



E-Safety Policy

V1.5 2023/24



Core Principles of E-Safety

Our Aim

The internet is becoming as commonplace as the telephone or TV and its effective use is an essential life-skill. Unmediated internet access brings with it the possibility of placing learners and staff in embarrassing, inappropriate and even dangerous situations.

Umbrella Training Ltd E-safety policy is based on the following principles: Educating young people to be responsible users of ICT; 21st century life presents dangers including violence, racism and exploitation from which young people need to be protected. At the same time, they must also learn how to recognise and avoid these risks for themselves, as they grow older – to become “internet wise”.

The precise nature of the risks faced by young people will change over time as new technologies, fads and fashions take hold, but there are general principles of safe online behaviour that apply to all sorts of situations, e.g. Learners need to know how to react if they come across inappropriate material and that they should not give out personal information such as their address and telephone number to strangers or publish this on the internet. They should also be educated to critically evaluate the quality of the material they find on the internet. The balance between educating learners to take a responsible approach and the use of regulation and technical solutions must be judged carefully.

Regulation and control

Internet safety depends on staff, trainers and learners taking responsibility for the use of internet and other communication technologies such as mobile phones.

This document describes strategies to help to ensure responsible and safe use. They are based on developing responsibility, guiding learners towards educational activities, and limiting access. Strategies must be selected to suit the workplace situation and their effectiveness monitored. There are no straightforward or totally effective solutions and staff, parents, and the learners themselves must remain vigilant.

Why is Internet use important?

The purpose of internet use within Umbrella Training Ltd is to raise educational standards, to promote learner and staff achievement, to support the professional work of staff and to enhance management information and business administration systems.

Internet use is a necessary tool for staff and learners.

The internet is an essential element in 21st century life for education, business, and social interaction. Umbrella Training Ltd has a duty to provide students with quality internet access as part of their learning experience.

How does the Internet benefit learning?

Several studies and government projects have identified the benefits to be gained through the appropriate use of the Internet in education.

Benefits of using the Internet in education include:

- Access to worldwide educational resources including museums and art galleries.
- Inclusion in government initiatives
- Educational and cultural exchanges between learners worldwide.
- Cultural, vocational, social and leisure use in libraries, clubs and at home.
- Access to experts in many fields for learners and staff.
- Staff professional development through access to educational materials and good practice.
- Communication with support services, professional associations, and colleagues.
- Improved access to technical support including remote management of networks.
- Exchange of administration data with the awarding bodies.
- Mentoring and assessment of learners and provide peer support for them and trainers / assessors

How will Internet use enhance learning?

Increased computer numbers or improved internet access may be provided but effective use and quality of learning must also be addressed. Developing good practice in internet use as a tool for teaching and learning is clearly essential. Trainers and assessors need to help learners to distil the meaning from the mass of information provided by the web. Often the quantity of information needs to be cut down and staff could guide learners to appropriate websites, by publishing lists on the VLE for use at home. Offering learners a few good sites will often be much better than suggesting they search the whole web!

Umbrella Training Ltd internet access will be designed expressly for staff and learner use and will include filtering appropriate to the age of learners.

Learners will be taught what Internet use is acceptable and what is not and given clear objectives for Internet use.

Internet access will be planned to enrich and extend learning activities. Access levels will be reviewed to reflect the learning outcomes requirements and age of learners.

Staff should guide learners in on-line activities that will support the learning outcomes planned for the learners' age and maturity.

Learners will be educated in the effective use of the Internet in research, including the skills of knowledge location, evaluation, and retrieval.

How will learners learn to evaluate Internet content?

The quality of information received via radio, newspaper and telephone is variable and everyone needs to develop skills in evaluation and selection. The spreading of malicious rumour has occurred for thousands of years and lies sometimes win over truth. Information received via the web, e-mail or text message also requires good information handling skills. It may be difficult to determine origin and accuracy, as the contextual clues present with books or TV may be missing or difficult to read.

Ideally inappropriate material would not be visible to learners using the web, but this is not easy to achieve and cannot be guaranteed. It is a sad fact that learners may occasionally be confronted with inappropriate material, despite all attempts at filtering. Learners should be taught what to do if they experience material that they find distasteful, uncomfortable, or threatening. For example: to close the page and report the URL to the trainer for inclusion in the list of blocked sites.

More often, learners will be judging reasonable material but need to select that which is relevant to their needs, for instance to answer a homework question. Learners should be taught research techniques including the use of subject catalogues and search engines and encouraged to question the validity, currency, and origins of information – key information handling skills: Learners should also use alternative sources of information for comparison purposes. Effective guided use should also reduce the opportunity learners have for exploring unsavoury areas.

