

## Eastwood Nursery School and Day Nursery

### Introduction

#### Key people / dates

Eastwood Nursery School and Day Nursery	Designated Safeguarding Lead (DSL) team	Emma Williams
	Online-safety coordinator (if different)	Emma Williams/Bryanna Patterson
	Online-safety / safeguarding link governor	Melanie Pollett
	Network manager / other technical support	Bryanna Patterson
	Date this policy was reviewed and by whom	26.6.2023 Simonne Drake
	Date of next review and by whom	01/09/2023 School Business Manager

### What is this policy?

Online safety is an integral part of safeguarding. Accordingly, this policy is written in line with ‘Keeping Children Safe in Education’ 2018 (KCSIE) and other statutory documents; it is designed to sit alongside your setting’s statutory Safeguarding Policy. Any issues and concerns with online safety must follow the setting’s safeguarding and child protection procedures.

### Who is it for; when is it reviewed?

This policy should be a living document, subject to full annual review but also amended where necessary during the year in response to developments in the setting and local area. Although many aspects will be informed by legislation and regulations, you should involve staff, governors, children and parents in writing and reviewing the policy (Section 78 of KCSIE stresses making use of teachers’ day-to-day experience on the ground). This will help ensure all stakeholders understand the rules that are in place and why, and that the policy affects day-to-day practice. Acceptable Use Policies (see appendices) for different stakeholders help with this – ensure these are reviewed alongside this overarching policy. Any changes to this policy should be immediately disseminated to all the above stakeholders.

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### Who is in charge of online safety?

You may have a named online-safety coordinator at your setting (see above); this person may or may not be the designated safeguarding lead (DSL), but KCSIE makes clear that “the designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety).”

### What are the main online safety risks today?

Online-safety risks are traditionally categorised as one of the 3 Cs: Content, Contact or Conduct (identified by Professor Tanya Byron’s 2008 report “Safer children in a digital world”). These three areas remain a helpful way to understand the risks and potential school response, whether technological or educational. They do not stand in isolation, however, and it is important to understand the interplay between all three.

The LGfL DigiSafe 2018 pupil survey of 40,000 pupils identified an increase in distress caused by, and risk from, content. For many years, online-safety messages have focussed on ‘stranger danger’, i.e. meeting strangers online and then meeting them face to face (contact). Whilst these dangers have not gone away and remain important, violent or sexual content is now prevalent – sending or receiving, voluntarily or coerced. Examples of this are the sharing of violent and sexual videos, self-harm materials, and coerced nudity via live streaming. Contact and conduct of course also remain important challenges to address.

### How will this policy be communicated?

This policy can only impact upon practice if it is a (regularly updated) living document. It must be accessible to and understood by all stakeholders. It will be communicated in the following ways:

- Posted on the setting website
- Available on the internal staff network/drive
- Available in paper format in the staffroom
- Part of school induction pack for all new staff (including temporary, supply and non-classroom-based staff)
- Integral to safeguarding updates and training for all staff (especially in September refreshers)
- Clearly reflected in the Acceptable Use Policies (AUPs) for staff, volunteers, contractors, governors, children and parents/carers (which must be in accessible language appropriate to these groups).
- AUPs issued to whole setting community, on entry to the setting, with annual reminders of where to find them if unchanged, and reissued if updated after annual review

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- Before using a computer. All users should read and sign the setting's AUP which can be obtained from either the Nursery School Administration office or the Day Nursery office.
- Reviews of this online-safety policy will include input from staff, children and other stakeholders, helping to ensure further engagement

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### Overview

#### Aims

This policy aims to:

- Set out expectations for all Eastwood Nursery School and Day Nursery community members' online behaviour, attitudes and activities and use of digital technology (including when devices are offline)
- Help all stakeholders to recognise that online/digital behaviour standards (including social media activity) must be upheld beyond the confines of the setting gates and setting day, and regardless of device or platform
- Facilitate the safe, responsible and respectful use of technology to support teaching & learning, increase attainment and prepare children and young people for the risks and opportunities of today's and tomorrow's digital world, to survive and thrive online
- Help setting staff working with children to understand their roles and responsibilities to work safely and responsibly with technology and the online world:
  - for the protection and benefit of the children and young people in their care, and
  - for their own protection, minimising misplaced or malicious allegations and to better understand their own standards and practice
  - for the benefit of the setting, supporting the setting ethos, aims and objectives, and protecting the reputation of the setting and profession
- Establish clear structures by which online misdemeanours will be treated, and procedures to follow where there are doubts or concerns (with reference to other school policies such as Behaviour Policy or Anti-Bullying Policy)

#### Further Help and Support

Internal setting channels should always be followed first for reporting and support, as documented in setting policy documents, especially in response to incidents, which should be reported in line with your Safeguarding Policy. The DSL will handle referrals to local authority Initial Point of Contact (IPOC) and normally the Executive Headteacher/Deputy Headteacher/Day Nursery Manager will handle referrals to the LA designated officer (LADO). The local authority, academy trust or third-party support organisations you work with may also have advisors to offer general support.

Beyond this, [reporting.lgfl.net](https://reporting.lgfl.net) has a list of curated links to external support and helplines for both children and staff, including the Professionals' Online-Safety Helpline from the UK Safer Internet Centre

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and the NSPCC Whistleblowing Helpline, as well as hotlines for hate crime, terrorism and fraud which might be useful to share with parents, and anonymous support for children and young people.

### Scope

This policy applies to all members of the Eastwood Nursery School and Day Nursery community (including staff, governors, volunteers, contractors, professional partners, children, parents/carers, visitors and community users) who have access to our digital technology, networks and systems, whether on-site or remotely, and at any time.

### Roles and responsibilities

This setting is a community and all members have a duty to behave respectfully online and offline, to use technology for teaching and learning and to prepare for life after nursery, and to immediately report any concerns or inappropriate behaviour, to protect staff, children, families and the reputation of the setting. We learn together, make honest mistakes together and support each other in a world that is online and offline at the same time.

