



# Online Safety Handbook

A best practice deployment guide &  
resource pack for Counselors,  
Superintendents and School Administrators

# Acknowledgements

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

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## ANAD



website:  
[www.anad.org](http://www.anad.org)

## Victvs



website:  
[www.victvs.co.uk](http://www.victvs.co.uk)

## Professionals Online Safety Helpline



website:  
[www.swgfl.org.uk/about/UK-Safer-Internet-Centre/Professionals-Online-Safety-Helpline](http://www.swgfl.org.uk/about/UK-Safer-Internet-Centre/Professionals-Online-Safety-Helpline)

## SafeBAE



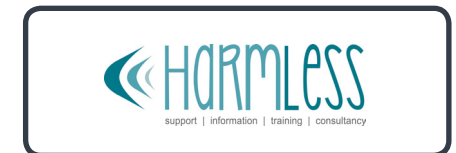
website:  
[www.safebae.org](http://www.safebae.org)

## Hey U.G.L.Y.



website:  
[www.heyugly.org](http://www.heyugly.org)

## Harmless



website:  
[www.harmless.org.uk](http://www.harmless.org.uk)

HOPE not hate



website:  
[www.hopenohate.org.uk](http://www.hopenohate.org.uk)

Epik



website:  
[www.epik.org](http://www.epik.org)

Educator's School Safety Network



website:  
[eschoolsafety.org](http://eschoolsafety.org)

Catherine Knibbs



website:  
[www.cybertrauma.com](http://www.cybertrauma.com)

Digital Citizenship Institute



website:  
[www.digitalcitizenshipinstitute.com](http://www.digitalcitizenshipinstitute.com)

South West Grid for Learning



website:  
[www.swgfl.org.uk](http://www.swgfl.org.uk)

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

- Sam W Pemberton CEO  
Impero Software

# Introduction

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This guide has been designed for administrative teams in educational institutions to help effectively deploy and use Impero Education Pro's keyword monitoring and reporting tools for school online safety.

This guide covers key points that administrative teams need to consider as part of their system configuration, deployment and management. It also provides sample template tools to use in these activities.

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

This is not a technical instruction or product training manual.

Guidance correct at time of publication - May 2017.

Throughout the document, we will use the term 'school' to cover charter schools/districts for ease of reading.

Section 1:  
**Impero Education Pro**  
**Online Safety Best Practice**



# 1.1 What is Impero Education Pro?



Impero Education Pro is a combined classroom management, network management and online safety monitoring system that is used in 70 countries worldwide, including 40% of secondary schools in the UK, and over 500 US school districts.

It enables educational institutions to:

- > Provide a safe learning environment for students when using digital devices
- > Break down the technical and safety barriers of using technology within the classroom
- > Easily manage their technology networks and IT support
- > Identify potential instances of bullying, eating disorders, racial and religious hatred, suicide, radicalization, weapons, violence and other online risks
- > Implement a whole-school and managed approach to online safety
- > Manage technology resources more effectively, saving time and money



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

For more on digital citizenship, read the white paper we co-authored with the Digital Citizenship Institute.

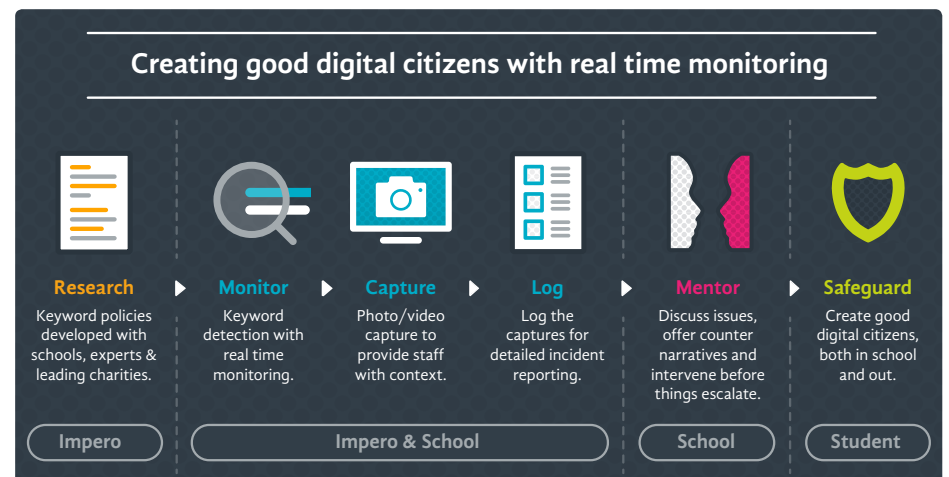
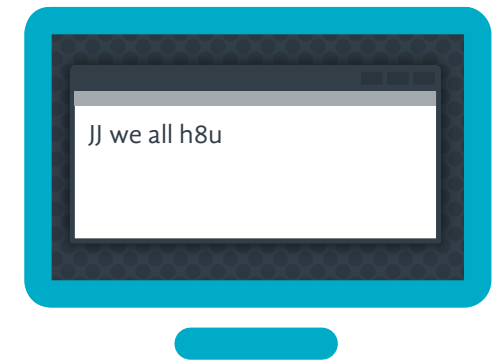
[www.imperosoftware.com/us/resources/white-papers/digital-citizenship-holistic-primer](http://www.imperosoftware.com/us/resources/white-papers/digital-citizenship-holistic-primer)

## 1.2.1 the approach

Designed in response to growing concerns around online safety, and the need to keep students safe while using digital devices, Impero's online safety features help schools to fulfil their duties of safety in relation to technology.

Fully integrated into the broader Impero Education Pro package, these online safety features work seamlessly alongside the software's network administration and classroom control tools.

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



## research

Impero Education Pro's keyword policies (including adult content, counter-radicalization, cyberbullying, grooming, LGBT derogatory language, Race & religious hatred, self-harm, sexting, suicide, weapons and violence, and more) have been developed with leading non-profit organizations, experts, and young people to understand the terms and phrases associated with each category of online safety risks.

## monitor, capture, log

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

## mentor

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

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

## safeguard

By opening up these conversations, students can be educated to understand the risks, and learn to act responsibly online regardless of whether they are being monitored or not. If a student should forget what it means to be responsible online, with Impero Education Pro, students can be reminded of the school's acceptable use policy and asked to agree to this before moving on. This reminds

students of the role they play in their own online safety and encourages them to act responsibly. This can be embedded into any digital citizenship program/course.

\*device dependent

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

## 1.2.2 the key features

### keyword detection

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

### keyword libraries

Built-in keyword libraries, developed in partnership with a number of non-profit organizations, provide definitions relating to a broad range of safeguarding issues. All terms are assigned severity ratings to help school staff respond appropriately and within context. Impero's keyword libraries are built using Unicode, supporting multiple languages, and schools also have the option to add customized terms. Library categories include but are not limited to:

- Adult content
- Bullying and trolling
- Counter-radicalization (including Arabic script)
- Drugs and substance abuse

- Eating disorders
- Grooming
- Illegal content
- LGBT derogatory language
- Race and religious hatred
- Self-harm
- Sexting
- Sexual assault
- Suicide
- Weapons and violence

### active monitoring at the endpoint

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

### student reporting tool - Confide

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

### access management

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

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

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

### activity logs and incident handling

A complete log of all online activity, including screenshot and video captures give evidence of misuse or potential risk, provides a historical timeline of user activity. An inappropriate content management audit log, with incident activity handling and reporting tools, provides recorded evidence of identified risk that can be shared with appropriate authorities where necessary. Dedicated groups can be created for

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

### enforce acceptable use policies

A school’s acceptable use policies can be displayed and enforced using the software, and reports can be executed to help measure their effectiveness.

### track and disable USBs

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

### teacher tools for managing and controlling devices in class

Impero Education Pro provides teachers with a console where they can observe and control activity on devices being used within their lesson. This helps give teachers the confidence to use technology as part of their teaching by breaking down traditional behavior management and online safety barriers. It also means that teachers can take responsibility for online safety within their lessons, allowing for a managed and **whole-school approach** to online safety.

Tools include:

- › A thumbnail view enabling teachers to see all students’ screens live in real time.

- › A computer list view, where teachers can drill down and look at the usage history of a student, including any screen captures that have been triggered by the keyword monitoring algorithms.
- › The ability to blank and/or lock students’ screens in order to gain attention or hide any inappropriate internet content instantly, on the fly.
- › The ability to enable/disable internet access for an individual or the whole class with the touch of a button.
- › The ability to block websites sites and applications in real time during class without needing to involve a member of the IT team.
- › The ability to temporarily limit student access to a set of specified websites.
- › The ability for teachers to remotely access a user’s device to troubleshoot, or remove inappropriate content.

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

## 1.3 Impero Education Pro – supporting compliance



### 1.3.1 supporting E-rate and CIPA

To clearly enforce a school's internet safety policy, covering access by minors to inappropriate matter on the internet and the web, Impero Education Pro helps to monitor, alert and address issues through **endpoint filtering functionality**.

Impero supports the compliance with E-rate and CIPA guidelines for online safety by allowing schools the ability to create and enforce superior internet safety policies, including:

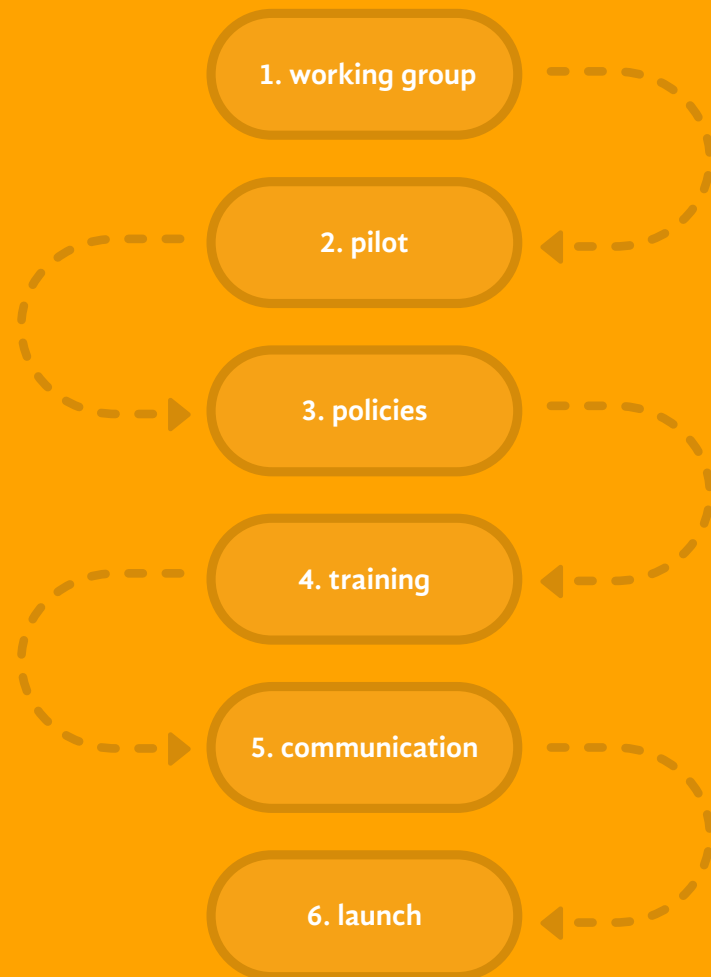
- › Restricting access to inappropriate matter
- › Safety and security on email, online messaging, and other electronic communication
- › Reducing instances of hacking
- › Restricting access to materials harmful to minors

Impero's endpoint filtering tools, however, are designed to be **complimentary** to a schools existing web filtering solution, and to aid in teaching and learning by giving teachers granular control over internet usage and sites visited in class They are not designed as, or recommended to be, a replacement for a school's standard web filtering software.

Schools should still have a solution in place that matches the appropriate filtering standards outlined in the Children's Internet Protection Act (CIPA).

# Section 2: Impero Education Pro Effective Deployment

## 2.1 The approach



Impero recommends a stepped approach to the deployment of Impero Education Pro with a number of key stages which are fundamental to a successful rollout.

