

Action plan submitted by EMRE ATASEVEN for ŞEKER İLKOKULU - 07.02.2022 @ 14:41:57

By submitting your completed Assessment Form to the eSafety Label portal you have taken an important step towards analysing the status of eSafety in your school. Congratulations! Please read through your Action Plan carefully to see what you can do to improve eSafety further in your school. The Action Plan offers useful advice and comments, broken down into 3 key areas: infrastructure, policy and practice.

Infrastructure

Technical security

- › Your school system is protected by a firewall but is sometimes bypassed for certain applications. While there may be some arguments for bypassing it, it is usually inadvisable to do so. If it is decided that the school policy will permit this, then it should only be implemented by an authorised technical manager and then on a restricted time basis.
- › It is very good that all your school devices are virus protected. Make sure you also have included a paragraph on virus protection in both your school policy and your Acceptable Use Policy, and ensure that staff and pupils rigorously apply school guidelines. If you need further information, check out the fact sheet on Protecting your devices against malware at www.esafetylevel.eu/group/community/protecting-your-devices-against-malware.
- › Although asking users to define their own filtering is a good way to encourage responsible use, most school-aged pupils are not mature enough to make an informed decision about the level of filtering they should be using. The school, or at the very least the teacher, needs to decide on what level of filtering is used. This can be done after discussion with the class to make them aware of the reasons for any filter that is installed. Pupils' parents would typically prefer that filtering is set by the school or teacher as young people are often not aware of what they could come across by accident, whether potentially harmful or illegal. However, an educational approach and building resilience in pupils of all ages is also key to safe and responsible online use so bring together all teachers to have a discussion on how they will talk to their pupils about being a good and safe digital citizen. See www.europa.eu/youth/EU_en for examples of discussions that can take place in the classroom on this topic, through role-play and group games.
- › It is important that your ICT services are regularly reviewed, updated and removed if no longer in use. Installing the latest versions and patches often addresses security vulnerabilities without which your services might come under attack. Ensure that this is part of the job description of the ICT coordinator.

Pupil and staff access to technology

- › There are clear advantages for staff and pupils to bring their personal devices to school and to access internet on them. Besides supplementing the technical equipment available at school, this provides an important link between learning at home and at school and an opportunity to guide young people in responsible use.

However, staff and pupil use of their own equipment on the school network needs to be addressed in an Acceptable Use Policy so that users are clear about which networks they should use and why. The Acceptable Use Policy needs to include clear guidance about which activities are permitted while on the school network, and what is not allowed.

Data protection

- There is a retention plan in place for your school detailing how specific school records are stored, archived and disposed. This is very good. Ensure that the plan is followed and review it regularly to ensure it relates to the Data Protection Act and other relevant legislation. Check the according fact sheet for more information.
- It is good that your school provides training materials on the importance of protecting devices, especially portable ones. Please consider sharing those with others through the in . Also ensure that your materials are regularly reviewed to ensure they are in line with the state of the latest technology.
- It is good that your email system is protected and that you have a policy for the transfer of pupil data in place. In this regard, it is important to draw up guidelines so that all staff are clear about what to do if they discover inappropriate or illegal content on school machines. For further information see the fact sheet on Protecting sensitive data (www.esafetylabel.eu/group/community/protecting-sensitive-data-in-schools).
- Passwords offer unique entry points into the school computing system and some basic rules of password security should be rigorously applied. For further information, read the fact sheet on Safe passwords at www.esafetylabel.eu/group/community/safe-passwords.
Include these rules in your Acceptable User Agreement and avoid giving new users a standard "first access" password.

Software licensing

- It is important to ensure that all new staff are briefed about the effective processes you have for the installation of new software. This will mean that the security of your systems can be maintained and that staff can try out new software applications that will help teaching and learning.

IT Management

Policy

Acceptable Use Policy (AUP)

- It is good that school policies are reviewed annually in your school. Ensure that they are also updated when changes are put into place that could affect them. All staff should be aware of the contents of the policy.
- Work with all stakeholders in your school to develop a section in your School Policy and your Acceptable Use Policy to include information on mobile phone usage in the school. Ensure that this is communicated to all staff and consistently enforced. The fact sheets on Using mobile phones at school (www.esafetylabel.eu/group/community/using-mobile-device-in-schools) and School Policy (www.esafetylabel.eu/group/community/school-policy) will provide helpful information.