### Executive Headteacher – Emma Williams

#### Key responsibilities:

- Foster a culture of safeguarding where online safety is fully integrated into whole-setting safeguarding
- Oversee the activities of the deputy designated safeguarding leads and ensure that the DSL responsibilities listed in the section below are being followed and fully supported
- Ensure that policies and procedures are followed by all staff
- Undertake training in offline and online safeguarding, in accordance with statutory guidance and relevant Local Safeguarding Children Board (LSCB) guidance
- Liaise with the deputy designated safeguarding leads on all online-safety issues which might arise and receive regular updates on school issues and broader policy and practice information
- Take overall responsibility for data management and information security ensuring the setting's provision follows best practice in information handling; work with the Data Protection Officer (DPO), the Designated Safeguarding Lead (DSL) and governors to ensure a GDPR-compliant framework for storing data, by helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information

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- Ensure the setting implements and makes effective use of appropriate ICT systems and services including setting-safe filtering and monitoring, protected email systems and that all technology including cloud systems are implemented according to child-safety first principles
- Be responsible for ensuring that all staff receive suitable training to carry out their safeguarding and online safety roles
- Understand and make all staff aware of procedures to be followed in the event of a serious online safeguarding incident. (Any incident of this kind should be dealt with and reported in the same way as a Safeguarding incident and in line with the Safeguarding policy)
- Ensure that there is a system in place to monitor and support staff (e.g. Wandsworth IT) who carry out internal technical online-safety procedures
- Ensure governors are regularly updated on the nature and effectiveness of the setting's arrangements for online safety
- Ensure the school website meets statutory DfE requirements (see appendices for website audit document)

**Designated Safeguarding Lead / Online Safety Lead – Emma Williams, Lisa Noel and Wendy Thrussell**

**Key responsibilities** (remember the DSL can delegate certain online-safety duties, e.g. to the online-safety coordinator, but not the overall responsibility; this assertion and all quotes below are from Keeping Children Safe in Education 2018):

- “The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety).”
- Ensure “An effective approach to online safety [that] empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.”
- “Liaise with the local authority and work with other agencies in line with Working together to safeguard children”
- Take day to day responsibility for online safety issues and be aware of the potential for serious child protection concerns
- Work with the DPO and governors to ensure a GDPR-compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information
- Stay up to date with the latest trends in online safety – the new LGfL DigiSafe [pupil survey](#) of 40,000 pupils may be useful reading (new themes include ‘self-harm bullying’ and getting undressed on camera)



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- Review and update this policy, other online safety documents (e.g. Acceptable Use Policies) and the strategy on which they are based (in harmony with policies for behaviour, safeguarding, Prevent and others) and submit for review to the governors/trustees.
- Receive regular updates in online safety issues and legislation, be aware of local and setting trends
- Ensure that online safety education is embedded across the curriculum (e.g. by use of the UKCCIS framework 'Education for a Connected World') and beyond, in wider nursery life
- Promote an awareness and commitment to online safety throughout the setting community, with a strong focus on parents, who are often appreciative of school support in this area, but also including hard-to-reach parents
- Liaise with setting technical, pastoral, and support staff as appropriate
- Communicate regularly with SLT and the designated online safety governor/committee to discuss current issues (anonymised), review incident logs and filtering/change control logs and discuss how we are filtering and monitoring
- Ensure all staff are aware of the procedures that need to be followed in the event of an online safety incident, and that these are logged in the same way as any other safeguarding incident
- Oversee and discuss 'appropriate filtering and monitoring' with governors (is it physical or technical?) and ensure staff are aware (Ofsted inspectors have asked classroom teachers about this). If you use LGfL filtering, view the appropriate filtering statement [here](#)
- Ensure the 2018 Department for Education guidance on sexual violence and harassment is followed throughout the school and that staff adopt a zero-tolerance approach to this, as well as to bullying
- Facilitate training and advice for all staff:
  - all staff must read KCSIE Part 1 and all those working with children Annex A
  - it would also be advisable for all staff to be aware of Annex C (online safety)
  - cascade knowledge of risks and opportunities throughout the organisation
  - [Beat](#)

### Governing Body, led by Online Safety / Safeguarding Link Governor Hannah Lake

#### Key responsibilities (quotes are taken from Keeping Children Safe in Education 2018):

- Approve this policy and strategy and subsequently review its effectiveness, e.g. by asking the questions in the helpful document from the UK Council for Child Internet Safety (UKCCIS) [Online safety in schools and colleges: Questions from the Governing Board](#)

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- “Ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of DSL [with] lead responsibility for safeguarding and child protection (including online safety) [with] the appropriate status and authority [and] time, funding, training, resources and support...”
- Support the setting in encouraging parents and the wider community to become engaged in online safety activities
- Have regular strategic reviews with the online-safety co-ordinator / DSL and incorporate online safety into standing discussions of safeguarding at governor meetings
- Where the online-safety coordinator is not the named DSL or deputy DSL, ensure that there is regular review and open communication between these roles and that the DSL’s clear overarching responsibility for online safety is not compromised
- Work with the DPO, DSL (Executive Headteacher) to ensure a GDPR-compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information
- Check all setting staff have read Part 1 of KCSIE; SLT and all working directly with children have read Annex A; check that Annex C on Online Safety reflects practice in your school
- “Ensure that all staff undergo safeguarding and child protection training (including online safety) at induction [and] regularly updated annually in line with advice from the LSCB, online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.” There is further support for this at [cpd.lgfl.net](http://cpd.lgfl.net)
- “Ensure appropriate filters and appropriate monitoring systems are in place but be careful that ‘overblocking’ does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding”. LGfL’s appropriate filtering submission is [here](#)
- “Ensure that children are taught about safeguarding, including online safety as part of providing a broad and balanced curriculum. Consider a whole school approach to online safety with a clear policy on the use of mobile technology.” NB – you may wish to investigate/adopt the UKCCIS cross-curricular framework ‘Education for a Connected World’ to support a whole-school approach

### All staff

#### Key responsibilities:

- Understand that online safety is a core part of safeguarding; as such it is part of everyone’s job – never think that someone else will pick it up