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

Schools where Impero Education Pro is well embedded and used effectively for safeguarding tend to share the common characteristics outlined below:

- The rollout, set up and use of the software is owned by a school's administrative team and driven by their needs, with the IT department responsible for ensuring the system is configured and deployed in alignment to the administrative team's aims.
- Clear roles and responsibilities are set around the deployment, use and management of the software.
- The whole school is aware and engaged in relation to the software, through good training and communication.
- The monitoring and management of data captured by the system is the responsibility of multiple stakeholders across the school.
- The software is core to the school's safeguarding and behavior management policies/procedures/practices and specific reference to the software is made within the policies themselves.
- Student engagement in the deployment process has taken place – particularly in relation to Confide.



## 2.2 Setting up an Impero Education Pro online safety working group

It is recommended that, before deploying the keyword monitoring tools within Impero, a working group is established. There may already be an established internet safety working group within the school which would be ideal for task.

The working group should:

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

key questions	potential sub questions
Who is going to be monitored?	Just students or staff too?
Which keyword policies are going to be used?	All, or certain policies for certain groups of users? If not all, why not?
Who is going to be responsible for viewing the data captured?	How can this workload be shared? If monitoring staff, who is responsible for looking at captures from staff?  Further information to help consider this question is covered in <a href="#">Section 4</a> of this guide.
How will the plan be communicated to staff/students/parents	Further information to help consider this question is covered in <a href="#">Section 2.6</a> and <a href="#">Section 8</a> of this guide.
Will Confide be implemented?	If so, should it be launched by staff or by students?  Further information to help consider this question is covered in <a href="#">Section 6</a> of this guide.
Will the use of Impero be explicitly referenced in the school's policies?	If so, which policies?  Further information to help consider this question is covered in <a href="#">Section 2.4</a> and <a href="#">Section 8</a> of this guide.
Who will be responsible for managing false positives on the system and determining any changes that may be needed?	Should this be a member of the IT team, or other staff member?  Further information to help consider this question is covered in <a href="#">Section 3.7</a> of this guide.

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

- A representative from the school’s administrative/disciplinary team e.g. Vice Principal\*
- The Internet safety/online safety administrator\*
- Counselor\*
- Technology education teacher
- Class teacher\*
- School safety resource officer
- A member of the IT team\*
- Librarian/media resource center staff member
- A student/member of the school student council – especially if deployment of Confide is planned

The job roles marked with an asterisk are those that are considered to be essential to a successful roll out.

It is also recommended that a chairperson is appointed for the working group to facilitate discussions, and a secretary is appointed to take notes, ensuring that decisions and follow up actions are recorded and acted upon.

In terms of deployment roles and responsibilities, it is recommended a RACI style matrix template is used to explore and record who will do what.

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

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

**what is a RACI matrix?**

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

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

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

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

**Consulted:** means whose opinions should be sought

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

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

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

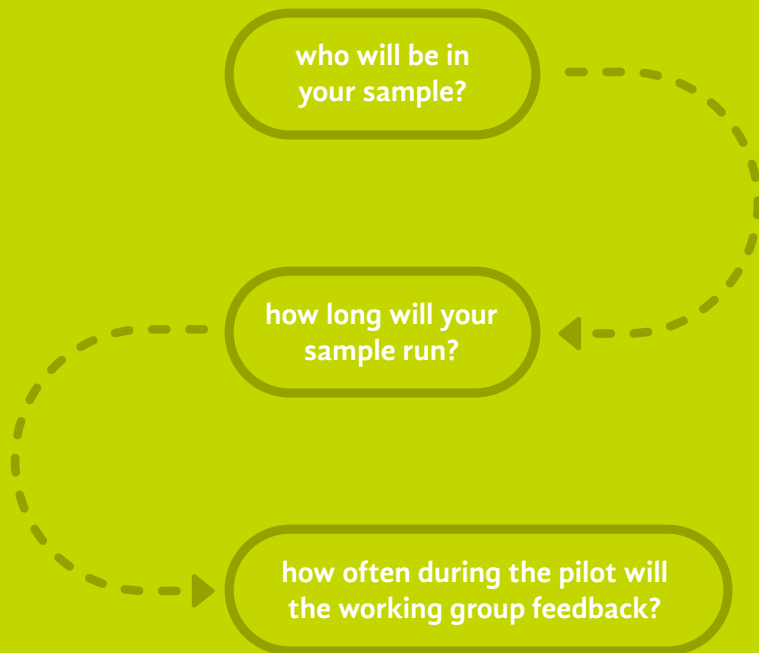
A larger blank template where you can add your own questions is provided in [Section 8.7](#).

activity	responsible	accountable	consulted	informed
Reviewing for false positives				
Training (Product training and processes and procedures training may be considered as separate items)				
Communication (Each key stakeholder may be considered separately i.e. staff, students, parents, etc.)				

## 2.3 Running a pilot

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

- **Who will be a sample – a whole grade level, a class, the library lab?**
- Select a location that will be very active during the pilot period.
- **How long will the sample run – a week, a month, a semester?**
- A couple of weeks should be enough time for the working group to gather some useful data and identify any issues that need addressing.
- **How often during the pilot will the working group give feedback?**
- This depends on the length of the trial but regular feedback sessions should be arranged to discuss false positives, any permission issues and any changes required to the roles and/or individuals within the working group.



## 2.4 Updating Policies and procedures



The following section (section 2.4.2) has been provided by South West Grid for Learning (SWGfL) around how to reference appropriate monitoring systems, like Impero Education Pro, in school policies. SWGfL is a world leader in online child safety, founding member of the UK Council for Child Internet Safety, as well as an advisor to the UK government and lead partner in the [UK Safer Internet Centre](https://www.saferinternet.org.uk).

website: [swgfl.org.uk](https://www.swgfl.org.uk)

### 2.4.1 acceptable use policy (AUP)

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

The following policies where Impero software could be referenced could be considered:

- > Technology acceptable use policy
- > Internet safety/e-safety/online safety/BYOD policy
- > Safeguarding policy
- > Behavior management policy
- > Home school agreement
- > Bullying policy
- > Drugs and substance abuse policies
- > Diversity and inclusion policies
- > Allegations about staff policy

Including references to Impero Education Pro in a variety of policies and procedures will aid in embedding the software within the school's culture. This embedment develops and maintains a whole-school approach to safeguarding, online safety, and behavior management. This also aids in the development of a climate of good digital citizenship.



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## 2.4.2 reference for policies on monitoring in schools

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

Schools that supplement their filtering systems with additional monitoring systems should include information about the monitoring systems in their Internet safety policy and acceptable use agreements with details of the systems that are in use. They should also ensure that users are informed that these systems are in place and that their online activity will/may be monitored.

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

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

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

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

changes and behaviors; recording and reporting of the monitoring data.

It is recommended that schools add a section on monitoring to internet safety policies and/or acceptable use agreements that are similar to the following:

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

## 2.5 Staff training

The level of staff training required will depend on how Impero Education Pro is deployed in the educational institution, and also whether or not teachers are already using Impero Education Pro to manage the use of technology within their class.

As a minimum, Impero recommends that all staff be made aware of what Impero Education Pro is and how it can help with safeguarding within the school. This could simply be done as a presentation at a professional development day or as part of a staff meeting. A briefing on Impero Education Pro may also be included as part of any new staff induction processes.

A sample briefing PowerPoint presentation that can be used to inform staff about Impero Education Pro can be found in section 9.6. Alternatively, here are a couple of useful videos explaining:

**WHY** Impero's approach to online safety is important:

[www.imperosoftware.com/us/resources/videos/dont-just-block-us-school-districts-monitor-online-behavior](http://www.imperosoftware.com/us/resources/videos/dont-just-block-us-school-districts-monitor-online-behavior)

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

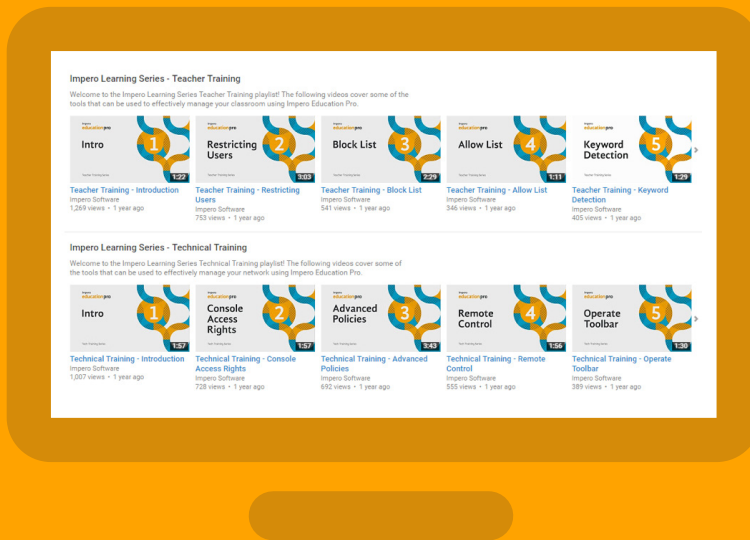
[www.imperosoftware.com/us/resources/videos/us-school-districts-monitor-online-behavior-best-practice-approach](http://www.imperosoftware.com/us/resources/videos/us-school-districts-monitor-online-behavior-best-practice-approach)

Impero's customer portal has a wealth of useful training guides and support videos on how to use the system. Each training video only lasts a minute or two so is a great way of quickly sharing information in a staff meeting, or as part of a hands on training session.

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

[www.youtube.com/user/Imperovs](http://www.youtube.com/user/Imperovs)

If teachers are going to be made responsible for viewing and triaging data captured within their lessons, more specific training will need to be provided. As Impero Education Pro picks up on safeguarding issues, it is recommended that this training is delivered by a member of administrative or disciplinary staff rather than the IT team within a school. This is because it seems many of the questions raised are typically about the management of the data relating to internal policies and procedures rather than how to technically use the system.



If teachers are going to be responsible for viewing the data captured within their lessons, ‘champion user’ for each department may be considered. This champion user can then be trained at piloting the system before disseminating what has been learnt to other members of staff across each department.

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



#### teacher training series – keyword detection

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

[www.youtube.com/watch?v=pG1V1zLyTJM](http://www.youtube.com/watch?v=pG1V1zLyTJM)



#### teacher training series - intro

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

[www.youtube.com/watch?v=51I3HiPo9qk](http://www.youtube.com/watch?v=51I3HiPo9qk)



#### technical training series – Log Viewer

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

[www.youtube.com/watch?v=H6jKPuHwaMs](http://www.youtube.com/watch?v=H6jKPuHwaMs)

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



#### technical training - advanced policies

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

[www.youtube.com/watch?v=EPTXPIBmGc4](http://www.youtube.com/watch?v=EPTXPIBmGc4)

Impero also has a dedicated support phone line which teachers can call to get help and support if required. The number for this is **877-883-4370**.

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

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## 2.6 Communicating to key stakeholders

Any successful project or system deployment requires good communication.