Learners should be encouraged to question what they read and to seek confirmation of matters of fact from more than one source. In evaluating the quality of the information on a website they can be guided to consider the authority of the author(s) (who are they and who do they work for?), their objectivity (to what extent might they be biased?) and the accuracy (is it factually correct?) and currency (how long ago was it written?) of the material.

Using Internet derived materials in learners' own work requires at least an understanding that straight copying is worth little without a commentary that demonstrates the selectivity used and evaluates significance. Respect for copyright and intellectual property rights, and the correct usage of published material needs to be taught. Methods to detect plagiarism may need to be further developed.

If staff or learners discover unsuitable sites, the URL (address) and content must be reported to the Internet Service Provider via the centre coordinator.

Umbrella Training Ltd will endeavour to ensure that the use of Internet derived materials by staff and by learners complies with copyright law.

Learners will be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.

Learners will be taught to acknowledge the source of information used and to respect copyright when using Internet material in their own work.

How will e-mail be managed ensuring safety for learners?

The government encourages the use of e-mail as an essential means of communication for both staff and learners

In the context for Umbrella Training Ltd, e-mail should not be considered private and Umbrella Training Ltd reserves the right to monitor e-mail of staff when suspicion of inappropriate use is suspected.

The use of personal e-mail addresses needs to be carefully restricted to appropriate situations.

Learners must immediately tell a trainer / assessor if they receive offensive e-mail.

Learners must not reveal details of themselves or others in e-mail communication or via a personal web space, such as address or telephone number, or arrange to meet anyone.

Personal email or messaging between staff and learners should not take place.

E-mail sent to an external organisation should be written carefully and if needed authorised before sending, in the same way as a letter written on headed paper.

The forwarding of chain letters is not permitted.

How should website content be managed?

The point of contact on the website will always be Umbrella Training Ltd office contact, e-mail, and telephone number. Staff or learners' home information will not be published.

Web site photographs that include learners will be selected carefully and will not enable individual learners to be clearly identified.

Learners' or staff full names will not be used anywhere on the website, particularly in association with photographs unless full permission has been gained previously.

The directors of Umbrella Training Ltd will take overall editorial responsibility and ensure that content is accurate and appropriate.

The copyright of all material will be held by Umbrella Training Ltd or be attributed to the owner where permission to reproduce it has been obtained.

Newsgroups, e-mail lists and forums / chat and instant messaging

Conferencing is a powerful method for learners and trainers to share information and opinion.

However, some conferencing applications, including chat and newsgroups can attract undesirable and irrelevant comment, often from anonymous elements. Other collaboration tools such as moderated mailing lists and discussion forums with a defined community of known users are far safer. Collaboration tools are covered in detail in the "Internet Users Guide" described in the reference section.



Use of chat sites is huge among young people. Umbrella Training Ltd aims to make learners aware of developments and advising them of the dangers of using these forums.

The Childnet International site www.chatdanger.com has useful advice and resources for learners.

Any means of communication that includes text that can become a mean of criticising or victimising others Umbrella Training Ltd will instigate full child protection procedures in reporting to the Police. Chat rooms, email, instant messaging, web pages, text messaging, etc. can all be used to bully someone.

Newsgroups will not be made available to learners unless an educational requirement for their use has been demonstrated.

Access to forums will be moderated by a responsible person from Umbrella Training Ltd and are directly linked to an educational activity will be permitted.

Learners will only be asked to join chat rooms as previously discussed and agreed with their trainers and assessors.

Learners will not be allowed access to public or unregulated chat rooms.

Learners or staff will not access social networking sites for example 'Facebook' or 'Twitter' on Umbrella Training Ltd computers.

Learners should use only regulated educational chat environments. This use will be supervised, and the importance of chat room safety emphasised.

Any form of bullying or harassment is strictly forbidden, and action and reporting procedures followed.

Photographic, video and audio technology

Umbrella Training Ltd believes that video and photographic technologies can be very powerful learning and assessment tools. Video conferencing, digital video and digital still cameras, video phones and some PDAs and mobile phones may be used within the learning and assessment.

Umbrella Training Ltd guidance for equipment when not in use, video conferencing cameras will be switched off and turned to face a wall.

It is not appropriate to use photographic or video devices in changing rooms or toilets.

Care should be taken when capturing photographs or video to ensure that all learners are appropriately dressed and happy to participate.

Staff may use photographic or video devices (including digital cameras and mobile phones) to support activities but to follow appropriate safeguarding procedures when doing so if children, young people, or venerable adults are involved.



The downloading of audio or video files is not permitted, without the prior permission of the directors.

Audio or video files may only be downloaded if they relate directly to the current learning or assessment being undertaken.

Learners should always seek the permission of their trainer or assessor before making audio or video recordings.

For staff entering and using this type of equipment within settings where children and vulnerable adults are present, they must ensure that they follow setting procedures in keeping mobile phones and technology turned off and locked away in bags.

Document control

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Signed



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