



Online Safety Policy

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ICT technician provider is currently Easi-pc.

Statement of intent

Hopping Hill Primary School understands that using online services is an important aspect of raising educational standards, promoting pupil achievement, and enhancing teaching and learning. The use of online services is embedded throughout the school; therefore, there are a number of controls in place to ensure the safety of pupils and staff.

The breadth of issues classified within online safety is considerable, but they can be categorised into four areas of risk:

- **Content:** Being exposed to illegal, inappropriate, or harmful material, e.g. pornography, fake news, self-harm, and taking own life, and discriminatory or extremist views.
- **Contact:** Being subjected to harmful online interaction with other users, e.g. peer pressure, commercial advertising, and adults posing as children or young adults with the intention to groom or exploit children.
- **Conduct:** Personal online behaviour that increases the likelihood of, or causes, harm, e.g. sending and receiving explicit messages, and cyberbullying.
- **Commerce:** Risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

The measures implemented to protect pupils and staff revolve around these areas of risk. Our school has developed this policy with the aim of ensuring appropriate and safe use of the internet and other digital technology devices by all pupils and staff.

Further intention of this policy is to raise awareness of issues concerning cyber security and measures implemented also concern this area of risk.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Voyeurism (Offences) Act 2019
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- 'Harmful online challenges and online hoaxes' DfE (2021)
- 'Keeping children safe in education 2024'. DfE (2024))
- 'Teaching online safety in school' DfE (2019).
- 'Searching, screening and confiscation' DfE (2014) updated 2023.
- Sharing nudes and semi-nudes: advice for education settings working with children and young people'. Department for Digital, Culture, Media and Sport and UK Council for Internet Safety (2020)
- 'Education for a Connected World – 2020 edition' UK Council for Child Internet Safety (2020)
- National Cyber Security Centre (2018) 'Small Business Guide: Cyber Security')
- *When to Call the Police- Guidance for Schools - National Police Chief's Guidance (2020)*

This policy operates in conjunction with the following school policies:

- Safeguarding Policy
- Acceptable Use Agreement
- Data Protection Policy
- Anti-Bullying Policy
- RSE Education Policy
- Staff Code of Conduct
- Positive Behaviour Policy
- Disciplinary Policy and Procedures
- Pupil Remote Learning Plan

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring that this policy is effective and complies with relevant laws and statutory guidance.
- Ensuring the DSL's remit covers online safety.
- Reviewing this policy on an annual basis.
- Ensuring their own knowledge of online safety issues is up to date.
- Ensuring all staff undergo safeguarding and child protection training, including online safety, at induction.
- Ensuring that there are appropriate filtering and monitoring systems in place and clear lines of accountability for the management of this.
- Ensuring that all relevant school policies have an effective approach to planning for, and responding to, online challenges.

The headteacher is responsible for:

- Ensuring that online safety is a running and interrelated theme throughout the school's policies and procedures, including in those related to the curriculum, teacher training and safeguarding.
- Supporting the DSL and computing subject lead by ensuring they have enough time and resources to carry out their responsibilities in relation to online safety.
- Ensuring staff receive regular, up-to-date, and appropriate online safety training and information as part of their induction and safeguarding training.
- Ensuring online safety practices are audited and evaluated.
- Supporting staff to ensure that online safety is embedded throughout the curriculum so that all pupils can develop an appropriate understanding of online safety.
- Ensuring the school has systems in place to engage parents with online safety that keep them up to date with current issues and how the school is supporting children to stay safe online.
- Working with the DSL and governing board to update this policy on an annual basis.

The DSL is responsible for:

- Taking the lead responsibility for online safety in the school.
- Acting as the named point of contact within the school on all online safeguarding issues.
- Undertaking training so they understand the risks associated with online safety and can recognise additional risks that pupils with SEND face online.
- Liaising with relevant members of staff on online safety matters, e.g. the SENCO and school business manager.
- Ensuring online safety is recognised as part of the school's safeguarding responsibilities and that a coordinated approach is implemented.
- Ensuring safeguarding is considered in the school's approach to remote learning.
- Ensuring appropriate referrals are made to external agencies, as required.
- Working closely with the police during police investigations.
- Keeping up to date with current research, legislation, and online trends.
- Working with the computing subject lead on the school's participation in local and national online safety events, e.g. Safer Internet Day.
- Establishing a procedure for reporting online safety incidents and inappropriate internet use, both by pupils and staff.
- Ensuring all members of the school community understand the reporting procedure.
- Maintaining records of reported online safety concerns as well as the actions taken in response to concerns.
- Monitoring online safety incidents to identify trends and any gaps in the school's provision and using this data to update the school's procedures.
 - Working alongside the ICT technicians and school business manager to ensure filtering/monitoring tools are age appropriate, responsive to risk and aligned with current trends.
 - Reporting to the governing board about online safety on a termly basis.
 - Working with the headteacher and governing board to update this policy on an annual basis.

ICT technicians are responsible for:

- Providing technical support in the development and implementation of the school's online safety policies and procedures.
- Implementing appropriate security measures as directed by the headteacher.
- Ensuring that the school's filtering and monitoring systems are updated as appropriate.
- Working alongside the DSL and school business manager to ensure filtering/monitoring tools are age appropriate, responsive to risk and aligned with current trends.