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

who	what	how
Students	That they are being monitored when using school devices to help keep them safe and ensure they stay on task.	<ul style="list-style-type: none"> <li>› Through use of Impero Education Pro on screen AUP</li> <li>› Through home school agreement/Full technology AUP</li> <li>› Displaying posters in class</li> </ul>
	A Confide system is in place for students to report concerns to designated members of staff to get help.	<ul style="list-style-type: none"> <li>› Get student council to do an assembly about Confide and how it is there to help</li> <li>› Put up posters around the school advertising the Confide service</li> <li>› Discuss in homeroom or study group sessions</li> </ul>
Staff	Are being monitored when using school equipment to ensure adherence to the school's staff acceptable use policy (AUP).  This can also help if a false allegation is made against staff by a student/other staff member.	<ul style="list-style-type: none"> <li>› Through use of on screen AUP.</li> <li>› Through employment contracts/staff code of conduct</li> <li>› Through Staff meetings/inductions</li> <li>› Through Staff AUP</li> <li>› Displaying posters in the staff room</li> </ul>
	Is responsible for viewing the data captured, when and how.	<ul style="list-style-type: none"> <li>› Presentation to staff as part of induction/professional development day/staff meeting.</li> <li>› Clear responsibilities and accountabilities outlined in job descriptions</li> <li>› Put up flow-chart diagram showing responsibilities in the staff room.</li> </ul>
Parents/caregivers	Children are being monitored when using school equipment to safeguard and manage behavior within the school environment.	<ul style="list-style-type: none"> <li>› Send a letter to parents/caregivers informing them of the systems you have in place to safeguard students</li> <li>› Make this explicit in any home school agreements (if parents sign this too)</li> </ul>
Administrators	Staff and students are being monitored when using school equipment to ensure adherence to the schools acceptable use policies (AUP).	<ul style="list-style-type: none"> <li>› Briefing at admin meetings</li> <li>› Ensure this is in the internet safety policy (that should be signed off by an administrator)</li> </ul>



The following resources can be found in the Annex section of this guide that can be adapted for use in schools to help with communications around Impero Education Pro:

- A link to a PowerPoint presentation that can be used to brief staff/administrators about what Impero Education Pro is and how it can help safeguard within a school.

[link to the presentation](#)

([www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Impero-internet-safety-staff-briefing-handbook-resource-US.pptx](http://www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Impero-internet-safety-staff-briefing-handbook-resource-US.pptx))

[link to the presentation notes](#)

([www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Presenters-Notes-US.docx](http://www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Presenters-Notes-US.docx))

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

[link to the speaker notes](#)

([www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Letters-For-Parents-Carers-US.docx](http://www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Letters-For-Parents-Carers-US.docx))

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

([www.imperosoftware.com/us/resources/videos/dont-just-block-us-school-districts-monitor-online-behavior](http://www.imperosoftware.com/us/resources/videos/dont-just-block-us-school-districts-monitor-online-behavior))

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

([www.imperosoftware.com/us/resources/videos/us-school-districts-monitor-online-behavior-best-practice-approach](http://www.imperosoftware.com/us/resources/videos/us-school-districts-monitor-online-behavior-best-practice-approach))

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

[click here to view](#)

([www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Monitoring-Poster.pdf](http://www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Monitoring-Poster.pdf))

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

[click here to visit section 8.5](#)

## 2.7 Launch

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

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# Section 3: Managing the Keyword Detection Policies

## 3.1 What are keyword policies?



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

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

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

Impero's keyword detection policies are developed in conjunction with specialist organizations and safeguarding charities, such as the ANAD, Hey U.G.L.Y., Educator's School Safety Network, SafeBAE, the Internet Watch Foundation (IWF), and iKeepSafe. Impero also executes its own keyword focus group research with students in partnership schools around the world.

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

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

## 3.2 Severity ratings for keyword policy terms

# Severe

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# Moderate

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# Minor

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

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

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

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

If a severe term is triggered, then a 30 second video of the screen is also taken. This helps provide greater context to an incident and to better identify false positives. For example, a screenshot may detect something such as 'I'm going to kill you'. The video capture however may show the rest of the sentence which may be something like 'when we are playing Xbox tonight'.

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

It is possible to edit the detection and actions settings against a keyword if it is necessary to block internet access or a lock a screen temporarily. This feature can be particularly useful for very young children or those with special needs.

### 3.3 Types of terms included in the policies

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

policy name	types of terms included
Adult content	<p>This policy contains a dedicated set of terms related to adult content. This helps to identify children who may be proactively searching for, or sharing, pornographic images or videos. It also helps to identify children who may be introducing adult content onto the school network.</p> <p>The keyword algorithms include common slang terms, acronyms and abbreviations related to adult content and sexual acts, as well as terms that young people may use to deliberately try and evade school filters to find such content.</p>
Bullying & trolling	<p>This policy contains a dedicated set of terms that help to identify children who may be engaging in bullying behavior or being exposed to such behavior.</p> <p>The policy includes derogatory terms and insults based on physical appearance, sexual behavior, and gender. It also contains threats to a person's mental wellbeing and phrases that may be used by a target of bullying to try and get the perpetrator to stop.</p> <p>Terms are devised in conjunction with input from US and international non-profit organizations such as the Anti-Bullying Alliance, Hey U.G.L.Y, and iKeepSafe, as well as input from children and young people obtained who may be seeking information, sharing tips, or engaging with others on sites of unwelcome persuasion, such as Pro-Ana sites or forums.</p> <p>These terms have been developed in conjunction with specialists at national charities, such as Beat (Beating eating disorders), and ANAD (National Association of Anorexia Nervosa &amp; Associated disorders), as well as young people themselves.</p>
Counter radicalization	<p>This policy contains a dedicated set of terms that help to identify children who may be seeking information on violent extremism or engaging with others that may hold intolerant views or ideologies.</p> <p>It includes the names of proscribed terrorist organizations, the names of leaders of these organizations, titles of propaganda materials related to religious and far right extremism and phrases that may indicate the adoption of certain extreme ideologies.</p> <p>These terms have been developed in conjunction with a variety of specialist organizations ranging from a think tank specializing in countering extremism and terrorism, to charitable organizations that work at a community level to help reduce racial and religious hatred. The keyword algorithms also contain input from specialist safeguarding trainers and information from the US Foreign Terrorist Organization designated lists and the UK Government proscribed list of terrorist organizations.</p> <p>Algorithms also include terms in Arabic.</p>
Drugs & substance misuse	<p>This policy contains a dedicated set of terms around the area of drug and substance abuse that helps to identify children that may be engaging in drug use, proactively searching for information on drugs, or talking about drug use in school.</p> <p>The keyword terms include common, variant and slang names of known drugs and legal highs, as well as phrases that may indicate the taking of such substances.</p> <p>Each keyword describing a drug name includes an explanation outlining its alternate names, the effects it can have, and its US and UK legal classification.</p>

policy name	types of terms included
Eating disorders	<p>This policy contains a dedicated set of keywords and phrases around the areas of eating disorders that help to identify children who may be seeking information, sharing tips, or engaging with others on sites of unwelcome persuasion, such as Pro-Ana sites or forums.</p> <p>These terms have been developed in conjunction with specialists at national charities, such as Beat (Beating eating disorders), and ANAD (National Association of Anorexia Nervosa &amp; Associated disorders), as well as young people themselves.</p>
Grooming	<p>This policy contains a dedicated set of keywords and phrases that help to identify children who may be engaging in risky or inappropriate sexual behavior online, communicating with strangers, or being coerced into doing something against their wishes.</p>
Illegal content	<p>This policy contains a dedicated set of keywords that help identify users that may be trying to look for illegal content, such as child sexual abuse images and/or illegal terrorist material.</p> <p>The terms have been developed in conjunction with the Internet Watch Foundation and the Counter Terrorism Internet Referral Unit.</p> <p>Due to the sensitive nature of these terms, all terms are hidden from view within the policy.</p> <p>If a term is detected from this policy, the term captured will be displayed in the Log Viewer along with its definition.</p>
LGBT derogatory language	<p>This policy contains a dedicated set of keywords and phrases that help to identify children who may be engaging in discriminatory behavior or who may hold extreme or intolerant views based on a person's sexual orientation or gender.</p> <p>It includes common derogatory slang terms and insults relating to gender and sexuality.</p> <p>Terms are devised in conjunction with input from US and international charities such as the Anti-Bullying Alliance, Hey U.G.L.Y, and iKeepSafe, as well as input from children and young people obtained through focus group work carried out in schools with students.</p>
Race & religious hatred	<p>This policy contains a dedicated set of keywords and phrases that help to identify children who may be engaging in discriminatory behavior or who may hold extreme or intolerant views based on a person's race or religion.</p> <p>Terms are devised in conjunction with input from US and international charities such as the Anti-Bullying Alliance, Hey U.G.L.Y, HOPE not Hate, and iKeepSafe, as well as with charitable organizations that work at a community level to help reduce racial and religious hatred.</p>
Sexual assault	<p>This policy is still in beta and has been developed by SafeBAE. SafeBAE is a student-focused, survivor-driven campaign whose mission is to raise awareness about sexual assault in middle and high schools and student's rights under Title IX.</p>

policy name	types of terms included
Self-harm	<p>This policy contains a dedicated set of keyword algorithms around the areas of self-harm, suicide and eating disorders that help to identify children who may be seeking information, sharing tips, or engaging with others on sites of unwelcome persuasion, such as pro self-harm sites or forums.</p> <p>These terms have been developed in conjunction with specialists at US and global charities, such as Hey U.G.L.Y., Beat (Beating eating disorders), and ANAD (National Association of Anorexia Nervosa &amp; Associated disorders), as well as young people themselves.</p>
Sexting	<p>This policy contains a dedicated set of keyword algorithms that help to identify children who may be engaging in risky or inappropriate sexual behavior online, such as the sharing of inappropriate pictures.</p>
Suicide	<p>This policy contains a dedicated set of terms around suicide that help to identify children who may be seeking information, sharing suicidal thoughts, or engaging with others on sites of unwelcome persuasion, such as pro-suicide forums.</p> <p>These terms have been developed in conjunction with specialists from leading charities, such as Harmless, Hey U.G.L.Y and iKeepSafe, as well as young people themselves.</p>
Weapons & violence	<p>This policy contains a dedicated set of terms related to weapons and violence.</p> <p>Terms include explicit references to different types of firearms, knives and other weapons, including makes of such devices and slang terms for carrying out acts of violence using such weapons or physical force, and bomb threats</p> <p>These terms have been developed in conjunction with specialists from US and international organizations such as Educators School Safety Network (ESSN).</p>



## 3.4 Customizing keyword policy terms

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

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

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

Keyword policy detections settings can be tweaked on a group basis to suit different groups of users, devices, or risk levels. A school, for example, may want to apply a higher level of protection by enabling all detection settings for a particularly vulnerable group of students within the school such as those who have special needs. This approach may increase the number of false positives captured (see section 3.7) but only in a relation to the high risk children so would help keep captures at a manageable level for staff reviewing the data while ensuring the highest level of protection possible for the most vulnerable students.

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### top tips - adding custom terms

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

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

Are there any known local gangs that cause issues in your local area? If so, why not add their names to the system so you can pick up on when users are talking about these gangs or if something is going to escalate involving your students and these gangs.

Involve your student mentors in identifying any local terms that should be added to your system as they're a great source of information. This could be anything from student nicknames to local gang names, for example.

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

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

## 3.5 Setting automated alerts and/or sanctions on terms

It is possible to set up custom rules so that when terms are captured, a certain action or set of actions are triggered. A list of actions that can be triggered, along with an explanation and potential example of use for each are outlined in the following table.

action	explanation	potential use
Ban Internet	This can be used to automatically apply a temporary internet ban to a user for a specified set of minutes when a particular term is detected.	This may be useful to apply to specific terms assigned to a user group of persistent offenders who constantly push the boundaries of acceptable use or try to access illegal content.
Email alert	This can be used to automatically send an email alert to a member(s) of staff when a particular term is detected.	<p>This may be useful to apply to severe terms within the system that may indicate that a user is potentially at immediate risk of harm such as terms within the suicide policy.</p> <p>It may be that email alerts from specific policies are also sent to different staff (i.e. all suicide alerts are sent to the counselor, all eating disorder alerts are sent to the school nurse) so that they can triage data from outside the system and start building up patterns of behavior over time, for particular events/students.</p> <p>Some schools send alerts to a specific mailbox that key personnel have access to, such as care staff, so that multiple users can triage and act on captures without having to log into Impero itself.</p>
Lock screen	This can be used to automatically apply a temporary lock to a user's screen for a specified set of minutes when a particular term is detected.	This may be useful to apply to severe terms in settings with very young children so that teachers can investigate any incidents without a student being exposed to any inappropriate content.
Log off	<p>This can be used to automatically log a user off a device when a particular term is detected.</p> <p>A custom message can also be displayed to the user to explain why they are being logged off.</p>	This may be useful to apply to a term that indicates that a student is trying to access banned resources.