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- Know that the Designated Safeguarding Lead (DSL) and Online Safety Lead (OSL) is Emma Williams
- Read Part 1, Annex A and Annex C of Keeping Children Safe in Education (whilst Part 1 is statutory for all staff, Annex A for SLT and those working directly with children, it is good practice for all staff to read all three sections).
- Read and follow this policy in conjunction with the setting's main safeguarding policy
- Record online-safety incidents in the same way as any safeguarding incident and report in accordance with setting procedures.
- Understand that safeguarding is often referred to as a jigsaw puzzle – you may have discovered the missing piece so do not keep anything to yourself
- Sign and follow the staff acceptable use policy and code of conduct policy
- Notify the DSL/OSL if policy does not reflect practice in your school and follow escalation procedures if concerns are not promptly acted upon
- Identify opportunities to thread online safety through all setting activities, both outside the classroom and within the curriculum, supporting the curriculum, and making the most of unexpected learning opportunities as they arise (which have a unique value for children)
- Whenever overseeing the use of technology (devices, the internet, new technology such as augmented reality, etc) in nursery, encourage sensible use, monitor what children are doing and consider potential dangers and the age appropriateness of websites (ask your DSL what appropriate filtering and monitoring policies are in place)
- To carefully supervise and guide children when engaged in learning activities involving online technology (including, extra-curricular and extended school activities if relevant), supporting them with search skills, critical thinking (e.g. fake news), age appropriate materials and signposting, and legal issues such as copyright and data law
- Encourage children to follow their acceptable use policy, remind them about it and enforce school sanctions
- Notify the DSL/OSL of new trends and issues before they become a problem
- Take a zero-tolerance approach to bullying and low-level sexual harassment (your DSL will disseminate relevant information from the new DfE document on this)
- Be aware that you are often most likely to see or overhear online-safety issues (particularly relating to bullying and sexual harassment and violence) in the playground, corridors, toilets and other communal areas outside the classroom – let the DSL/OSL know
- Receive regular updates from the DSL/OSL and have a healthy curiosity for online safety issues – you may find it useful to read at least the headline statistics and conclusions from the LGfL DigiSafe [pupil survey](#) of 40,000 pupils (new themes include 'self-harm bullying' and getting undressed on camera)

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- Model safe, responsible and professional behaviours in their own use of technology. This includes outside the school hours and site, and on social media, in all aspects upholding the reputation of the setting and of the professional reputation of all staff. More guidance on this point can be found in this [Online Reputation](#) guidance for schools.

### Network Manager – Bryanna Patterson

#### Key responsibilities:

- As listed in the ‘all staff’ section, plus:
- Keep up to date with the setting’s online safety policy and technical information in order to effectively carry out their online safety role and to inform and update others as relevant
- Work closely with the designated safeguarding lead / online safety lead / data protection officer / LGfL TRUSTnet nominated contact to ensure that setting systems and networks reflect setting policy
- Ensure the above stakeholders understand the consequences of existing services and of any changes to these systems (especially in terms of access to personal and sensitive records / data and to systems such as YouTube mode, web filtering settings, sharing permissions for files on cloud platforms etc.
- Seek advice e from IT to support and advise on the implementation of ‘appropriate filtering and monitoring’ as decided by the DSL and senior leadership team
- Liaise with IT who maintain up-to-date documentation of the school’s online security and technical procedures
- To report online-safety related issues that come to their attention in line with Eastwood policy
- Liaise with IT who manage the school’s systems, networks and devices, according to a strict password policy, with systems in place for detection of misuse and malicious attack, with adequate protection, encryption and backup for data, including disaster recovery plans, and auditable access controls
- Network managers/technicians at LGfL TRUSTnet schools may want to ensure that you take advantage of the following solutions which are part of your package: Sophos Anti-Virus, Sophos Anti-Phish (from Sept 2018), Sophos InterceptX, Sophos Server Advance, Malware Bytes, Egress (from Sept 2018), Meraki Mobile Device Management and CloudReady/NeverWare. These solutions which are part of your package will help protect the network and users on it
- Monitor the use of setting technology, online platforms and social media presence and that any misuse/attempted misuse is identified and reported in line with Eastwood policy

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- Work with the Executive Headteacher to ensure the school website meets statutory DfE requirements (see appendices for website audit document)

### Data Protection Officer (DPO) – Gary Hipple

#### Key responsibilities:

- NB – this document is not for general data-protection guidance; GDPR information on the relationship between the school and LGfL TRUSTnet can be found at [gdpr.lgfl.net](https://gdpr.lgfl.net); there is an LGfL document on the general role and responsibilities of a DPO in the ‘Resources for Schools’ section of that page
- Be aware that of references to the relationship between data protection and safeguarding in key Department for Education documents ‘Keeping Children Safe in Education’ and ‘Data protection: a toolkit for schools’ (April 2018), especially this quote from the latter document:
  - GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Legal and secure information sharing between schools, Children’s Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need. Information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information must not be allowed to stand in the way of promoting the welfare and protecting the safety of children. As with all data sharing, appropriate organisational and technical safeguards should still be in place. Remember, the law does not prevent information about children being shared with specific authorities if it is for the purposes of safeguarding
- The same document states that the retention schedule for safeguarding records may be required to be set as ‘Very long term need (until pupil is aged 25 or older)’
- Work with the DSL, Executive Headteacher and governors to ensure frameworks are in place for the protection of data and of safeguarding information sharing as outlined above.
- Ensure that all access to safeguarding data is limited as appropriate, and also monitored and audited

### LGfL TRUSTnet Nominated contacts – Emma Williams and Bryanna Patterson

#### Key responsibilities:

- To ensure all LGfL TRUSTnet services are managed on behalf of the setting in line with school policies, following data handling procedures as relevant

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- Work closely with the DSL and DPO to ensure they understand who the nominated contacts are and what they can do / what data access they have, as well as the implications of all existing services and changes to settings that you might request – e.g. for YouTube restricted mode, internet filtering settings, firewall port changes, pupil email settings, and sharing settings for any cloud services such as Microsoft Office 365 and Google G Suite.
- Ensure the DPO is aware of the GDPR information on the relationship between the setting and LGfL TRUSTnet at [gdpr.lgfl.net](https://gdpr.lgfl.net)

### Volunteers, professional partners and contractors

#### Key responsibilities:

- Read, understand, sign and adhere to an acceptable use policy (AUP)
- Report any concerns, no matter how small, to the designated safety lead / online safety coordinator as named in the AUP
- Maintain an awareness of current online safety issues and guidance
- Model safe, responsible and professional behaviours in their own use of technology

### Children

#### Key responsibilities:

- Begin to understand that it is important to tell a safe adult if they come across inappropriate materials or feel worried, scared or vulnerable when using online technology
- Begin to understand the importance of adopting safe and responsible behaviours and good online safety practice when using digital technologies outside of setting and realise that the setting's acceptable use policies cover actions out of nursery, including on social media
- Begin to understand the benefits/opportunities and risks/dangers of the online world and know who to talk to at setting or outside school if there are problems

### Parents/carers

#### Key responsibilities:

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- Read, sign and promote the setting’s parental acceptable use policy (AUP) and read the pupil AUP and encourage their children to follow it
- Consult with the school if they have any concerns about their children’s use of technology
- Promote positive online safety and model safe, responsible and positive behaviours in their own use of technology, including on social media: not sharing other’s images or details without permission and refraining from posting negative, threatening or violent comments about others, including the school staff, volunteers, governors, contractors, children or other parents/carers.
- NB: the LGfL DigiSafe survey of 40,000 primary and secondary pupils found that 73% of pupils trust their parents on online safety (but only half talk about it with them more than once a year).

