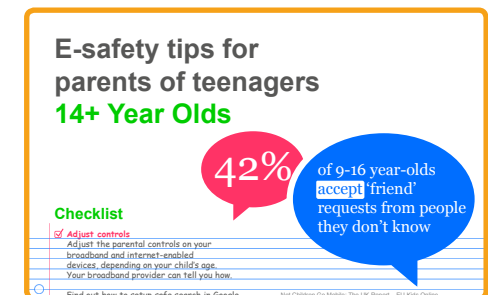
(www.internetmatters.org/wp-content/uploads/2016/07/E-safety_11_13_YearOlds.pdf)



E-safety tips for parents of primary school children 6-10 year olds

[visit the link below to download](#)

(www.internetmatters.org/wp-content/uploads/2016/07/E-safety_Primary_School.pdf)



E-safety tips for parents of teenagers 14+ year olds

[visit the link below to download](#)

(www.internetmatters.org/wp-content/uploads/2016/07/E-safety_Teenagers.pdf)

9.10 Guidance posters for staff room, Ofsted, ISI, Estyn, Education Scotland

Visit the links to download and print out to display in your school staff room to help notify staff how Impero Education Pro supports inspection/government guidance.

9.10.1 Estyn poster

Supporting Estyn's school inspection framework with Impero Education Pro

Estyn is the official body responsible for inspecting education establishments in Wales. The accompanying sections explore how Impero Education Pro supports some of the key areas on which Welsh schools are graded, based on both the "Common Inspection Framework" and "Supplementary guidance for inspecting safeguarding" documents, including:

- Range and quality of teaching approaches
- Provision for health and wellbeing, including spiritual, moral, social and cultural development
- Additional learning needs
- Safeguarding arrangements, including preventing radicalisation and extremism

Range and quality of teaching approaches

Use a range of teaching, learning methods and resources which interest pupils

- Classroom observation checks teaching against, including relevant areas of teaching practice (e.g. give teachers confidence when using technology in their lessons to deliver content in persuasive and engaging way)

Manage pupils' behaviour positively, safely and effectively

- Real-time monitoring of student computers/devices, with pop-up alerts and intervention video evidence, ensure staff can identify concerning behaviour and deal with it instantly and effectively
- Message functionality allows teachers to send direct messages to relevant students to bring them back on track, without disrupting the class or drawing attention to a child

Are essential in providing demanding work to meet the needs of all pupils, for example those with SEN and those who are more able and talented

- Quick question tool and exam module helps teachers assess understanding in

Additional learning needs

How well the school integrates, supports and provides for pupils with advanced learning needs within mainstream classes

- The ability to broadcast the teacher's screen (or student's screen) to a student device can help students with sight problems to better see the task at hand and join in with class feedback activities

Safeguarding arrangements, including preventing radicalisation and extremism

Identification of children in need or at risk of significant harm

- Keyword monitoring with real-time alerts can help to identify students at immediate risk of harm
- Logging of publishing activity and alerts can help to build picture post-mortem of a pupil's conduct, leading to identify potential risk of harm

Provision of e-safety policies and acceptable use policies

- A customisable acceptable usage policy displays near terminals, students know they should behave every time they log on to the school network

Are these sanctions in place to ensure no abuse policies?

- Automatic sanctions can be enabled to remove internet access for a designated period of time or log the user off the machine if certain activity is detected
- Screenlock images provide teachers with evidence to be able to

Supporting Estyn's school inspection framework with Impero Education Pro

[visit the link below to download](#)

(www.imperosoftware.com/uk/?p=1541)

9.10.2 Education Scotland poster

Supporting Education Scotland's school inspection framework with Impero Education Pro

Education Scotland is the official body responsible for inspecting education establishments in Scotland. The accompanying sections explore how Impero Education Pro supports some of the key areas on which Scottish schools are graded, based on the "How Good is Our School (4th Edition)" guidance, summarising:

- Leadership and management
- Learning provision
- Successes and achievements

Leadership and management

Teachers use a range of different assessments to measure children's progress across the curriculum

- Quick question functionality allows teachers to quickly gauge understanding, and the exam module allows easy deployment of tests

Opportunities for learners and staff to regularly engage in critical and creative thinking are embedded

- Screen sharing functionality displays students' screens to the rest of the class, providing the opportunity for learners to provide critical feedback for peers

Teachers make effective use of a range of resources, including digital technologies, to provide appropriate support and challenge for learners

- Remote control functionality allows teachers to discreetly lend a hand with a student's work, without disrupting the rest of the class or drawing attention
- Task functionality allows staff to assign tasks for the class and allocate extra work should a student complete the original objectives

Resources across the school are well-maintained and organised to enable effective and efficient use

- Resource monitoring functionality allows technical staff to monitor device usage, track its condition and identify devices which may need to be repaired or replaced

Learning provision

Effective systems provide a systematic and strategic overview of the number and nature of cases for concerns raised

- Comprehensive keyword monitoring functionality provides an always-on approach to detecting potential safeguarding concerns
- Full logging and reporting functionality, including severity ratings and contextual video evidence, provides the necessary evidence of the nature of concerns

The curriculum effectively promotes safeguarding and wellbeing across all stages, taking good account of the context of the school

- Terms in regularly flagged keywords arrange pupils can help identify topics for discussion in their learning classes, relevant to the school

Child protection and safeguarding policies and procedures reflect current legislation and guidance. All policies and procedures are reviewed on a regular basis

- Regularly updated keyword detection lists support changes in legislation and guidance
- The acceptable usage policy display allows a customised policy to be displayed on all users each time they log on to the network. This can be reviewed and updated regularly with ease

Learners play an active role in the school and wider community and

Supporting Education Scotland's school inspection framework with Impero Education Pro

[visit the link below to download](#)

(www.imperosoftware.com/uk/?p=1549)

9.10.3 Independent Schools Inspectorate poster

Supporting the Independent Schools Inspectorate (ISI) framework with Impero Education Pro

The ISI is the official body responsible for inspecting all schools in membership of the Association that make up the Independent Schools Council (ISC).

Explore how Impero Education Pro supports a number of the key judgements on which ISC schools are graded, such as:

- > **The quality of academic and other achievements**
- > **The effectiveness of governance, leadership and management**
- > **The quality of the pupils' personal development**
- > **Impero Education Pro can also help to support the quality of teaching, in line with the National Minimum Standards for Secondary Schools.**

The surrounding sections explore how Impero Education Pro supports the ISI Framework's judgements.

The quality of academic and other achievements

Teaching is effective in promoting pupils' progress

- Teachers can effectively manage lessons to ensure if they are struggling, without losing the attention of the class, so they can assist necessary to provide feedback, answer questions and support.
- Classroom control tools, such as locking students' screens, disabling internet access or restricting printing, minimise disruption and give teachers the confidence to deliver lessons effectively using technology in the classroom.
- Monitoring functionality helps to provide the foundations of safe and secure learning environments, so students can get the most out of their education and teachers are empowered to deal with online safety incidents as they arise.

Teaching is well-planned and based on an accurate understanding of pupils' needs

- The team makes, tracks, updates and communicates plans to provide support of pupils, so teachers can assist learning over time and plan in response to the needs of pupils as they learn and develop.

Marking and assessment are constructive

- Assigned tasks, which students can track as complete in real time, help teachers to communicate progress throughout the lesson to support their planned delivery or extension tasks.

The quality of the pupils' personal development

The school is effective in promoting good behaviour and guarding against unacceptable behaviour, including cyberbullying

- Real-time monitoring and beyond-attendance data to identify children at risk from a range of safeguarding concerns, including bullying and cyberbullying.
- Delivery of lessons of identified work, photos, attachments or answers to questions that can be reviewed at any time used to provide pupils with a record of their work at school.