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

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

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

## 3.6 Timetabling policies

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

- › Students are provided with school owned devices for use at home and do not want to detect any activity while devices are off site.
- › After school clubs run on site where it is desired to open up internet access and allow games to be played, etc. in a particular classroom.
- › Custom terms have been set up, such as Facebook, to be blocked during class times, but available at break times.

## 3.7 Managing false positives

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

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### 3.7.1 what are false positives?

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

Some other common reasons for false positives are as follows:

- › Sometimes there may be something in the HTML code of a website or an email that cannot be seen on screen but contains a keyword trigger. This is particularly common with some text speak terms, acronyms or individual short words as code can often contain random letter strings that just happen to match.

- › Staff and students may include a profanity or derogatory slang term within their password (this happens commonly it is suggested to advise staff and students alike not to use such terms for passwords, monitoring is switched on!).
- › Sometimes a concerning term may be embedded in another term (e.g. Essex, a town in Massachusetts. - although Impero works hard to build elements into its algorithms that would avoid picking up such examples).
- › Typographical mistakes.
- › The student moves away from a site or page containing the term just as the system triggers the screen shot.

## 3.7.2 reducing false positives

No monitoring system can totally eradicate false positives due to the complicated nature of language and the differing contexts of how we use terms. However, the good news is that simple changes can be easily applied to individual (or groups of) keyword/phrase terms within Impero to help substantially reduce false positives.

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

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

1. If a term keeps producing false positives because it is embedded in another term, then try adding a space before or after the term to stop this occurring.
2. If a term is constantly being triggered because the term is in the code of a website, then try removing the website html content detection setting.

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

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

### top tips - managing false positives

- Run a weekly report on the top phrases that have been captured. This will help identify the top 10 terms that may be causing the majority of false positives, so they can be addressed.
- Get feedback on false positives as part of the pilot roll out stage so that any main issues can be identified and addressed before wider roll out across the school/staff.
- If a term is constantly being triggered due to its presence in the code of a website, then try removing HTML detection and detect on Window Caption instead.
- Have a named contact who is responsible for collating feedback from staff on common false positives and managing these in the system.
- If a term is constantly being triggered when typed as it is embedded in another word, then consider adding a space before or after the term to reduce the risk of this happening.

# Section 4: Viewing and Managing Data Captures

## 4.1 Overview

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

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## 4.2 How often should the captured data be viewed?

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

Frequency and effectiveness of data reviews will be more elevated if the workload is shared across a number of staff as opposed to one or two people.

If teachers are given the responsibility for reviewing data

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

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

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## 4.3 Who should view the captured data?

### 4.3.1 a whole school approach



In order to be most effective, online safety has to be a whole school responsibility. Impero therefore recommends that the initial viewing of the data captured is, where possible, shared among staff within a school and should not be the responsibility of one person.

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

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

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

The workload of viewing data can also be easily shared and/or partitioned across different members/departments of the school. For example, a school may want to set up viewing permissions by principals, counselors, class teachers, behavior management leads, or a combination of all of these.

In addition, keyword captures triggered within a teaching session can also be seen live by the class teacher, so that an incident can be dealt with in real-time (like any offline class incident would be) without staff having to review capture logs retrospectively.

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

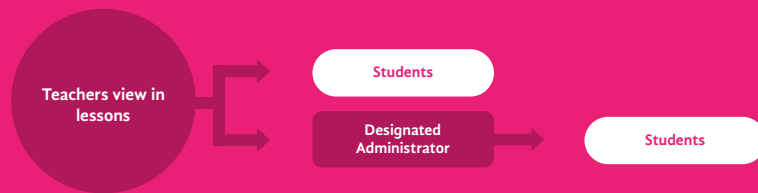
\*see [Section 4.3.3](#)

## 4.3.2 typical scenarios

The scenarios below illustrate how some schools manage the viewing of the data captured and are provided to give you some food for thought as to

what may potentially work within your school. In reality you will probably want to consider using a combination of these scenarios.

### scenario A (high school)



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

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

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

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

In addition:

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

Email alerts are also automatically sent to an administrator if any captures relating to the suicide policy are triggered. Information about the use of email alerts can be found in section 4.6.

#### advantages of this approach

- The work load of viewing and triaging data is shared across all teachers within the school and fits in a recommended 'whole school approach' to online safety.

#### disadvantages of this approach

- Some less tech savvy or experienced teachers may find the viewing and triaging of data too much to juggle on top of teaching within their class.

#### advantages of this approach

- Incidents can be dealt with in real time in class, just as any other safeguarding or behavior management issue would be and nipped in the bud before it escalates.
- Safeguarding incidents can still be passed on to the administrative team in a timely manner and teachers can take the opportunity to talk to a student at the end of a class if they have concerns.
- Teachers will know the context of a class so if any false positives are generated they can manage these easily. For example, if they are discussing suicide as part of Romeo and Juliet and suicide captures are flagged, they can mark these as false positives.
- This approach is just an extension to teachers using the teaching tools within their class so shouldn't be a too bigger step for them to learn or do.
- Administrative members are using the Log Viewer to run weekly reports to check for any trends and patterns of behavior over time/or check on individual children that might give cause for concern.
- Administrative/IT teams can regularly check for and easily find any incidents that have been marked as 'escalated' by teaching staff in the Log Viewer without having to view all captures.

#### disadvantages of this approach

- The school will need to manage and regularly review any terms that trigger too many false positives so that false positive captures do not become a distraction for teachers in class.
- Consideration will still need to be given to devices used outside of teaching sessions i.e. in the library or media resource center (see scenario c for a resolution to this issue)

#### technical implications (what you will need to ask your IT team to set up)

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

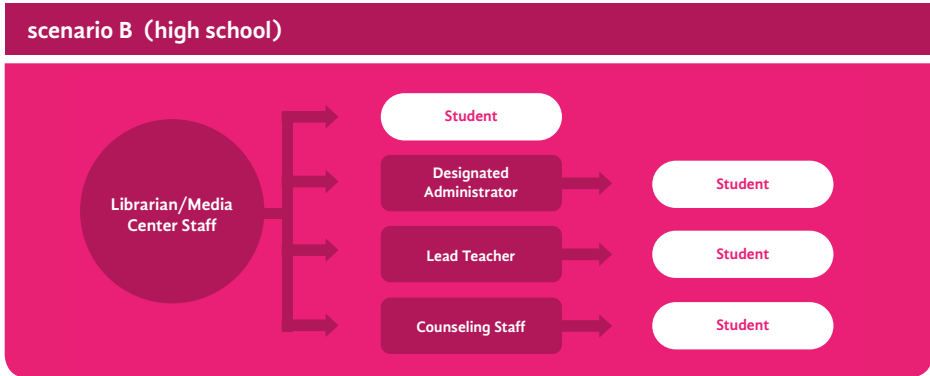
If your school uses sets of laptops on carts, then computer groups can be set up based on these carts.

If your school uses a set of laptops/iPads/Chromebooks that may be shared among different classes at the same time then you may prefer to get your IT team to set up user groups based on classes or teams, rather than computer

based groups. This will give the teacher the ability to only see the devices relating to the children in their class rather than the whole set of devices, some of which may be in use in classes elsewhere.

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

Email alerts will need to be set up on the suicide keyword policy to go to the head administrator or counselor.



The school librarians or media resource center personnel use the live thumbnails, computer list view and Log Viewer to monitor usage of devices in non-teaching spaces within the school such as the library or break out areas in real-time. They view and then escalate captures as appropriate to key members of staff.

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

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

**advantages of this approach**

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

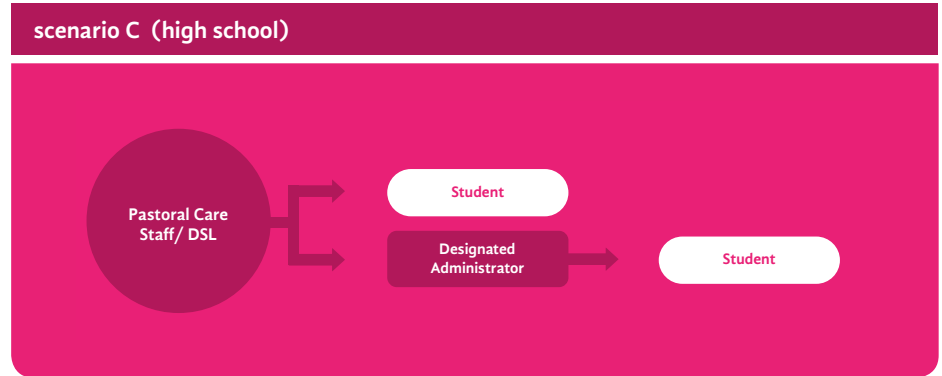
**disadvantages of this approach**

- This only covers devices in non-teaching areas.

**technical implications**

**(what you will need to ask your IT team to set up)**

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



The head administrator or assigned counseling/safeguarding team members view captures for certain vulnerable children.

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

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

If an incident captured is a potential safeguarding incident, then the member of staff viewing the data will talk to the child directly or escalate to an administrator in line with a schools safeguarding procedures as appropriate.

**advantages of this approach**

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

**disadvantages of this approach**

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

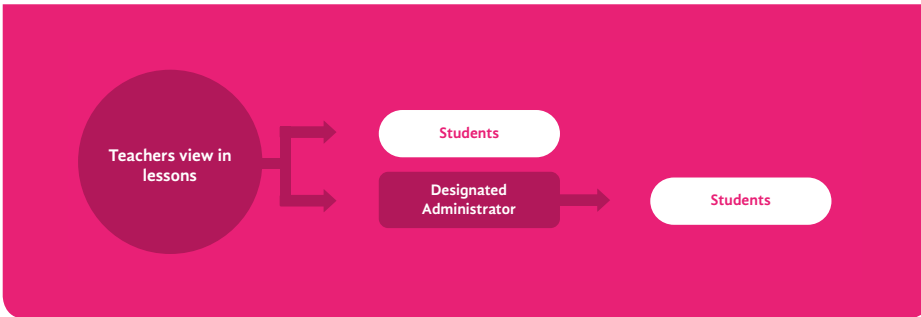


**scenario C (high school) continued**

**technical implications  
(what you will need to ask your IT team to set up)**

A vulnerable user group(s) will need to be set up within the Impero Education Pro console so that data can be seen for these children by a counselor, or a set of user groups created to reflect those groups.

**scenario D (elementary school)**



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

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

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

**advantages of this approach**

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

**disadvantages of this approach**

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

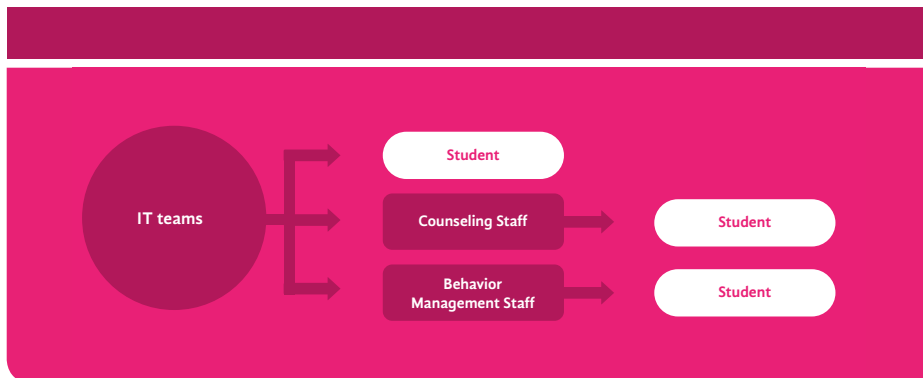
**technical implications  
(what you will need to ask your IT team to set up)**

User groups based on classes will need to be set up in the Impero Education Pro console so that data can be seen for an individual class by a teacher.

### 4.3.3 The role of IT teams

Traditionally in many schools IT teams inadvertently take on responsibility for viewing the capture logs and making the first judgement call as to whether

an incident is of concern or not and whether to escalate. See diagram below.