### Education and curriculum

The importance of technology in the Early years is valued at Eastwood Nursery School and Day Nursery. The Department for Education states that by the end of the Early Years Foundation stage children should “recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.” (DfE 2013)

It is the role of all staff to identify opportunities to thread online safety through all setting activities, both outside the classroom and within the curriculum, supporting curriculum/stage/subject leads, and making the most of unexpected learning opportunities as they arise (which have a unique value for pupils)

At Eastwood Nursery School and Day Nursery we recognise that online safety and broader digital resilience must be thread throughout the curriculum and that is why we are working to adopt the cross-curricular framework ‘Education for a Connected World’ from UKCCIS (the UK Council for Child Internet Safety, soon to become UKCIS, no longer solely for children). Annual reviews of curriculum plans / schemes of work (including for SEND children) are used as an opportunity to follow this framework more closely in its key areas of Self-image and Identity, Online relationships, Online reputation, Online bullying, Managing online information, Health, wellbeing and lifestyle, Privacy and security, and Copyright and ownerships. [resources.lgfl.net](http://resources.lgfl.net) has regularly updated theme-based resources, materials and signposting for teachers and parents.

Whilst regulation of computer systems are very important, their use should be balanced by making children aware of the need to take a responsible approach to online safety. Children need help and support to recognise and avoid online safety risks and build their resilience. Online safety awareness will be provided in the following ways.

- Age appropriate, key online safety messages will be reinforced as part of all relevant planned programmes of activities for children and young people.

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- Opportunities will be made to highlight online safety issues in relevant leaflets and posters for children, young people, mothers and fathers / partners/carers and staff, volunteers and students
- Online safety issues will be discussed / highlighted, when possible, in informal conversations with children and young people.
- If the opportunity arises, children will be advised that not everything on the internet is true or accurate and that they should check that the materials / content they access on-line is from a reliable source and accurate.
- Young people should be made aware of the need to respect copyright when using material accessed on the internet and, if applicable, acknowledge the source of information used.

### Handling online-safety concerns and incidents

It is vital that all staff recognise that online-safety is a part of safeguarding (as well as being a curriculum strand of Computing, PSHE and Citizenship).

General concerns must be handled in the same way as any other safeguarding concern; safeguarding is often referred to as a jigsaw puzzle, so all stakeholders should err on the side of talking to the online-safety lead / designated safeguarding lead to contribute to the overall picture or highlight what might not yet be a problem.

Setting procedures for dealing with online-safety will be mostly detailed in the following policies (primarily in the first key document):

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Behaviour Policy (including school sanctions)
- Acceptable Use Policies
- Prevent Policy
- Data Protection Policy, agreements and other documentation (e.g. privacy statement and consent forms for data sharing, image use etc)

This setting commits to take all reasonable precautions to ensure online safety, but recognises that incidents will occur both inside the setting and outside the setting (and that those from outside nursery will continue to impact on children when they come into nursery. All members of the setting are encouraged to report issues swiftly to allow us to deal with them quickly and sensitively through the setting's escalation processes.



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Any suspected online risk or infringement should be reported to the online safety lead / designated safeguarding lead on the same day – where clearly urgent, it will be made by the end of the session.

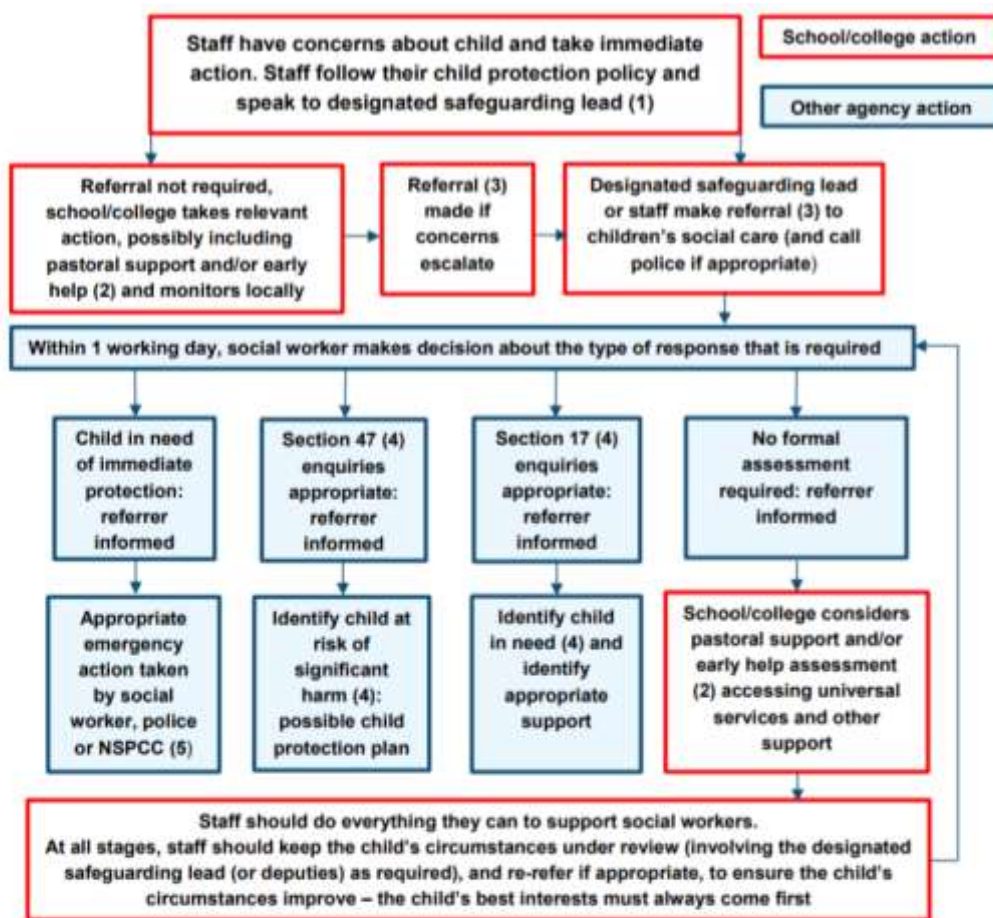
Any concern/allegation about staff misuse is always referred directly to the Executive Headteacher, unless the concern is about the Executive Headteacher in which case the complaint is referred to the Chair of Governors and the LADO (Local Authority's Designated Officer). Staff may also use the NSPCC Whistleblowing Helpline (you may want to display a poster with details of this / other helplines in the staff room – see [posters.lgfl.net](https://posters.lgfl.net) and [reporting.lgfl.net](https://reporting.lgfl.net)).

