



Would you leave your child at home alone with the door wide open?

Leaving a young person with unsupervised internet access amounts to much the same thing.

Bradstow's computing policy is very clear on this issue:

- **An adult should always supervise young people when they are accessing information via the Internet. The service provider does filter information but staff are advised to take great care on the content accessed by young people. Staff are ultimately responsible for information accessed by pupils.**

# Bradstow's online- safety policy

**The main areas of risk for our school community can be summarised as follows:**

## **Content**

- exposure to inappropriate content, including online pornography, ignoring age ratings in games (exposure to violence associated with often racist language), substance abuse
- lifestyle websites, for example pro-anorexia/self-harm/suicide sites
- hate sites
- content validation: how to check authenticity and accuracy of online content

## **Contact**

- grooming
- cyber-bullying in all forms
- identity theft (including 'frape' (hacking Facebook profiles)) and sharing passwords

## **Conduct**

- privacy issues, including disclosure of personal information
- digital footprint and online reputation
- health and well-being (amount of time spent online (Internet or gaming))
- sexting (sending and receiving of personally intimate images) also referred to as SGII (self-generated indecent images)
- extremism [not in Ofsted document 2014, but added as considered important]
- copyright (little care or consideration for intellectual property and ownership – such as music and film)

(Ref: Inspecting e-safety in schools, Ref: 120196, January 2014: Ofsted)

## Understand the risks children may need to deal with:

What they might see or do:

- Seeing or sharing of violent, sexual and pornographic content
- Inaccurate or false information and extreme views
- Promotion of harmful behaviours including self-harm, anorexia and suicide
- Over-sharing of personal information
- Actively or unintentionally getting involved in bullying or hurtful behaviour

Who they might meet:

- People who might bully, intimidate or frighten
- People posing behind fake profiles for:
  - Mischief-making
  - Sexual grooming and stalking
  - Blackmail and extortion
  - Identity theft and hacking

How this could affect them:

- Fear of missing out leading to excessive use or exaggeration
- Getting upset by things they have seen and being uncertain about what to do
- Engaging, or being pressured into engaging in more risky behaviour either by accident or by design
- Developing unrealistic, and perhaps depressing ideals of body image and gender
- Becoming subject to peer pressure or interactions that are intense or too difficult to handle
- Creating an online reputation that may create problems for them in the future

### Key features of good and outstanding practice

Whole school consistent approach	<p>All teaching and non-teaching staff can recognise and are aware of e-safety issues.</p> <p>High quality leadership and management make e-safety a priority across all areas of the school (the school may also have achieved a recognised standard, for example the e-Safety Mark).</p> <p>A high priority given to training in e-safety, extending expertise widely and building internal capacity.</p> <p>The contribution of pupils, parents and the wider school community is valued and integrated.</p>
Robust and integrated reporting routines	<p>School-based reporting routes that are clearly understood and used by the whole school, for example online anonymous reporting systems.</p> <p>Report Abuse buttons, for example CEOP. Clear, signposted and respected routes to key members of staff. Effective use of peer mentoring and support.</p>
Staff	<p>All teaching and non-teaching staff receive regular and up-to-date training.</p> <p>One or more members of staff have a higher level of expertise and clearly defined responsibilities.</p>
Policies	<p>Rigorous e-safety policies and procedures are in place, written in plain English, contributed to by the whole school, updated regularly and ratified by governors.</p> <p>The e-safety policy should be integrated with other relevant policies such as behaviour, safeguarding and anti-bullying.</p> <p>The e-safety policy should incorporate an Acceptable Usage Policy that is understood and respected by pupils, staff and parents.</p>
Education	<p>An age-appropriate e-safety curriculum that is flexible, relevant and engages pupils' interest; that is used to promote e-safety through teaching pupils how to stay safe, how to protect themselves from harm and how to take responsibility for their own and others' safety.</p> <p>Positive rewards are used to cultivate positive and responsible use.</p> <p>Peer mentoring programmes.</p>
Infrastructure	<p>Recognised Internet Service Provider (ISP) or Regional Broadband Consortium (RBC) together with age-related filtering that is actively monitored.</p>
Monitoring and Evaluation	<p>Risk assessment taken seriously and used to good effect in promoting e-safety.</p> <p>Using data effectively to assess the impact of e-safety practice and how this informs strategy.</p>
Management of Personal Data	<p>The impact level of personal data is understood and data is managed securely and in accordance with the statutory requirements of the Data Protection Act 1998.</p>





## E- safety

A guide to safeguarding young people when using ICT and the internet, including symbol rules, internet sites, lesson plans and activities .

This is linked with our E- safety and safeguarding policy.



# Internet Safety Resource Pack



Can't Download?





# Bradstow School

Living and learning together within a culture of gentleness



Values

Learning

Provision

Careers@Bradstow

Children's Home

Info

Gallery

News



### Quick Links



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## Welcome to Bradstow School



[Click on the photograph above to watch our school video]

Bradstow is a residential special school registered as a children's home and maintained by the London Borough of Wandsworth for children and young people with severe intellectual disabilities who are on the autistic spectrum continuum. Many of our children and young people have associated communication difficulties and emotional/behavioural challenges associated with their disabilities and medical problems.

### Latest News



Bradstow School celebrates World Book Day. We held a special assembly where each class gave a short presentation...

A big thank you to all the staff and parents who helped raise money for the National Autistic Society by...

[See all current news](#)

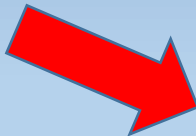
### Diary Dates



01 Sep 2015  
Friendships & Fallouts: Waterloo - WW1

08 Jul 2016  
Battles For Victory Weekend

09 Jul 2016  
New Building Opening Event and Celebration



Welcome to EducationCity

Mr Hillier Logout

Home Admin Features Search content

You have Hints turned on.

Clicking on any of the ? will bring up handy tips for using that feature.

To turn Hints on or off, click the question mark in the navigation bar above at any time.

Welcome to EducationCity

Mr Hillier

English Mathematics Science

Computing French Spanish

Learn English

Admin Features

- Teacher Area
- Manage Users
- Manage MyCity
- SuccessTracker
- Curriculum Map
- Preferences
- User Guides

EducationCity Bradstow School

[Online Safety resources on Education City](#)

Are you new? | Explore Espresso's potential

## Explore our resources

Foundation	Literacy	Maths	World
News	PSED	Arts	Physical

Key Stage 1	English	Maths	Science
News	History	Geography	PSHE
	Computing	PE	Music
	RE	D&T	Art

Key Stage 2	English	Maths	Science
News	History	Geography	PSHE
	Computing	Languages	Music
	RE	D&T	Art
			PE

Espresso resources

The main aim of Prevent is to stop people from becoming terrorists or supporting terrorism.

At the heart of Prevent is safeguarding children and adults and providing early intervention to protect and divert people away from being drawn into terrorist activity.

Prevent addresses all forms of terrorism, but continues to ensure resources and effort are allocated on the basis of threats to our national security.

PREVENT