If this is the approach adopted in a school, here are some considerations:

- How well does the IT team know the students at the school?
- Have they been sufficiently child protection trained?
- Do they have sufficient judgement skills or are they familiar enough with the safeguarding and behavior policies within the school to know what is important and what isn't?
- Do they know other mitigating circumstances about a child i.e. behavioral/counseling issues that may affect the significance of a capture detected?
- Is this the best use of the IT team's skill set?

In some schools with this set up, IT teams have been making judgement calls successfully. In all these instances however, the IT Team work very closely with the administrative/counseling staff and is given sufficient training and clear guidance from the school as to what should be escalated so that they can make good judgement calls in line with the school's safeguarding and behavior management processes and procedures.

As a general rule of thumb, unless good training is given to IT team on the school's safeguarding and behavior management processes and procedures, the responsibility of viewing and managing data should ideally lie with the administrative, counseling, safety and teaching staff, not the IT team.

## 4.4 Recognizing behavior trends

The Log Viewer is a useful tool for spotting patterns of student behavior over time and for looking for corroborative data to back up a concern or hunch a member of staff may have about an individual student.

There may be a concern, for example, that a particular student has lost a lot of weight recently and may potentially have an eating disorder. By filtering search results in the Log Viewer by this user, and the Eating Disorder keyword policy it may identify a series of captures taken over a period of time that help validate that hunch. A single capture of a Google search for **'laxatives'** doesn't automatically indicate an eating disorder but several captures identifying web searches for **'laxatives'**, **'BMI calculators'**, and **'cabbage soup diet'** by the same user over a period of time may indicate much more of a concern. Likewise, if there is concern that a student is being radicalized then the school may be inclined to run a report on that student in relation to the bullying, race and religious hatred, illegal content and counter radicalizations policies to see if any behavior trends or well known risk factors can be spotted that may validate those concerns.

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

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

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

### top tips - Log Viewer

Why not assess data in the Log Viewer to spot potential topics or behavior trends that would be ideal to discuss in class or assemblies, such as the use of LGBT derogatory language.

## 4.5 Triaging captures and recording action taken

### 4.5.1 in Impero Education Pro

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

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

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

- Stops duplication of efforts if two members of staff see the same capture.
- Easily enables staff members to sort or pull capture reports out of the system based on whether they have been reviewed, escalated, resolved etc.
- Easily enables staff to find and review false positives and exclude them from reports as required.

If a school plans to use the triage tools within Impero Education Pro, it is strongly recommended that and the school's working group discuss what each status will stand for so that everybody uses the status flags in the same way.

The table below outlines the built in status options within Impero Education Pro along with an example of how the status could be used within a school. It also provides a column that can be completed to record how the options can be used.

This table is also available as template in section 8.9.

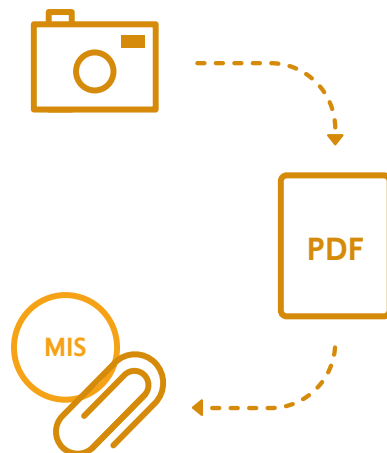
status	explanation/ recommended use	agreed use in this school
Unclassified	This is the default status automatically assigned to a capture on indication. It indicates that a capture has not been viewed or triaged.	
Requires attention	This is a status flag that can be applied by a console user to indicate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

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

### 4.5.2 in an MIS system

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

In reality, schools often combine these two approaches.



## 4.6 Email alerts

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

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

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

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

# Section 5: Managing Screen AUPs

## 5.1 Overview

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Impero Education Pro enables schools to display custom acceptable use policy messages on the screens of school IT devices upon log in. These acceptable use messages act as a reminder to users of the expected behavior on these devices (as they've agreed to within the terms of the full AUP) as well as how users can keep themselves and others safe online.

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

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Key features:

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

Some sample text for AUPs can be found in [Section 8.1](#). This section also includes example text provided by a customer school's students as part of their peer support program for internet safety.

### top tips - AUP effective use

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

# Section 6: Deploying and Managing Confide



## 6.1 What is Confide?

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

Key features include:

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

Often, one of the initial barriers for schools wanting to implement Confide in its anonymous mode is that administrators are concerned that they won't be able to identify a child if they disclose a safeguarding concern through the system. One such example being a student disclosing that they are planning to commit suicide.

The common answer to this is often, "Well what would you do if someone posted an anonymous note under your door?" The same challenges apply. The benefit of students submitting something electronically within the school is that if you have the keyword detection monitoring in place then you are likely to pick up on any disclosures of this nature through the keyboard monitoring detection tools, helping you to potentially identify the person behind the disclosure, without breaking the student's trust in Confide.

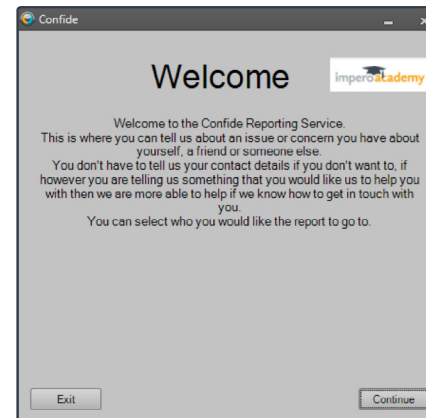
It is encouraged wherever possible that schools run Confide in its anonymous mode. This is because students are more likely to have the confidence to submit concerns if they know the system is anonymous. If a school does choose to run the system in non-anonymous mode for any reason, then it is important to make this clear to students within the school so that they are not misled.

It is important to acknowledge that Confide can potentially be open to abuse by students, just as any paper based anonymous reporting system can be. Good promotion of the service and student involvement in the concept should help minimize this risk.

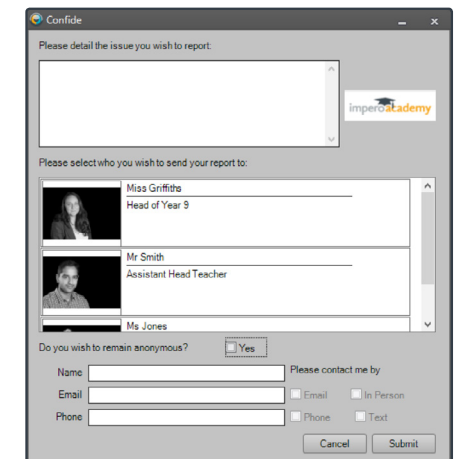
## 6.2 Personalizing Confide



The provided introductory text can also be changed and school logo added (see default text below with a school logo added). This is what a student sees when they submit a report.



To help provide a trusting and welcoming environment for students to voice any concerns, Impero recommends that schools personalize the system with photographs of staff members who are designated to receive Confide reports (see example below).



## 6.3 Deploying Confide – things to consider

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Impero highly recommends that involving students in helping to communicate what Confide is and what it is for. This will help to build trust among students about the system being confidential, and that any concerns raised will be addressed in a respectful manner.

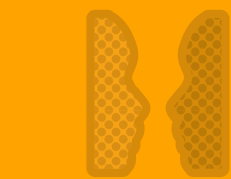
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Suggestions for student involvement:

- › Consult with the student council to establish which members of staff that students would like to be listed in the system to send reports to.
- › Get students to run an assembly promoting Confide and how it can help within the school
- › Run a Confide poster design competition. This will help raise awareness of the service and provide posters that can be used around the school to continually advertize this service to students.
- › For schools with a peer mentoring program, consider having a general peer mentor profile within Confide, so that students can report to a peer mentor, rather than an adult. If this is not a program available, it is recommended that a designated teacher triages the reports in the Confide viewer and then passes on to the peer mentors accordingly for any follow up action.

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

## 7.1 Overview



### Mentor

Discuss issues, offer counter narratives and intervene before things escalate.

School



### Safeguard

Create good digital citizens, both in school and out

Student

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

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

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

- > Advice for specific risk areas are - outlined separately within this section and have been written in conjunction with the expert organizations listed.
- > Advice given in this section is the expert opinion of the organizations/individuals listed as authors, and not the opinion or suggestion of Impero Software. Impero Software bears no responsibility to any issues that may arise due to the advice of said organizations.



## 7.2 Opening up difficult dialogues

Having conversations around the topics of radicalization, race and religion with students can be a daunting prospect for even the most knowledgeable and experienced teachers. Bearing this in mind Victvs Ltd has put together some tips to help with handling these types of difficult discussions.

### how to approach a difficult discussion by Victvs

When it is decided to have a difficult discussion with another person or a group of people, having a plan can help. By thinking about how to approach the discussion, it allows for responding positively to the way that the conversation develops.

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

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

#### 1. accept that difficult discussions can take time

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

#### 2. have a plan

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

#### 3. don't expect easy answers

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

#### 4. respect other peoples' views

Having respect for the views of others is essential to make positive progress in a difficult discussion. If a person feels that their opinion is disrespected, then they will have no reason to engage in the conversation. Of course it may be found that opinions are being disrespected during the discussion, so then what? As the person in charge of the

discussion, this is something that may just have to be accepted. So long as control remains in the discussion, a positive close can be reached.

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

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

#### **6. know when to back out**

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

#### **7. know where to find additional help**

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

#### **8. realize that you can't win them all**

As discussed, there are no easy answers to topics that are as complicated as these. If a lot of effort is being put into holding difficult discussions, but feel that the response to these efforts was negative, then it is easy to become disheartened. Be aware that these things take time can be helpful.

#### **9. an important note!**

Remember - difficult discussions should never become a platform for aggression, name-calling, intimidation or violence. These things should act as a red card. If it is seen that these things are happening, then end the discussion and walk away. The topic can always be returned to at another time.

# ·VICTVS·

Victvs is a specialist online and in-house safeguarding training company that delivers accredited training courses to schools, across the globe, on complex social topics. These include how to handle difficult conversations with students around extremism and radicalization.

website:  
[www.victvs.co.uk](http://www.victvs.co.uk)

## 7.3 Eating disorders – advice from ANAD

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If Impero Education Pro helps identify that a child possibly has an eating disorder, then the following advice and tips, provided by the National Association of Anorexia Nervosa and Associated Disorders Inc. (ANAD), may help when opening up a dialogue with the student around this sensitive issue.

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

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

Behavior such as missing meals or purging may be more easily carried out at school than at home, and some warning signs might come through in school work or behavior. For example, personality traits often associated with sufferers of anorexia include perfectionism, need for control, and hyper-sensitivity to criticism.

Anorexia may impact concentration and decision-making, and all eating disorders can cause tiredness, depression, and anxiety.

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

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



## approaching someone you're worried about

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

There may be concern about making things worse, but it is often the case that, if they are approached sensitively, people with eating disorders are glad someone has noticed they are struggling.

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

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

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

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## 7.3 Eating disorders – advice from ANAD – continued

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### supporting a student with an eating disorder

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

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

### resources

ANAD offers free support services. Currently we have:

- ANAD Support Group:  
[www.anad.org/get-help/find-support-groups-treatment/](http://www.anad.org/get-help/find-support-groups-treatment/)
- ANAD Recovery Mentors:  
[www.anad.org/get-help/request-a-recovery-mentor/](http://www.anad.org/get-help/request-a-recovery-mentor/)
- ANAD Helpline:  
[www.anad.org/get-help/eating-disorders-helpline/](http://www.anad.org/get-help/eating-disorders-helpline/)
- ANAD Grocery Buddies online support service:  
[www.anad.org/get-help/request-a-grocery-buddy/](http://www.anad.org/get-help/request-a-grocery-buddy/)

Since 1976, the National Association of Anorexia Nervosa and Associated Disorders (ANAD) has been dedicated to the eating disorders community. ANAD advocates for the development of healthy attitudes, bodies, and behaviors. ANAD promotes eating disorder awareness, prevention and recovery through supporting, educating, and connecting individuals, families and professionals.

website:  
[www.anad.org](http://www.anad.org)

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## 7.4 Radicalization – advice from Victvs

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

### responding to incidents

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

Your Counselor will know exactly how to record your concerns and how the staff in your school should respond. They will also know precisely how to escalate any concerns to the relevant authority.