The setting will actively seek support from other agencies as needed (i.e. the local authority, LGfL, UK Safer Internet Centre's Professionals' Online Safety Helpline, NCA CEOP, Prevent Officer, Police, IWF). We will inform parents/carers of online-safety incidents involving their children, and the Police where staff or pupils engage in or are subject to behaviour which we consider is particularly disturbing or breaks the law.

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### Actions where there are concerns about a child

The following flow chart (it cannot be edited) is taken from page 13 of Keeping Children Safe in Education 2018 as the key education safeguarding document. As outlined previously, online safety concerns are no different to any other safeguarding concern.



- (1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).
- (5) This could include applying for an Emergency Protection Order (EPO).

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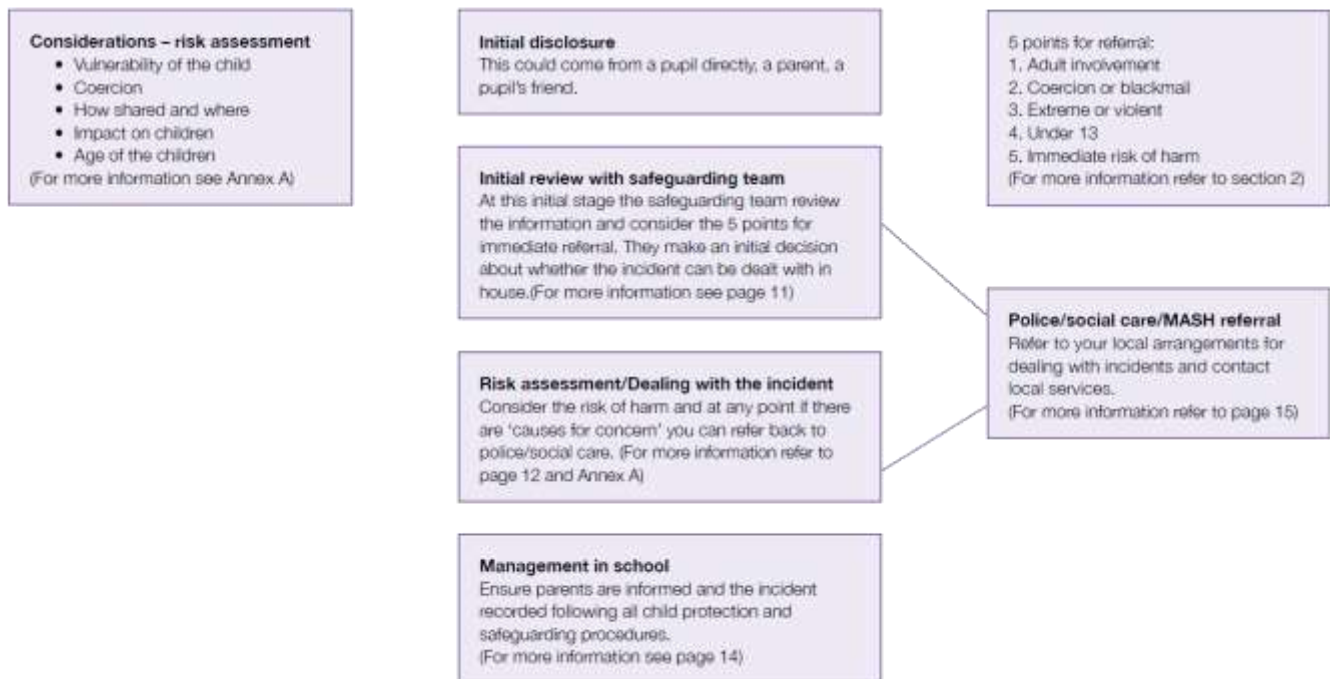
### Sexting

Although unlikely to be relevant to the children in our care, the setting may from time to time work with vulnerable parents and young parents under 18. In which situation the below guidance should be followed. All settings (regardless of phase) should refer to the UK Council for Child Internet Safety (UKCCIS) guidance on sexting (also referred to as ‘youth produced sexual imagery’) in schools. NB - where one of the parties is over 18, this is no longer sexting but child sexual abuse.

There is a one-page overview for all staff to read, in recognition of the fact that it is mostly someone other than the designated safeguarding lead (DSL) or online safety lead to first become aware of an incident, and it is vital that the correct steps are taken. Staff other than the DSL must not attempt to view, share or delete the image or ask anyone else to do so, but to go straight to the DSL. The school DSL will in turn use the full 50-page guidance document including case studies, typologies and a flow chart as shown below (for information only, must be viewed in the context of the full document) to decide next steps and whether other agencies need to be involved.

## Annex G

### Flowchart for responding to incidents



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It is important that everyone understands that whilst sexting is not illegal when both parties are over 18, it could indicate potential risk to a child depending on the vulnerabilities of the parent. Parents, children can come and talk to members of staff if they have made a mistake or had a problem in this area.

The documents referenced above and materials to support teaching about sexting can be found at [sexting.lgfl.net](http://sexting.lgfl.net)

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### Bullying

Online bullying should be treated like any other form of bullying and the setting bullying policy should be followed for online bullying, which may also be referred to as cyberbullying. Materials to support teaching about bullying and useful Department for Education guidance and case studies are at [bullying.lgfl.net](http://bullying.lgfl.net)

As with sexting, it is important to note that if a young or otherwise vulnerable parent is the victim of online bullying, this could adversely contribute to the wellbeing of their child.

### Sexual violence and harassment

In 2018 new Department for Education guidance was issued on sexual violence and harassment, as a new section within Keeping Children Safe in Education and also a document in its own right. It would be useful for all staff to be aware of the DfE guidance: paragraphs 45-49 cover the immediate response to a report and confidentiality which is highly relevant for all staff; the case studies section provides a helpful overview of some of the issues which may arise.