- › It is good that you have an Acceptable Use Policy (AUP) for pupils. You should now amend the AUP to include staff and the wider community. To ensure that your revised AUP is sufficiently comprehensive, take a look at the fact sheet and check list on Acceptable Use Policy at www.esafetylabel.eu/group/community/acceptable-use-policy-aup-.
- › In your school policy issues are regularly discussed. This is good practice as it ensures staff and pupils are aware of them. Do pupils and staff also have to sign related documents to confirm their awareness?

Reporting and Incident-Handling

- › Draw up guidelines so that all staff are clear about what to do if they discover inappropriate or illegal content on school machines.

Staff policy

- › Ensure that all staff, including new members of staff, are aware of the policy concerning online conduct. This should be a topic that is regularly discussed at staff meetings and clearly communicated in the School Policy, and to staff and pupils in the Acceptable Use Policy. Regularly review and update both documents as necessary.

Pupil practice/behaviour

- › Your school partly has a school wide approach of positive and negative consequences for pupil behaviour. This is a good start, make sure that the policy and associated hierarchy applies to all on- and offline issues and is shared widely and re-visited by all staff and pupils at least annually.
- › When discussing eSafety pupils at your school can sometimes provide feedback on the activities . Involve them as much as possible so that the teacher recognises real life issues while the pupils are more engaged.

School presence online

- › It is important that a designated member of staff has an overview of any social networking profiles set up by representatives of your school. Check the fact sheet on Schools on social networks(www.esafetylabel.eu/group/community/schools-on-social-networks) for further information to make sure that good practice guidelines have been followed. Consider setting up a school social media profile to facilitate monitoring and showcase initiatives and achievements, as this can be a useful dissemination tool.
- › It is good that pupils can give feedback on the school's online presence. Think about creating a space that is entirely managed by pupils. It's a great opportunity to learn about media literacy and related issues. It also can help to establish a peer network of support. Find out more about in the eSafety Label fact sheet.

Practice

Management of eSafety

- › Consider appointing a governor or board member who provides a liaison for eSafety issues. Consider also reporting on the number and type of eSafety incidents to the governing body on an annual basis when you also review your School Policy. See our fact sheet on School Policy www.esafetylabel.eu/group/community/school-

[policy](#).

eSafety in the curriculum

- › It is commendable that you are able to provide an eSafety curriculum that keeps up with emerging issues. Continue to make use of new resources as they are made available. Can you upload to your school profile an outline of how you design the curriculum and links to some of the resources you use – this would be most helpful for other schools.
- › It is very good that, in your school, pupils are taught from an early age on about responsibilities and consequences when using social media. Please share any resources through the uploading evidence tool, accessible also via the [My school area](#).
- › It is excellent that consequences of online actions are discussed with pupils in all grades. Terms and conditions need to be read to fully understand contractual conditions. This can also concern aspects of data privacy. Another important topic is breach of copyright. Please share the materials used through the uploading evidence tool, accessible also via the [My school area](#).
- › It is good that eSafety is taught as part of the curriculum in your school. Ensure that all staff are delivering eSafety education where appropriate throughout the curriculum and not just through ICT or Personal Social and Health lessons. You/your staff may find some useful ideas and resources in the fact sheet Embedding eSafety in the curriculum at www.esafetymodel.eu/group/community/embedding-online-safety-in-curriculum.
- › It is good that sexting has been integrated into wider online safety education across the school. Are you able to assess the impact of this education? Does it help pupils to modify their behaviours? How do you know?

Extra curricular activities

- › Use Safer Internet Day as a mechanism to get the whole school community involved with online safety. The information and resources available at www.saferinternetday.org offer an ideal opportunity to promote peer advocacy activities.

Sources of support

- › There is a school counselor in your school though not trained on eSafety issues. Investigate if there is a training course that this teacher could follow in order to be better equipped to help pupils dealing with issues related to new media.
- › Young people are more open to advice from their peers. Consider offering optional courses and/or school rewards on eSafety topics or similar that stimulate expert knowledge in pupils that then could become a point of reference for their peers.

Staff training

- › It is good practise that you provide information to teachers on the technology used by pupils in their freetime. This is important as this awareness is the first step in addressing the issue of powering down for school. At the same time pupils should not be asked to do their homework using technology not available to them outside of

schools. You might want to have a look at the [Essie Survey of ICT in schools](#).

The Assessment Form you submitted is generated from a large pool of questions. It is also useful for us to know if you are improving eSafety in areas not mentioned in the questionnaire. You can upload evidence of such changes via the [Upload evidence](#) on the [My school area](#) section of the eSafety Portal. Remember, the completion of the Assessment Form is just one part of the Accreditation Process, because the upload of evidence, your exchanges with others via the [Forum](#), and your [reporting of incidents](#) on the template provided are all also taken into account.