The important thing is to remember that preventing violent extremism and radicalization should be considered as a normal part of school safeguarding measures. Extremist organizations all rely on fear, mistrust and tension to divide communities. The most

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

### remember:

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

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

If you would like more information

about preventing violent extremism and radicalization in your school, you can visit the following websites:

[www.victvs.co.uk](http://www.victvs.co.uk)

[www.educateagainsthate.com](http://www.educateagainsthate.com)

Finally, if you become aware of a situation in your school that poses an imminent threat to the safety of yourself or anyone else in school, **dial 911**.

Further information regarding having discussions with students and young people in relation to radicalization can also be found at [www.internetmatters.org/issues/radicalisation](http://www.internetmatters.org/issues/radicalisation).

·VICTVS·

Victvs is a specialist online and in-house safeguarding training company that delivers accredited training courses to schools, across the globe, on complex social topics. These include how to handle difficult conversations with students around extremism and radicalization.

website:  
[www.victvs.co.uk](http://www.victvs.co.uk)

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

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

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

- › Teachers worried that the children in their class will be criminalized for sharing intimate images and not knowing the best way to deal with individual incidents and stop the image going viral.
- › Young people not understanding the consequences of sending/sharing nudes with their friends.
- › Police knowing they need to record the crime but not sure what to crime it as and what the implications may be.
- › Parents who are trying to encourage their children to have healthy sexual relationships, at the same time knowing they may be arrested for sending nudes.
- › Sensationalist media dramatizing every "sexting" incident they hear of, backing stories up with questionable stats and focusing solely on the "sexy" stories.

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

### the legal bit:

Many states have introduced sexting laws in response to the rise of sexting behavior amongst teens. Under federal law, any adult who sends or receives sexually explicit material from someone under the age of 18 is subject to prosecution under federal law. Some states have also enacted specific laws that address sexting by minors under the age of 18, or 17 in some instances. However, it is recognized that these laws are not intended to criminalize children.

States that have enacted sexting laws include:

- |               |                 |
|---------------|-----------------|
| › Arizona     | › New York      |
| › Arkansas    | › North Dakota  |
| › Connecticut | › Pennsylvania  |
| › Florida     | › Rhode Island  |
| › Georgia     | › South Dakota  |
| › Hawaii      | › Texas         |
| › Illinois    | › Utah          |
| › Louisiana   | › Vermont       |
| › Nebraska    | › West Virginia |
| › Nevada      |                 |
| › New Jersey  |                 |

## what to do:

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

- Do listen to what the young people involved have to say. Give them the space to say what they need to say.
- Don't be shocked or alarmed at what a young person tells you. The situation is probably already embarrassing enough for them and they may not have even wanted to tell you. The last thing they need right now is more judgement whether it be unintentional or not.
- Do confiscate any devices involved and set them to flight mode or, if not possible, switch them off.
- Don't view indecent images unless absolutely necessary in order to determine what course of action to take next.
- Do seek advice: report to your Counselor via your normal child protection procedures and, if it's appropriate, contact your local Police for further support.
- Do record all incidents of sexting including actions taken and those actions that weren't taken giving justifications.
- Do share our So You Got Naked Online resource with any young person who's been affected by the incident: [www.swgfl.org.uk/products-services/esafety/resources/So-You-Got-Naked-Online](http://www.swgfl.org.uk/products-services/esafety/resources/So-You-Got-Naked-Online).
- Do order our Advice for schools A3 poster for your school staffroom: Responding to & Managing Sexting Incidents: [www.swgflstore.com/collections/resources/products/responding-to-managing-sexting-incidents-poster](http://www.swgflstore.com/collections/resources/products/responding-to-managing-sexting-incidents-poster).
- Do contact the Professionals Online Safety Helpline for further advice and support with any sexting incident you are dealing with: [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)



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

website:  
[www.swgfl.org.uk/about/UK-Safer-Internet-Centre/Professionals-Online-Safety-Helpline](http://www.swgfl.org.uk/about/UK-Safer-Internet-Centre/Professionals-Online-Safety-Helpline)

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## 7.6 Self-harm – advice from Harmless

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

### what is self-harm?

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

### why do people self-harm?

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

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

Warning signs can include the following:

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

### how should I approach the subject with a student if I suspect they are self-harming?

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

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

For more information about safeguarding young people from self-harm visit [www.harmless.org.uk](http://www.harmless.org.uk).

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

website:

[www.harmless.org.uk](http://www.harmless.org.uk)

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## 7.7 Bullying – advice from Hey U.G.L.Y.

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Impero Education Pro may identify that a student is being bullied, or that they are bullying others. It is important to reference how Impero might identify bullying within your school's anti-bullying, behavior management, and safeguarding policies, and the procedures that will be taken concerns are raised.

### advice from Hey U.G.L.Y.

The following advice from the Hey U.G.L.Y. may help you in identifying and responding to bullying behavior identified through Impero:

- Nearly all schools have legal duties to prevent all forms of bullying and harassment. Impero Education Pro is an important tool in the whole school approach to bullying prevention – helping to identify behavior that may be a concern.
- Make sure all students and parents or caregivers are clear on the school definition of bullying and the types of behavior this includes. Explain to all members of the school community how Impero may identify bullying behavior (i.e. use of offensive language and threatening behavior) and action that will be taken.
- If there are concerns that a child is being bullied, make sure immediate action is taken. Bullying has serious short and long term consequences.
- Make sure information is shared on a need to know basis. Procedures should align with school anti-bullying policy as bullying is a child protection issue.
- It is helpful to have a designated member of staff that handles all complaints about bullying – or at least has oversight of action taken.
- Give all students involved the opportunity to explain what has happened in their own words and in private. Remember full picture may not be available yet, and sometimes bullying behavior can be in retaliation.
- If a student confirms they are being bullied – take what they say seriously. Refer them to [CelebritiesWhoHaveBeenBullied.com](http://CelebritiesWhoHaveBeenBullied.com) to help them see they are not alone and that they too will overcome it, just like some of their heros. Keep a close eye on the student, especially when they are around the student who is being accused of bullying them.
- Make sure your anti-bullying policy is up to date, freely accessible, and regularly promoted. Make sure it contains the ways that Impero may assist as a school community in preventing and responding to bullying behavior.
- Create an open environment in the school that allows students, in peer-to-peer settings, to share their wisdom on the various aspects of bullying and how they, as a group, can help to stop in their school. The book, *Stop Bullying Handbook-A Guide For Students And Their Friends*, is a good guide to help with that.
- It is highly likely that Impero Education Pro will at some point identify use of offensive or discriminatory language. While not all use of offensive or discriminatory language is bullying behavior, it creates an environment in which bullying is more likely to happen, and is harder to detect. Be clear with students on what is meant by offensive and discriminatory language (i.e. homophobic and transphobic comments, sexist and sexual language, race or religion targeted comments) and why this language is never acceptable in the school community.
- Take time to talk to students about the culture in the school, whether there are any bullying hot spots – and if there is anything that could be done differently to stop bullying.

Hey U.G.L.Y., which stands for Unique Gifted Lovable You, is an international nonprofit organization that is dedicated to empowering youth to be their true selves and part of the solution to bullying, youth suicide and substance abuse.

website:  
[www.heyugly.org](http://www.heyugly.org)

## 7.8 Online grooming and sexual assault – advice from SafeBAE

Impero Education Pro may help identify a student who is being sexually groomed by a peer, has been sexually assaulted, or who is being bullied online by classmates in the aftermath of an assault. SafeBAE suggests the following tips to help you establish and open a dialogue with a student who may be at risk for, or who has already been a victim of, a sexual attack.

### what is peer-to-peer sexual grooming?

Peer-to-peer sexual grooming is the process by which teen sexual predators move from inappropriate intentions to sexual exploitation or sexual assault. The central tenant of grooming is manipulation (usually online) of a target with the goal of obtaining sex.

Adults will likely be able to distinguish the difference between online flirting between two consensual teens and nonconsensual sexting - or predatory behavior - between a teen who holds power (whether it be because of age, peer group status, economic advantage, sexual orientation, race, physical ability, etc.) and their victim.

### how to respond to a student who might be identified as being sexually groomed by a peer

SafeBAE does not provide legal advice, but if you suspect a student is being groomed we recommend the following:

- › Remember that each alleged target has unique needs and should not be forced into reporting harassment unless they are ready.
- › Disclose to the alleged victim that you are a mandated reporter if the victim were to confirm the harassment, but let them know that you can still offer them support if they are not ready to confirm the harassment.

- › Tell them that you support their bravery in coming forward.
- › Support the student without judgment. Remind them that it is not their fault; they did nothing to prompt the targeting; it's natural and OK to be confused, scared, and in pain. Although they may feel alone or alienated they WILL overcome this.
- › Ask them what you can do to help them regain their voice and power. If that means letting them know if they don't feel comfortable with you being their central adult contact, you will not be insulted and together you can find another safe adult in the school who will help them.
- › Ask the student about next steps. Sample questions: What would you like me to do? Would you like me to contact your caregivers/parents? Do you feel like you're in danger? Do you need an escort between classes? To the parking lot? On the school bus?
- › Ask the student what future interventions you can take on an on-going basis to keep them safe, supported and less vulnerable.
- › Ask the student to save all digital correspondence.



## how to respond to a student who might be identified as a sexual assault victim

The EXACT same steps should be followed as above, but know that the alleged target of harassment is now a possible sexual assault victim who has sustained physical and mental trauma by at least one peer assailant, if not more.

Please consider the following information and additional tips:

- In the wake of a sexual assault teen survivors are oftentimes re-victimized by non-stop, intense online bullying by classmates. They are not believed, they lose friends, they are called names, they are physically threatened, and people even urge them to kill themselves.
- Most survivors of teen sexual assault report that the bullying in the aftermath of an assault is sometimes far worse than the assault itself. Indeed, teenagers who are victims of sexual assault are at a significantly greater risk of attempting suicide.
- Ask them if you can help them reach out to medical and mental healthcare personnel. A school therapist should have access to direct service agencies in your area.
- The ideal support will be to work with the student in order to avoid further trauma and to allow them to feel some control in moving forward. Keep in mind that an assault takes away a victim's feeling of having control over their body. Allowing them to have a sense of autonomy in

their healing process is key to their recovery.

- Each sexual-assault victim has unique needs. In order to protect the alleged victim and provide them access to their Title IX rights, each student may require different accommodations. Each student's accommodations should be individualized to protect them from an escalation of harassment and bullying (whether on- or offline) after their attack. For example, some may need to leave class early in order to avoid their alleged assailant. Some may need their class schedule changed. Some may need counseling support in and outside of school. Some may opt to switch schools within the district or ask for assignments to be sent home for completion.
- No student should ever, at any time, feel forced or coerced into switching schools or staying home. (Learn about Title IX rights here: [www.safebae.org/your-rights](http://www.safebae.org/your-rights))

## tips on prevention and early detection

Establishing a zero-tolerance policy for your school – in class, at sporting events, in hallways, on school-sponsored trips – sets expectations and standards for behavior. Early detection and immediate intervention are critical factors in preventing or stopping harassment before it escalates to a dangerous and illegal situation. A clear and well-publicized policy is also needed for responding to both ambiguous and unambiguous reports, discoveries, disclosures, or allegations of sexual assault. Your priority is to ensure the physical and mental safety of the student(s) concerned.

### SafeBAE ([www.safebae.org](http://www.safebae.org))

SafeBAE is the only national survivor-driven organization which works exclusively with middle and high-school students to educate 12-18 year olds about positive consent, dating violence, sexual assault prevention, re-victimization intervention, survivor self care, and survivor rights under Title IX.