Any incident of sexual harassment or violence (online or offline) should be reported to the DSL who will follow the full guidance. Staff should work to foster a zero-tolerance culture. The guidance stresses that schools must take all forms of sexual violence and harassment seriously, explaining how it exists on a continuum and that behaviours incorrectly viewed as 'low level' are treated seriously and not allowed to perpetuate. The document makes specific reference to behaviours such as bra-strap flicking and the careless use of language.

The following is an excerpt from section 46 on page 21 of that document:

“As with all safeguarding concerns, it is important that in such instances staff take appropriate action in accordance with their child protection policy. They should not assume that someone else is responding to any incident or concern. If in any doubt, they should speak to the designated safeguarding lead (or a deputy). In such cases, the basic safeguarding principles remain the same, but it is important for the school or college to understand why the victim has chosen not to make a report themselves. This discussion should be handled sensitively and with the support of children’s social care if required. There may be reports where the alleged sexual violence or sexual harassment involves pupils or students from the same school or college, but is alleged to have taken place away from the school or college premises, or online. There may also be reports where the children concerned attend two or more different schools or colleges. The safeguarding principles, and individual schools’ and colleges’ duties to safeguard and promote the welfare of their pupils and students, remain the same. The same principles and processes

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as set out from paragraph 48 will apply. In such circumstances, appropriate information sharing and effective multi-agency working will be especially important.”

### **Misuse of setting technology (devices, systems, networks or platforms)**

Clear and well communicated rules and procedures are essential to govern children and adult use of setting networks, connections, internet connectivity and devices, cloud platforms and social media (both when on school site and outside of nursery).

These are defined in the relevant Acceptable Use Policy as well as in this document, for example in the sections relating to the professional and personal use of setting platforms/networks/clouds, devices and other technology, as well as to BYOD (bring your own device) policy.

Where children contravene these rules, the setting behaviour policy will be applied; where staff contravene these rules, action will be taken as outlined in the staff code of conduct. Further to these steps, the setting reserves the right to withdraw – temporarily or permanently – any or all access to such technology, or the right to bring devices onto setting property.

### **Social media incidents**

See the social media section later in this document for rules and expectations of behaviour for children and adults in the Eastwood Nursery School and Day Nursery community. These are also governed by setting Acceptable Use Policies and the setting’s Online Safety policy.

Breaches will be dealt with in line with the setting behaviour policy (for children) or code of conduct (for staff).

Further to this, where an incident relates to an inappropriate, upsetting, violent or abusive social media post by a member of the nursery community, Eastwood Nursery School and Day Nursery will request that the post be deleted and will expect this to be actioned promptly.

Where an offending post has been made by a third party, the school may report it to the platform it is hosted on, and may contact the Professionals’ Online Safety Helpline (run by the UK Safer Internet Centre) for support or help to accelerate this process.

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### Data protection and data security

**NB** – the previous version of this policy template included more detail on data protection and security; this August 2018 version is deliberately more concise to avoid conflict or duplication with the full documentation set drawn up in the light of the Data Protection Act 2018 (the UK’s implementation of the General Data Protection Regulation, or GDPR). This section serves to highlight general principles regarding the relationship between safeguarding and data protection / data security, and to signpost to useful information.

GDPR information on the relationship between the school and LGfL TRUSTnet can be found at [gdpr.lgfl.net](http://gdpr.lgfl.net); there are useful links and documents to support schools with data protection in the ‘Resources for Schools’ section of that page.

There are references to the relationship between data protection and safeguarding in key Department for Education documents ‘Keeping Children Safe in Education’ and ‘Data protection: a toolkit for schools’ (April 2018), which the DPO and DSL will seek to apply. This quote from the latter document is useful for all staff – note the red and purple highlights:

**“GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe.** Legal and secure information sharing between schools, Children’s Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need. Information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information must not be allowed to stand in the way of promoting the welfare and protecting the safety of children. As with all data sharing, **appropriate organisational and technical safeguards should still be in place.** Remember, **the law does not prevent information about children being shared with specific authorities if it is for the purposes of safeguarding.”**

All children, staff, governors, volunteers, contractors and parents are bound by the setting’s data protection policy and agreements.

Rigorous controls on the LGfL TRUSTnet network, USO sign-on for technical services, firewalls and filtering all support data protection. The following data security products are also used to protect the integrity of data, which in turn supports data protection: USO sign on for LGfL TRUSTnet services, Sophos Anti-Virus, Sophos Anti-Phish\*, Sophos InterceptX, Sophos Server Advance, Malware Bytes, Egress\*, Meraki Mobile Device Management and CloudReady/NeverWare.

\* from Sept 2018

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The Executive Headteacher, data protection officer and governors work together to ensure a GDPR-compliant framework for storing data, but which ensures that child protection is always put first and data-protection processes support careful and legal sharing of information.

Staff are reminded that all safeguarding data is highly sensitive and should be treated with the strictest confidentiality at all times, and only shared via approved channels to colleagues or agencies with appropriate permissions. **The use of USO-FX / Egress to encrypt all non-internal emails is compulsory for sharing child data. If this is not possible, the DPO and DSL should be informed in advance.**

- CCTV
- Use of personal vs school devices
- Password policy / two-factor authentication
- Reminders to lock devices when leaving unattended
- Device encryption
- Access to and access audit logs for school systems
- Backups
- Security processes and policies
- Disaster recovery
- Access by third parties, e.g. IT support agencies
- BYOD
- Wireless access
- File sharing
- Cloud platform use, access and sharing protocols ]

### Appropriate filtering and monitoring

Keeping Children Safe in Education obliges schools to “ensure appropriate filters and appropriate monitoring systems are in place and not be able to access harmful or inappropriate material but at the same time be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.”

At this setting, the internet connection is provided by LGfL TRUSTnet. This means we have a dedicated and secure, setting safe connection that is protected with firewalls and multiple layers of security, including a web filtering system called WebScreen, which is made specifically to protect children in nursery settings. There are three types of appropriate monitoring identified by the Safer Internet Centre. These are:



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1. Physical monitoring (adult supervision in the classroom, at all times)
2. Internet and web access
3. Active/Pro-active technology monitoring services

At Eastwood Nursery School and Day Nursery we have decided that these options are all appropriate.

### Electronic communications

Please read this section alongside references to pupil-staff communications in the overall setting Safeguarding Policy, and in conjunction with the Data Protection Policy. This section only covers electronic communications, but the same principles of transparency, appropriate conduct and audit trail apply.