The school employs effective methods to seek the views of pupils

- The Cordite anonymous reporting tool enables students to confidentially report safeguarding concerns they may have regarding themselves or others to a designated staff member of their choice.
- Identifying issues through monitoring and beyond-attendance enables staff to address these issues in a timely manner, encouraging dialogue and open communication.

Fundamental British values are actively promoted

- Monitoring can flag up and identify topics which may need to be covered in class or classroom conversations so teacher preparation can be given where relevant.

The safeguarding arrangements have regard to official guidance (in England, Children Data in Education and Working Together to Safeguard Children, including measures to support the Parent Strategy)

- Keyword monitoring tools and glossary terms help to proactively identify children who are exhibiting concerning behaviour, or engaging in dangerous or inappropriate behaviour.
- A streamlined log of online activity provides recorded evidence of safeguarding risks, allows all resources or inappropriate behaviour, which helps staff to communicate the advice they have taken to deal with such concerns.
- Customised activity, including detected keywords, screenshots and video recordings, can be used to identify any patterns of behaviour which may indicate risk.

The quality of teaching, learning and assessment

Schools providing boarding accommodation are inspected on a variety of areas, including effectiveness in meeting compliance with the National Minimum Standards for Boarding Schools. Inspectors focus heavily on the safeguarding of boarding, welfare, teaching, management of behaviour and personal development.

Supporting the Independent Schools Inspectorate (ISI) framework with Impero Education Pro

[visit the link below to download](#)

(www.imperosoftware.com/uk/?p=1537)

9.10.4 Ofsted Common Inspection Framework poster

Supporting the Common Inspection Framework with Impero Education Pro

The Ofsted Common Inspection Framework (CIF) contains a number of key judgements on which schools are graded.

- > **Effectiveness of leadership and management**
- > **Quality of teaching, learning and assessment**
- > **Outcomes for children and learners**
- > **Personal development, behaviour and welfare**

Safeguarding can have an impact on all judgements but is not graded individually.

The surrounding sections explore how Impero Education Pro supports the CIF judgements.

Effectiveness of leadership and management

Ensure high standards of provision and care for children and learners

- Keyword monitoring tools and glossary terms help to identify children at risk from care without teachers needing to be experts at child care.
- Classroom control tools help teachers to keep pupils on task and focused when technology is used.
- Creation of tracking tools can help teachers to take responsibility within their lessons for online safety.

Actively promote equality and diversity, tackle bullying and discrimination

- Staff are notified of potential online concerns, which are flagged as sensitive areas and to allow, to provide evidence and support staff to open up appropriate dialogue with students.

Actively promote British values

- Monitoring can flag up and identify topics which may need to be covered in PSHE/ Citizenship or within classroom conversations and be given where relevant.

Prevent radicalisation and extremism

- Keyword monitoring tools and glossary terms help to proactively identify children who are displaying concerning, worrying risks, or engaging in dangerous or extremist behaviour.

Quality of teaching, learning and assessment

Children and learners understand how to respond as a result of useful feedback from staff

- Review scores enable teachers to identify groups, methods or students' work to support, extend and tailor individual learning.
- Quick question marks and error messages help to ensure immediate understanding at the beginning and end of a lesson to check progress and plan future lessons.
- Assigned tasks can help teachers assess student progress within a lesson and be used directly for extension or differentiated activities.

Staff have relevant subject knowledge that is detailed and communicated well to children and learners

- Classroom control tools, such as locking students' screens, disabling internet access or restricting printing, can give teachers confidence in using technology in their lessons, so students are an interactive and engaging experience.

Personal development, behaviour and welfare

Supporting the Common Inspection Framework with Impero Education Pro

[visit the link below to download](#)

(www.imperosoftware.com/uk/?p=1529)

9.11 Checklist: Keeping Children Safe in Education

Download this checklist to reflect on the standards outlined in KCSiE and identify how Impero Education Pro can support you in meeting them.



Creating a culture of safeguarding in schools

Keeping Children Safe in Education (KCSiE) safeguarding checklist

As a school, you will want to ensure that you create a safe and secure learning environment whether students are online or offline.