SafeBAE is a survivor-founded organization which educates middle and high-school students about healthy relationships, dating violence and sexual assault prevention, positive consent advocacy, safe bystander intervention, survivor self care, and survivor rights under Title IX.

website:  
[www.safebae.org](http://www.safebae.org)

## 7.9 Online pornography – advice from Catherine Knibbs

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

### what's happening?

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

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

When a child's/young person's body and brain are not in a receptive and calm state it can be difficult to communicate with them. When children/young people feel or are shamed, ridiculed or criticized their brains and bodies become stiff and rigid and they move from a receptive state to a defensive state. It is therefore very important that we use this knowledge to approach the person in the first instance.

This means you will have to pay attention to how you feel, speak and behave before approaching the child/young person. If you approach the child/young person in a calm receptive state yourself it is much easier for the child/young person to feel safe (and not shamed/criticized) and respond to you. It would be advisable to speak with the child/young person in a quieter voice than normal for a number of reasons:

- i) Children/young people are curious and will pay more attention to a quieter voice as you need to concentrate to hear correctly.
- ii) If they are in a stress response (fear signals sent out to the body) this is a helpful way to reduce the fear that their bodies and brain are feeling. An example of this kind of voice is how you would speak to a new-born baby or puppy who looks scared.
- iii) You can only do this if you are genuinely calm.

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

## how to respond

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

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

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

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

"I know the \*content/material/pictures/videos may have been exciting, frightening and/or confusing and I'm wondering how you are feeling about

what you have seen?"

"I am interested in how you are feeling and what happened"

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

"What do you think we need to do about this?"

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

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

If the viewing was accidental, such as a typo (or the child/young person says it was accidental) you can discuss with them how their brains and bodies work (see next page as children/young people love this stuff!) and how viewing and sharing pornography to persons under

the age of 18 (in the US) is illegal. As the child will be in a receptive state you can have an open discussion about how they may have felt and how this can be confusing, exciting, interesting, yet being firm and boundaried about the illegality. You could even ask the child/young person if they think the class would benefit from a conversation about this issue? (this can give the child a feeling of power and responsibility- something they also like).

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

Again, ask the open ended questions, listen to the child/young person's responses and remain calm as best you can (by breathing and really trying to hear what the child/young person is trying to tell you rather than focusing on the graphic content perhaps?). Allow the child/young person to tell their story about the why and from there you can help them and you make the decisions that are in the best interest of the child and follow safeguarding protocol. It can be difficult to hear that a child is accessing this material on purpose, however it may be age relevant, situational, coercive,

done to elicit a response from peers, peer pressure, curiosity based, habit, addiction, normal risk taking or a way to ask for help. Until you speak with the child and allow them to communicate with you, you cannot know the answer to this. If you appear angry, critical, repulsed or confused by this the child/young person will not speak with you and this could actually be detrimental to their mental health and may compound an issue that they need help with such as child abuse or coercive relationships (all forms).

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

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

## your brain and body and pornography

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

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

The lower part of your brain is very fast and makes decisions to protect and save your life. If it sees or hears something that **it perceives to be dangerous** (like pornography) it reacts and tells your body to do some very important things such as freeze, fight, flight or flop/faint. Unfortunately, your thinking brain does not get to make a choice about this.

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

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

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

## back to the issue...

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

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



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

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

website:  
[www.cybertrauma.com](http://www.cybertrauma.com)

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## 7.10 Race and religious hate – advice from Hope Not Hate

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If Impero helps identify that a student is engaging racial or religious hatred online, then the following advice and tips provided by Hope not Hate may help you with opening up a dialogue with a student around this issue.

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

Often many people are simply unaware of the impact of some of the phrases or terms that they use can have on people around them. This can be either because they have not thought the consequences through or the phrase is considered mainstream and, therefore, deemed acceptable to use (e.g. “That’s so gay”). Getting the student to understand the full impact and empathize with those affected can prevent issues from reoccurring.

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

Without fully understanding why certain language is unacceptable, students are unlikely to change their behavior. Simply being told off for being racist/xenophobic/sexist etc. normally only teaches the student not to use that language during school. When a student is pulled up for an offensive comment or statement, trying to get them to comprehend why the school disapproves will help them reassess their actions so that they can remove those thoughts or opinions through their own evaluation.

### 3. allow open discussion on the topics

With the internet and social media, it is very easy for students to access extreme opinions and beliefs. Extremist groups work hard at dressing up their beliefs on social media to make them seem appealing to hook people into their group. Then will drip feed more and more extreme ideology. Allowing students to ask questions on items they have seen

online without fear of rebuttal will create a healthier education environment where there can be sensible discussions about the dangers these ideologies can lead to.

### 4. don’t leave any issue unaddressed

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

### 5. report it!

Many hate crimes go unreported, around 80-90%. Without sufficient reporting, issues will go unaddressed and can start to spread through the community.

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

website:  
[www.hopenothate.org.uk](http://www.hopenothate.org.uk)

## 7.11 Weapons and violence – advice from ESSN

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If Impero helps raise a concern about a student who is involved with discussions about weapons and violence, here are some advice and tips from the Educator's School Safety Network.

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### when to involve law enforcement:

Unlike 'normal' student discipline issues, when there is a potential concern about weapons and violence, educators and administrators must quickly determine if law enforcement should be involved in order to protect the life safety of students, educators and staff. This determination should be based on a number of factors:

#### 1. How serious was the detected language?

- a) Direct, plausible, weapon-based threats directed at individuals or the school are more serious than a student indicating they "might punch someone". The credibility of a threat can be based on many different factors, but plausibility, specificity and endurance are indicators that a threat is more credible than an idle 'joke' in poor taste. (A student saying "I'm going to kill you if you post that on IG" is a different matter than specific, aggressive language).

#### 2. What was the context of the detected language?

- a) The context in which a student uses the language is also critical. A student who says they are going to "do a better job than the kids at Columbine" is a more serious concern than a student who says "I just read about Columbine- I didn't realize that happened way back in 1998".
- b) Was the language related or a reaction to a specific event? If a student is consistent and persistently using threatening language, there might be a more serious concern than a student who has an outburst pursuant to a specific stressor. (Supports and interventions are appropriate in both situations, but immediate involvement of law enforcement is less critical when a threat can be linked to a specific incident).

### 3. Timeliness of the language

- a) Did the student provide a timeline for the threat? Idle threats or “jokes” are less likely to include a specific, plausible schedule.

### 4. Past information/concerns about the student

- a) Have concerns been raised about this student before? If so, in what context - academically? Behaviorally? Socially? While disciplinary actions may be an indicator, a student who “has never been in trouble” may raise concerns based on their previous language, demeanor, or actions.

### 5. What is currently happening in the school

- a) Threats do not occur in a vacuum. They are often related to activities and incidents that are occurring both inside and outside of school, but may not yet have come to the attention of the staff, or have been considered “isolated incidents”.

### the role of threat assessment and management

Does your school have a means by which educators can identify, assess, and manage individuals of concern?

The U.S. Department of Education, Department of Justice and Federal Emergency Management Agency (FEMA) recommend that schools develop systems for threat assessment and management, saying “One of the most useful tools a school can develop...is a multidisciplinary school threat assessment team.”

A formalized, board-adopted system of threat assessment management, based on best practices and research, can provide educators with a means by which they can determine who is at risk for violence against themselves or others, and then determine what actions should be undertaken to ensure the safety of everyone in the school community.

Threat assessment isn't a way to 'kick bad kids out of school'. Threat assessment helps educators determine who is potentially at risk, and then decide what supports and interventions are needed in order for that person to safely remain in school while protecting school stakeholders.

### for more information, training and resources:

Head to [www.eSchoolSafety.org](http://www.eSchoolSafety.org). The Educator's School Safety Network is a national, not-for-profit organization that provides education-based school safety training, resources and technical assistance to public and private k-12 schools and institutions of higher education.



ESSN or Educator's School Safety Network is comprised of consultants with backgrounds and expertise in the areas of education, emergency response, law, technology and criminal justice. ESSN pride themselves on violence prevention measures providing safety planning for schools and districts before a crisis occurs.

website:  
[eschoolsafety.org](http://eschoolsafety.org)

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## 7.12 Suicide – advice from Harmless

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

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

### ways to start a conversation:

- > I have been feeling concerned about you lately.

### questions you can ask:

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

### what you can say that helps:

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

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

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

### level of suicide risk:

- > **Low** - Some suicidal thoughts. No suicide plan. Says they won't complete suicide.
- > **Moderate** - Suicide thoughts, vague plan that isn't very lethal. Says they won't complete suicide.

- > **High** - Suicidal thoughts, specific plan that is highly lethal, says they won't complete suicide.
- > **Severe** - Suicidal thoughts, specific plan that is highly lethal, says they will complete suicide.

For more information about safeguarding young people from suicide visit [www.harmless.org.uk](http://www.harmless.org.uk).



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

website:

[www.harmless.org.uk](http://www.harmless.org.uk)



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## 7.13 Digital Citizenship – advice from Digital Citizenship Institute

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### what is digital citizenship and why is it important in schools today?

Generally speaking, digital citizenship is a term the education world has adopted to describe a broad area of inquiry and activity related to the ethics, concerns and opportunities associated with living a digital lifestyle. Digital citizenship reflects our quest to help students, as well as ourselves, develop the skills and perspectives necessary to live a digital lifestyle that is safe, ethical and responsible, as well as inspired, innovative and involved. We want all students to be able to assume the roles of researcher, participant and leader as they build communities that effectively span their real and online worlds.

We view digital citizenship as an action, something that we practice and do every single day. Digital citizenship is about human connections and community; it creates learning opportunities and empowers others to become change makers for social good in local, global, digital communities. Using a community-driven approach to digital citizenship, we aim to turn negatives into positives and help to transform participants into designers, creative thinkers, global collaborators, problem solvers and active and engaged citizens of the world.

The Digital Citizenship Institute is committed to promoting social good through the use of technology and social media. Turning the tides away from the negative, the Digital Citizenship Institute amplifies the positive by viewing social media as a powerful learning tool to solve problems and create solutions. They do this by encouraging practical solutions and embedding core skills and concepts and by transforming problems into opportunities. Their motto is “Be that KIND of kid.”

website:

[www.digitalcitizenship-institute.com](http://www.digitalcitizenship-institute.com)



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## 7.14 Whole school approach and ‘using tech for good’ – advice from EPIK Deliberate Digital

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“It takes a village to raise a child.” This old African proverb is more true than ever in our complex, digital world.

Helping children be safe and healthy with the myriad of technologies and risks that surround them is a never-ending challenge -- not only because technology is changing so quickly, but also because the issues surrounding children and technology are multifaceted and often beyond any individual’s realm of expertise. And yet, all too often, caregivers and mentors of children try to tackle these issues in isolation in their individual roles, rather than working together in a more collaborative way. This isolation can often lead to overwhelm and inaction, which, of course, can put children at greater risk.

As schools work toward a “whole school” approach, EPIK recommends the following collaboration tips:

### tips for establishing a collaborative model

Be deliberate and proactive about creating your multi-stakeholder leadership council.

- Involve students and parents from the start, so that they can contribute their perspectives to keyword needs as well as discussions about what should happen when potential problems are identified.
- Be aware that a risk with filtering and monitoring software is that when problems arise, it can be hard not to react in fear or respond hastily with a desire to control or punish.
- Remember that calm, consistent, compassionate mentoring and support is needed. Whatever patterns you may find through monitoring software will almost always be a symptom, not the whole problem.
- Remember that a key part of any good prevention program includes fostering positive behaviors. Encourage your leadership council to discuss how to create opportunities for students to have mentored experiences using technology in deliberate, positive ways.

### benefits of a whole school approach

Fortunately, having a team can make a difference here. When you are committed to helping each other respond and teach in ways that are informed by expert knowledge and decided upon before problems arise, you help create a safe, supportive culture for your students. You also create institutional memory so that if and as new people join your team, you don’t have to start from square one. With a dedicated, multi-stakeholder team, you are more likely to take a long view, “whole child” view approach to addressing problems. You can also help each other not feel overwhelmed as you take on this critical role of helping children, not only to avoid dangers online but to be deliberate digital citizens. As you work alongside the students in your school, they and you together can learn to use technology for good.