### Email

- Staff at this school use the StaffMail for all school emails

This system is linked to the USO authentication system and is fully auditable, trackable and managed by LGfL TRUSTnet on behalf of the school. This is for the mutual protection and privacy of all staff, children and parents, as well as to support data protection.

General principles for email use are as follows:

- Email is the only means of electronic communication to be used between staff and children/ staff and parents (in both directions). Use of a different platform must be approved in advance by the data-protection officer /Executive Headteacher in advance. Any unauthorised attempt to use a different system may be a safeguarding concern or disciplinary matter and should be notified to the DSL or to the Executive Headteacher (if by a staff member).
- Email may only be sent using the email system above. There should be no circumstances where a private email is used; if this happens by mistake, the DSL/Executive Headteacher/DPO (the particular circumstances of the incident will determine whose remit this is) should be informed immediately.
- **Staff or child personal data should never be sent/shared/stored on personal or unencrypted email.**
  - If data needs to be shared with external agencies, **USO-FX and Egress** (from Sept 2018) systems are available from LGfL TRUSTnet.
  - Internally, staff should use the setting network, including when working from home when remote access is available via the RAV3 system.
- Appropriate behaviour is expected at all times, and the system should not be used to send inappropriate materials or language which is or could be construed as bullying, aggressive, rude,

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insulting, illegal or otherwise inappropriate, or which (for staff) might bring the setting into disrepute or compromise the professionalism of staff

- Staff are allowed to use the email system for reasonable (not excessive, not during lessons) personal use but should be aware that all use is monitored, their emails may be read and the same rules of appropriate behaviour apply at all times. Emails using inappropriate language, images, malware or to adult sites may be blocked and not arrive at their intended destination.

### Setting website

The setting website is a key public-facing information portal for the school community (both existing and prospective stakeholders) with a key reputational value. The Executive Headteacher and Governors have delegated the day-to-day responsibility of updating the content of the website to Bryanna Patterson, Business Manager. The site is managed by OneFourSix.

The Department for Education has determined information which must be available on a setting website. Where other staff submit information for the website, they are asked to remember:

- Settings have the same duty as any person or organisation to respect and uphold copyright law – schools have been fined thousands of pounds for copyright breaches. Sources must always be credited and material only used with permission. There are many open-access libraries of high-quality public-domain images that can be used (e.g. pixabay.com for marketing materials – beware some adult content on this site). Pupils and staff at LGfL TRUSTnet schools also have access to licences for music, sound effects, art collection images and other at curriculum.lgfl.net
- Where child work, images or videos are published on the website, their identities are protected and full names are not published (remember also not to save images with a filename that includes a child's full name).

### Cloud platforms

Many settings are recognising the benefits of cloud computing platforms, not just for cost savings but to enhance teaching and learning.

This setting adheres to the principles of the Department for Education document '[Cloud computing services: guidance for school leaders, school staff and governing bodies](#)'.

As more and more systems move to the cloud, it becomes easier to share and access data. It is important to consider data protection before adopting a cloud platform or service – see our DP policy available in the policy file. [e.g. Microsoft's Office 365, Google for Education's G Suite, myDrive for file storage, LGfL etc.]

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For online safety, basic rules of good password hygiene (“Treat your password like your toothbrush – never share it with anyone!”), expert administration and training can help to keep staff and pupils safe, and to avoid incidents. The data protection officer analyses and documents systems and procedures before they are implemented, and regularly reviews them.

The following principles apply:

- Privacy statements inform parents and children (13+) when and what sort of data is stored in the cloud
- The DPO approves new cloud systems, what may or may not be stored in them and by whom. This is noted in a DPIA (data-protection impact statement) and parental permission is sought
- Regular training ensures all staff understand sharing functionality and this is audited to ensure that child data is not shared by mistake. Open access or widely shared folders are clearly marked as such
- Children and staff are only given access and/or sharing rights when they can demonstrate an understanding of what data may be stored and how it can be seen
- Two-factor authentication is used for access to staff or child data
- Child images/videos are only made public with parental permission
- Only setting-approved platforms are used by students or staff to store children’s work
- All stakeholders understand the difference between consumer and education products (e.g. a private Gmail account or Google Drive and those belonging to a managed educational domain)

### Digital images and video

When a child joins the setting, parents/carers are asked if they give consent for their child’s image to be captured in photographs or videos and for what purpose (beyond internal assessment, which does not require express consent). Parents answer as follows:

- For the newsletter
- For use in paper-based school marketing
- For online prospectus or websites
- For a specific high profile image for display or publication
- For social media

Whenever a photo or video is taken/made, the member of staff taking it will check the latest database before using it for any purpose. Any child shown in public facing materials are never identified with more than first name (and photo file names/tags do not include full names to avoid accidentally sharing them).

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All staff are governed by their contract of employment and the setting's Acceptable Use Policy, which covers the use of mobile phones/personal equipment for taking pictures of children, and where these are stored. At Eastwood Nursery School and Day Nursery, members of staff may occasionally use personal phones to capture photos or videos of pupils, but these will be appropriate, linked to setting activities, taken without secrecy and not in a one-to-one situation, and always moved to setting storage as soon as possible, after which they are deleted from personal devices or cloud services (NB – many phones automatically back up photos).

Photos are stored on the setting network in line with the retention schedule of the setting Data Protection Policy.

Staff and parents are reminded annually about the importance of not sharing without permission, due to reasons of child protection (e.g. looked-after children often have restrictions for their own protection), data protection, religious or cultural reasons, or simply for reasons of personal privacy. Further detail on this subject and a sample letter to parents for taking photos or videos at school events can be found at [parentfilming.lgfl.net](http://parentfilming.lgfl.net)

### Social media

#### Eastwood Nursery School and Day Nursery's SM presence

Eastwood Nursery School and Day Nursery works on the principle that if we don't manage our social media reputation, someone else will.

Online Reputation Management (ORM) is about understanding and managing our digital footprint (everything that can be seen or read about the school online). Few parents will apply for a nursery/day nursery place without first 'googling' the setting, and the Ofsted pre-inspection check includes monitoring what is being said online (Mumsnet is a favourite).

Negative coverage almost always causes some level of disruption. Up to half of all cases dealt with by the Professionals Online Safety Helpline (POSH: [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)) involve schools' (and staff members') online reputation.