Have you thought about how your current provision meets the standards set out in KCSiE?

Impero Education Pro supports you in meeting these standards by safeguarding and protecting children through proactive real-time monitoring, which enables you to challenge behaviour and identify safeguarding risks.

The checklist below allows you to reflect on the standards set out in KCSiE and how Impero Education Pro can support you in meeting them.

Requirement	How Impero supports this requirement	Completed
Safeguarding information for all staff		
All staff members are made aware of the systems within their school which support safeguarding. (KCSiE, p.45)	Impero has worked with key online safety specialists, schools, IT staff, and young people to develop a model of implementation for the effective deployment of the monitoring tools within Impero Education Pro. These approaches represent best practice for deployment in schools. See section 2.4 of Impero's Online Safety Handbook for advice on communicating the deployment, purpose, and importance of a monitoring system to stakeholders.	<input type="checkbox"/>
All staff members should receive appropriate safeguarding and child protection training which is regularly updated. (KCSiE, p.45)	Impero Safeguard is Impero's CPD accredited online training hub, which covers all of the topics specified in KCSiE and equips staff with the knowledge to handle sensitive issues (such as those identified by Impero Education Pro) with confidence. See section 3.1.1 of the Online Safety Handbook for more information on how Impero Safeguard complies with Impero Education Pro.	<input type="checkbox"/>
All staff should have an awareness of safeguarding issues. (KCSiE, p.45)	Impero Safeguard provides staff with an overview of each safeguarding topic outlined in KCSiE, while Impero Education Pro's real-time monitoring and keyword detection features (and anonymous reporting tool) help staff to understand safeguarding issues linked to their region or individual school. See section 6.4 of the Online Safety Handbook for advice on identifying trends.	<input type="checkbox"/>
The management of safeguarding		
Ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. (KCSiE, p.44)	Impero Education Pro supports a school's acceptable use policies (AUPs) by identifying and enforcing policies on-screen and allowing schools to tailor it to their needs. Schools can also use the software to automatically display appropriate and policy messages on school devices and request that students and staff agree to these policies before allowing access. This reinforces how users are expected to behave when using school devices and how to act responsibly and safely online.	<input type="checkbox"/>
Proactively identifying potential safeguarding risks or inappropriate use of technology in real-time, Impero Education Pro empowers staff to intervene before an incident escalates. (KCSiE, p.44)	See section 2.4.1 of the Online Safety Handbook for information on AUPs.	<input type="checkbox"/>
Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective. (KCSiE, p.43)	Impero Education Pro helps schools to develop a culture of safeguarding by supporting schools to identify and understand potential safeguarding risks: in addition to real-time monitoring, keyword detection and activity logs (for recording/analysing risk and misuse), Impero Education Pro includes an anonymous reporting tool named 'Confide'. This enables students to report personal concerns about themselves or another student to a trusted member of staff. Staff members are regularly alerted to any concerns reported to them, with access to all reports via the Confide viewer a necessity for recording or for review. The Confide feature can be personalised with photographs of staff members, introductory text and school logos. See section 6.4 of the Online Safety Handbook for more information about implementing Confide.	<input type="checkbox"/>

Download a digital version of Impero's Online Safety Handbook - www.imperosoftware.com/uk/?p=1553 to use alongside this checklist.

Checklist: Keeping Children Safe in Education

[visit the link below to download](#)

(www.imperosoftware.com/uk/?p=4516)