EPIK’s mission is to facilitate collaboration around adults and youth using tech for good.

website:  
[www.epik.org](http://www.epik.org)

# Section 8: **Resources & Templates**

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

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

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### high school students

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

### elementary school students

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

Consider using or adapting some of these points, generated by actual students across the country:

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

## 8.2 Letter for parents/ caregivers

This is letter template can be used to explain to parents/caregivers how the school is using Impero Education Pro to keep its students safe online.

[www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Letters-For-Parents-Carers-US.docx](http://www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Letters-For-Parents-Carers-US.docx)

XXX

XXXX

XXXXXXX

Date

Dear Parent / Caregiver,

XXX would like to inform you of the systems that we have in place to facilitate the online safety policy at our school and to ensure we meet the internet safety requirements for our state and federal government.

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

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

If you have any questions about the school's online safety policy, please contact our XXXX (Designated person).

For more information about Impero, visit their website [www.imperosoftware.com](http://www.imperosoftware.com).

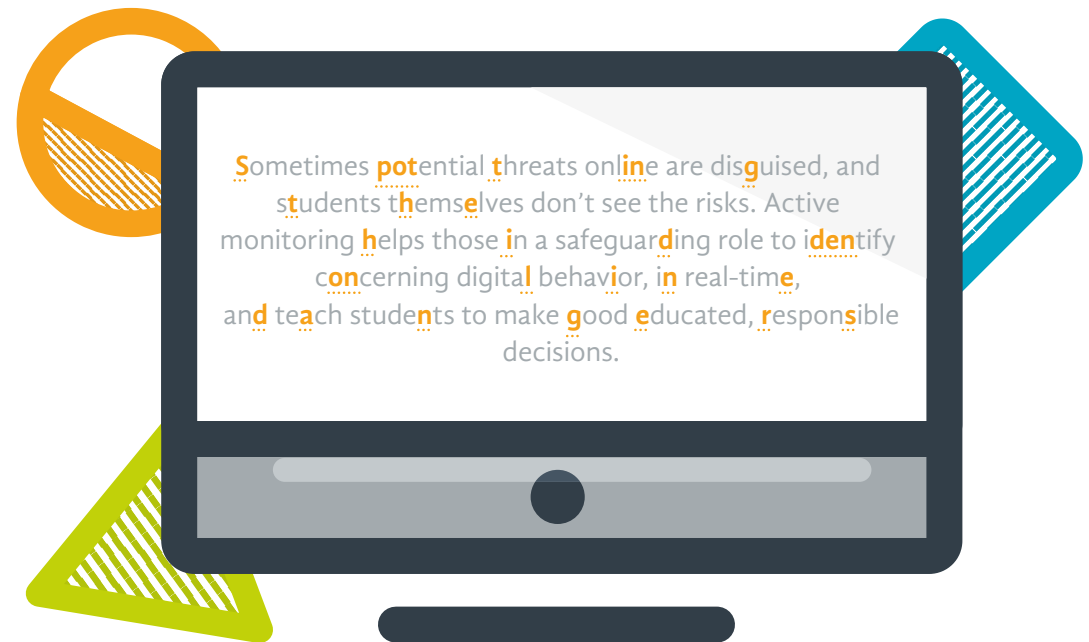
Yours sincerely,

XXX

## 8.3 Monitoring poster

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

[www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Monitoring-Poster.pdf](http://www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Monitoring-Poster.pdf)



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

**impero**

# 8.4 Incident response flowchart from iKeepsafe

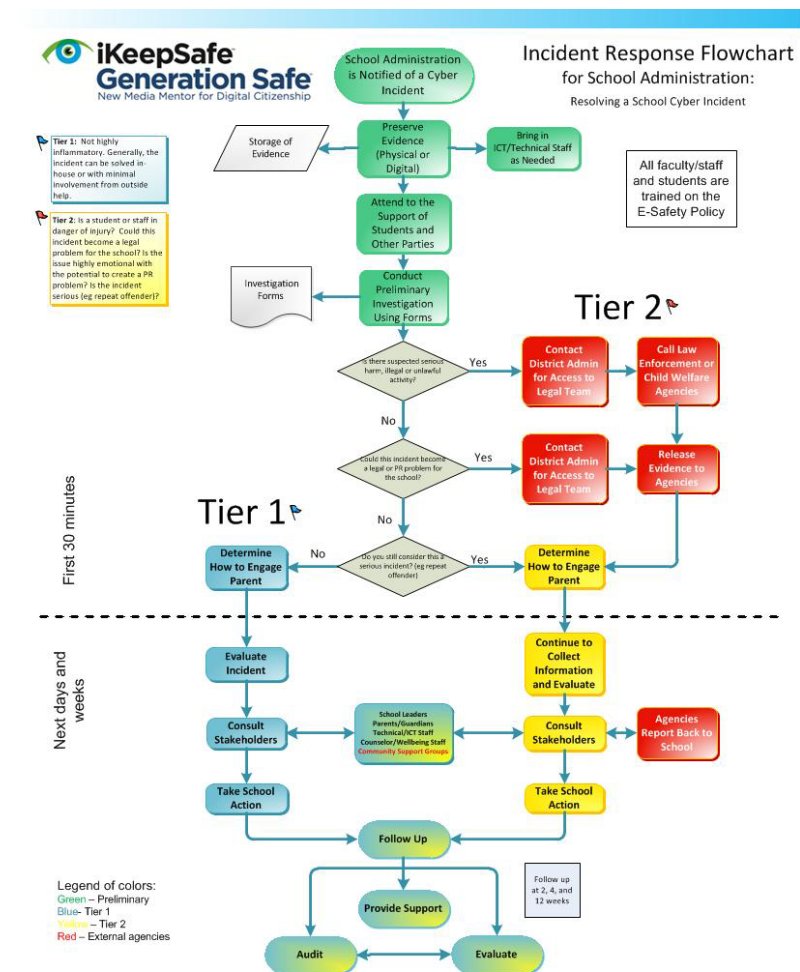


The Internet Keep Safe Coalition (iKeepSafe) certifies digital products as compliant with state and federal requirements for handling protected personal information. They help organizations achieve and maintain compliance through product assessments, monthly monitoring, annual training, and assistance with remediation.

website:  
[www.ikeepsafe.org](http://www.ikeepsafe.org)

The following flowchart, from iKeepsafe gives a suggestion of how safety incidents could be handled within a school. A full explanation of how each part of the flowchart works is located [here](#).

([www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Generation-Safe-Flowchart-and-Instructions.pdf](http://www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Generation-Safe-Flowchart-and-Instructions.pdf))

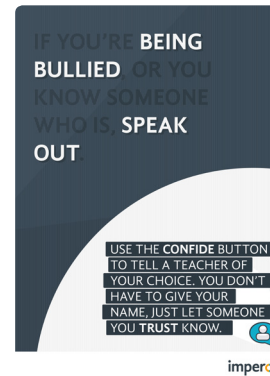


© 2012 iKeepSafe.org. All rights reserved. This document may only be copied by authorized Generation Safe™ subscribers for educational, classroom and individual use only. Send inquiries to [legal@ikeepSAFE.org](mailto:legal@ikeepSAFE.org).



## 8.5 Confide poster & sample copy

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



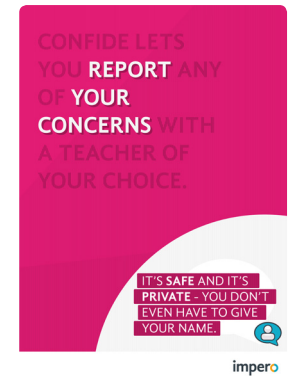
[visit the link below to download](#)

([www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Confide-Poster-4.pdf](http://www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Confide-Poster-4.pdf))



[visit the link below to download](#)

([www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Confide-Poster-5.pdf](http://www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Confide-Poster-5.pdf))



[visit the link below to download](#)

([www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Confide-Poster-1.pdf](http://www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Confide-Poster-1.pdf))



[visit the link below to download](#)

([www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Confide-Poster-3.pdf](http://www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Confide-Poster-3.pdf))



[visit the link below to download](#)

([www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Confide-Poster-2.pdf](http://www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Confide-Poster-2.pdf))

# 8.6 Overview presentation for staff meetings

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

([www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Impero-internet-safety-staff-briefing-handbook-resource-US.pptx](http://www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Impero-internet-safety-staff-briefing-handbook-resource-US.pptx))

Visit the link below to download the **presentation notes**

([www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Presenters-Notes-US.docx](http://www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Presenters-Notes-US.docx))

Why isn't blocking/filtering enough?

Often risks lie in:

- not knowing
- not thinking
- not caring

✓ We need to manage the behavior as well as the technology

✓ Impero advocates a 'managed approach'

✗ We can't do that if everything is locked down!

imperosoftware.com impero

Impero Education Pro and safeguarding

Educate

Creating good digital citizens with real time monitoring

imperosoftware.com impero

Why isn't blocking/filtering enough?

the ultimate goal

empower students to become safe responsible digital citizens with the ability to assess risk for themselves, wherever they are using ICT

imperosoftware.com impero

Impero Education Pro and safeguarding

Open up dialogues to educate & safeguard

imperosoftware.com impero

Impero Education Pro and safeguarding

Monitor, capture & log

thinspiration

laxatives

cottonwool method

Hmm, trying to lose weight unsafely, fast and without eating?

build a picture over a period of time to help assess risk

imperosoftware.com impero

Summary

Internet safety

Education Pro is all about:

- Proactively identifying young people that may be at risk
  - Early intervention & support
  - Building up patterns of behavior over time
  - Opening up dialogues with students
- Empowering teachers to intervene in a timely manner
  - Key evidence to share with parents, teachers, counsellors
  - Possibly provide missing links or evidence to back up a hunch
  - Explanation of terms so staff can understand content without being experts on radicalisation, self-harm, eating disorders etc. and open up dialogues
- Good safeguarding and behavior management
- Any questions?

imperosoftware.com impero

## 8.7 RACI model sample template for deployment

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

Visit [www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/RACI-Handout.pdf](http://www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/RACI-Handout.pdf) to download a printable version

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

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

**Consulted:** Means whose opinions should be sought.

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

Activity	Responsible	Accountable	Consulted	Informed	Notes/comments

## 8.8 Videos for meetings

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

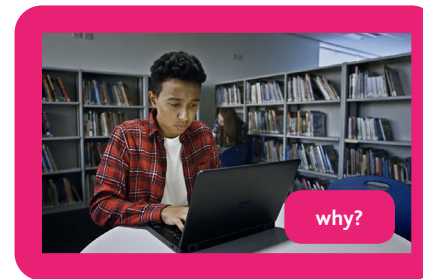
### why

([www.imperosoftware.com/us/resources/videos/dont-just-block-us-school-districts-monitor-online-behavior/](http://www.imperosoftware.com/us/resources/videos/dont-just-block-us-school-districts-monitor-online-behavior/))

### how

([www.imperosoftware.com/us/resources/videos/us-school-districts-monitor-online-behavior-best-practice-approach/](http://www.imperosoftware.com/us/resources/videos/us-school-districts-monitor-online-behavior-best-practice-approach/))

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### why an active monitoring system is important

visit the link below to view the video

[www.imperosoftware.com/us/resources/videos/dont-just-block-us-school-districts-monitor-online-behavior/](http://www.imperosoftware.com/us/resources/videos/dont-just-block-us-school-districts-monitor-online-behavior/)

### how an active monitoring system works

visit the link below to view the video

[www.imperosoftware.com/us/resources/videos/us-school-districts-monitor-online-behavior-best-practice-approach/](http://www.imperosoftware.com/us/resources/videos/us-school-districts-monitor-online-behavior-best-practice-approach/)



## 8.9 Capture status template

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

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

**[Visit the link below to here to download an A4 version.](#)**

([www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Capture-status-template.pdf](http://www.imperosoftware.com/us/wp-content/uploads/sites/16/2017/05/Capture-status-template.pdf))

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