Accordingly, we manage and monitor our social media footprint carefully to know what is being said about the school and to respond to criticism and praise in a fair, responsible manner.

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### Staff, children's and parents' SM presence

Social media (including here all apps, sites and games that allow sharing and interaction between users) is a fact of modern life, and as a setting, we accept that many parents, staff and children will use it. However, as stated in the acceptable use policies which all members of the nursery community sign, we expect everybody to behave in a positive manner, engaging respectfully with the setting and each other on social media, in the same way as they would face to face.

This positive behaviour can be summarised as not making any posts which are or could be construed as bullying, aggressive, rude, insulting, illegal or otherwise inappropriate, or which might bring the setting or (particularly for staff) teaching profession into disrepute. This applies both to public pages and to private posts, e.g. parent chats, pages or groups.

If parents have a concern about the setting, we would urge them to contact us directly and in private to resolve the matter. If an issue cannot be resolved in this way, the setting complaints procedure should be followed. Sharing complaints on social media is unlikely to help resolve the matter, but can cause upset to staff, children and parents, also undermining staff morale and the reputation of the setting (which is important for the children we serve).

### Children with older siblings

Children will often learn most from the models of behaviour they see and experience, which will often be from adults or from older siblings.

Parents can best support this by talking to their children about the apps, sites and games they use (you don't need to know them – ask your child to explain it to you), with whom, for how long, and when (late at night / in bedrooms is not helpful for a good night's sleep and productive teaching and learning at school the next day). It is encouraging that 73% of pupils (from the 40,000 who answered that LGfL DigiSafe pupil online safety survey) trust their parents on online safety (although only half talk about it with them more than once a year at the moment).

Email is the official electronic communication channel between parents and the setting, and between staff and parents (see page 25 for full details).

Children are not allowed\* to be 'friends' with or make a friend request\*\* to any staff, governors, volunteers and contractors or otherwise communicate via social media.

Children are discouraged from 'following' staff, governor, volunteer or contractor public accounts (e.g. following a staff member with a public Instagram account). However, we accept that this can be hard to

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control (but this highlights the need for staff to remain professional in their private lives). In the reverse situation, however, staff must not follow such public student accounts.

Staff are reminded that they are obliged not to bring the setting or profession into disrepute and the easiest way to avoid this is to have the strictest privacy settings and avoid inappropriate sharing and oversharing online. They should never discuss the school or its stakeholders on social media and be careful that their personal opinions might not be attributed to the setting, trust or local authority, bringing the setting into disrepute.

The serious consequences of inappropriate behaviour on social media are underlined by the fact that of the 131 Prohibition Orders issued to staff in 2017, 73 involved social media/technology (and 27 of the 66 orders by August 2018).

All members of the nursery community are reminded that particularly in the context of social media, it is important to comply with the school policy on Digital Images and Video (see page 27) and permission is sought before uploading photographs, videos or any other information about other people.

### Device usage

Please read the following in conjunction with acceptable use policies and the following sections of this document which all impact upon device usage: copyright, data protection, social media, misuse of technology, and digital images and video.

### Personal devices and bring your own device (BYOD) policy

- **All staff who work directly with children** should leave their mobile phones on silent and only use them in private staff areas during school hours. See also the Digital images and video section on page 27 and Data protection and data security section on page 23. Child/staff data should never be downloaded onto a private phone. If a staff member is expecting an important personal call when teaching or otherwise on duty, they may leave their phone with the Nursery School/Day Nursery office to answer on their behalf or ask for the message to be left with the setting office.
- **Volunteers, professional partners, contractors and governors** should leave their phones in their pockets and turned off. Under no circumstances should they be used in the presence of children or to take photographs or videos. If this is required (e.g. for contractors to take photos of equipment or buildings), permission of the Executive Headteacher should be sought (the

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Executive Headteacher may choose to delegate this) and this should be done in the presence of a member staff.

- **Parents** are asked to leave their phones in their pockets and turned off when they are on site. They should ask permission before taking any photos, e.g. of displays in corridors or classrooms, and avoid capturing other children. When at nursery events, please refer to the Digital images and video section of this document on page 27.

### Network / internet access on setting devices

- **All staff who work directly with children** should leave their mobile phones on silent and only use them in private staff areas during nursery operational hours. See also the Digital images and video section on page 27 and Data protection and data security section on page 23. Child/staff data should never be downloaded onto a private phone.
- **Volunteers, professional partners, contractors and governors** can access the guest wireless network but have no access to networked files/drives, subject to the acceptable use policy. All internet traffic is monitored.
- **Parents** have no access to the school network or wireless internet on personal devices.

### Trips / events away from setting

For nursery trips/events away from setting, teachers/team leaders will be issued a nursery duty phone and this number used for any authorised or emergency communications with children and parents. Any deviation from this policy (e.g. by mistake or because the nursery phone will not work) will be notified immediately to the Executive Headteacher.

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### Appendices

Where marked with \* the latest version or a template you may use is available at [safepolicies.lgfl.net](https://safepolicies.lgfl.net)

1. Safeguarding Incident log
2. Safeguarding and Child Protection Policy
3. Behaviour Policy / Anti-Bullying Policy
4. Staff Code of Conduct / Handbook
5. \*Acceptable Use Policies (AUPs) for:
  - \*Staff, Volunteers Governors & Contractors
  - \*Parents
6. \*Letter to parents about filming/photographing/streaming school events
7. \*Prevent Risk Assessment Template
8. \*E-Security Policy
9. \*Online-Safety Questions from the Governing Board (UKCCIS)
10. \*Education for a Connected World cross-curricular digital resilience framework (UKCCIS / UKCIS)
11. \*Safer working practice for those working with children & young people in education (Safer Recruitment Consortium)
12. \*Working together to safeguard children (DfE)
13. \*Searching, screening and confiscation advice (DfE)
14. \*Sexual violence and sexual harassment between children in schools and colleges (DfE advice)
15. \*Sexting guidance from UKCCIS
  - \*Overview for all staff
  - \*Full guidance for school DSLs
16. \*Prevent Duty Guidance for Schools (DfE and Home Office documents)
17. DfE press release (19 July 2018) – [‘New relationships and health education in schools’](#)
18. \*Data protection and data security advice, procedures etc
19. \*Preventing and tackling bullying (DfE)
20. Cyber bullying: advice for headteachers and school staff (DfE) – find this at [bullying.lgfl.net](https://bullying.lgfl.net)
21. \*RAG (red-amber-green) audits for statutory requirements of school websites