Allegations of abuse

The designated officer(s) has overall responsibility for oversight of the procedures for dealing with allegations. (KCSiE, p.46)	The viewing of capture logs within the Impero Education Pro console can be restricted by permissions so that only specified staff members can see data, at both an individual and group level. To view capture log entries on who should view captured data, and for details on escalation processes, see section 2.4 of the Online Safety Handbook for advice on managing response and recording advice.	<input type="checkbox"/>
Some new allegations will be so serious they require immediate intervention by children's social care services and/or police. (KCSiE, p.46)	An 'incident management' audit log, with incident handling and reporting tools, provides recorded evidence of identified risks, which can be shared with school inspection bodies or other relevant organisations where necessary. See section 3.2.1 of the Online Safety Handbook to find out how this feature supports schools.	<input type="checkbox"/>
Further information on preventing radicalisation		
Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools. (KCSiE, p.46)	Impero Education Pro's real-time monitoring features and counter-radicalisation keyword library support the DfE's Terrorism Data Guiding , which came into force in 2015, recommending that education establishments have proper risk assessment processes in place to ensure extremist views do not go unchallenged. See section 3.1.1 of the Online Safety Handbook for more information about complying with the Prevent Duty.	<input type="checkbox"/>
Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. (KCSiE, p.47)	Impero Education Pro's counter-radicalisation keyword library has been developed in partnership with anti-extremist think tanks, counter terrorism specialists and charitable organisations (including Hive, NCFE and the NSPCC) that work in the community to reduce race and religious hatred. Ongoing definitions of key words, terms, phrases, abbreviations, acronyms and Arabic script help staff to see a potential incident, into context and intervene where necessary. See sections 4.4 and 5.1.1 for advice from NCFE and NSPCC and note on opening up dialogue with young people on extremism and radicalisation.	<input type="checkbox"/>
Online safety		
Ensure appropriate monitoring systems are in place and that 'view blocking' does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding. (KCSiE, p.43)	Impero Education Pro empowers schools to adopt a 'managed' approach to online safety, rather than 'locked down'. Real-time monitoring, as opposed to blocking, provides students with access to useful resources and allows young people the ability to learn how to recognise the online world safely, while ensuring staff can intervene immediately should an incident or safeguarding risk arise. Staff are able to challenge and support students with respect to their behaviour online. See section 2.4 of the Online Safety Handbook for more information on adopting a best practice approach to online safety.	<input type="checkbox"/>
Consider a whole school approach to online safety. (KCSiE, p.42)	Impero Education Pro is also fully compliant with the UK Safer Internet Centre's 'Appropriate Monitoring' standards for Schools. See section 2.4 of the Online Safety Handbook to find out how Impero complies with these standards.	<input type="checkbox"/>
Ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. (KCSiE, p.43)	Ofsted/OfEdu/Education Scotland expect online safety to be considered a 'whole school responsibility'. Impero supports this requirement by advocating a best practice approach based on key factors. Technical solutions are one part of that package and Impero Education Pro allows schools to understand the risks to their students through monitoring their interactions so that they are able to support risk challenge them. A school's acceptable use policies (AUPs) can also be reinforced to both students and staff on-screen via the software to help schools meet inspection criteria. See section 2.4.1 of the Online Safety Handbook for more information and advice on AUPs.	<input type="checkbox"/>
Online safety training for staff is designed, aligned and considered as part of the overarching safeguarding approach. (KCSiE, p.42)	Online scores can be managed via customised policies applied by user, region, group, device, version, or across the whole network. This enables schools to fine-tune access to resources appropriate for their lessons and age groups. See section 3.1 of the Online Safety Handbook for information on setting up policies.	<input type="checkbox"/>
Ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. (KCSiE, p.43)	Customised activity including detected keywords, screenshots and video recordings, enables schools to challenge behaviour and identify any patterns of behaviour that may indicate risk. Staff can then address these issues with one-to-one support, lesson plans, or assemblies. See section 6.4 of the Online Safety Handbook for information on monitoring behaviour trends.	<input type="checkbox"/>
Online safety training for staff is designed, aligned and considered as part of the overarching safeguarding approach. (KCSiE, p.42)	Impero Education Pro empowers schools to create a culture of safeguarding by identifying at-risk behaviour, which can be considered within the context of a student's overall behaviour, or provide a complete picture. See section 2.1 of the Online Safety Handbook for advice on responding to identified safeguarding incidents.	<input type="checkbox"/>

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