All staff members are responsible for:

- Taking responsibility for the security of ICT systems and electronic data they use or have access to.
- Modelling good online behaviours.
- Maintaining a professional level of conduct in their personal use of technology.
- Having an awareness of online safety issues including local and school community risks.
- Ensuring they are familiar with, and understand, the indicators that pupils may be unsafe online.
- Reporting concerns in line with the school's reporting procedure.
- Where relevant to their role, ensuring online safety is embedded in their teaching of the curriculum.

Pupils are responsible for:

- Adhering to the Acceptable Use Agreement and other relevant policies.
- Seeking help from school staff if they are concerned about something they or a peer have experienced online.
- Reporting online safety incidents and concerns in line with the procedures within this policy.

3. Managing online safety

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues affecting young people, particularly owing to the rise of social media and the increased prevalence of children using the internet.

The DSL has overall responsibility for the school's approach to online safety, with support from the computing subject lead and the headteacher where appropriate.

The importance of online safety is integrated across all school operations in the following ways:

- Staff receive regular training.
- Staff receive updates regarding online safety information and any changes to online safety guidance or legislation.
- Online safety is integrated into learning throughout the curriculum.
- Assemblies may be conducted on the topic of remaining safe online.

Handling online safety concerns

Any disclosures made by pupils to staff members about online abuse, harassment, or exploitation, whether they are the victim or disclosing on behalf of another child, will be handled in line with the Safeguarding Policy.

Staff will be aware that pupils may not feel ready or know how to tell someone about abuse they are experiencing, due to feeling embarrassed, humiliated, or threatened. Staff will be aware and recognise the importance of the presence and scale of online abuse or harassment, by considering that just because it is not being reported, does not mean it is not happening.

Staff will be aware that harmful online sexual behaviour can progress on a continuum, and appropriate and early intervention can prevent abusive behaviour in the future. Staff will also acknowledge that pupils displaying this type of behaviour are often victims of abuse themselves and should be suitably supported.

The victim of online harmful sexual behaviour may ask for no one to be told about the abuse. The DSL will consider whether sharing details of the abuse would put the victim in a more harmful position, or whether it is necessary in order to protect them from further harm. Ultimately the DSL will balance the victim's wishes against their duty to protect the victim and other young people. The DSL and other appropriate staff members will meet with the victim's parents to discuss the safeguarding measures that are being put in place to support their child and how the report will progress.

Confidentiality will not be promised, and information may be still shared lawfully, for example, if the DSL decides that there is a legal basis under UK GDPR such as the public task basis whereby it is in the public interest to share the information. If the decision is made to report abuse to children's social care or the police against the victim's wishes, this must be handled extremely carefully, and appropriate support provided to the victim. The DSL will always act in the best interest of the child/ young person.

Concerns regarding a staff member's online behaviour are reported to the headteacher, who decides on the best course of action in line with the relevant policies, e.g. the Staff Code of Conduct. If the concern is about the headteacher, it is reported to the chair of governors.

Details for the chair of governors can be obtained from the school office or through the clerk to the governors using the email address below.

clerk@hoppinghill.northants.sch.uk

Concerns regarding a pupil's online behaviour are reported to the DSL, who investigates concerns with relevant staff, and manages concerns in accordance with relevant policies depending on their nature, e.g. the Behaviour Policy and Safeguarding Policy.

Where there is a concern that illegal activity has taken place, the headteacher or DSL will contact the police.

The school avoids unnecessarily criminalising pupils, e.g. calling the police, where criminal behaviour is thought to be inadvertent and as a result of ignorance or normal developmental curiosity. The DSL will decide in which cases this response is appropriate and will manage such cases in line with the Safeguarding Policy and will refer to *When to Call the Police- Guidance for Schools and Guidance – National Police Chief's Guidance 2020*

All online safety incidents and the school's response are recorded on My concern following discussion between the staff member to who the concern was first raised and the DSL.

4. Cyberbullying

Cyberbullying can include, but is not limited to, the following:

- Threatening, intimidating, or upsetting text messages
- Threatening or embarrassing pictures and video clips sent via mobile phone cameras.
- Silent or abusive phone calls or using the victim's phone to harass others, to make them think the victim is responsible.
- Threatening or bullying emails possibly sent using a pseudonym or someone else's name.
- Unpleasant messages sent via instant messaging.
- Unpleasant or defamatory information posted to blogs, personal websites, and social networking sites,
- Abuse between young people in intimate relationships online i.e. teenage relationship abuse
- Discriminatory bullying online i.e. homophobia, racism, misogyny/misandry.

The school will be aware that certain pupils can be more at risk of abuse and/or bullying online, such as LGBTQ+ pupils and pupils with SEND.

Cyberbullying against pupils or staff is not tolerated under any circumstances. Incidents of cyberbullying are dealt with quickly and effectively wherever they occur in line with the Anti-bullying Policy.

5. Child-on-child sexual abuse and harassment

Pupils may also use the internet and technology as a vehicle for sexual abuse and harassment. Staff will understand that this abuse can occur both in and outside of school, off and online, and will remain aware that pupils are less likely to report concerning online sexual behaviours, particularly if they are using websites that they know adults will consider to be inappropriate for their age.

The following are examples of online harmful sexual behaviour of which staff will be expected to be aware:

- Threatening, facilitating, or encouraging sexual violence
- Upskirting, i.e. taking a picture underneath a person's clothing without consent and with the intention of viewing their genitals, breasts, or buttocks.
- Sexualised online bullying, e.g. sexual jokes, or taunts.
- Unwanted and unsolicited sexual comments and messages
- Consensual or non-consensual sharing of sexualised imagery
- Abuse between young people in intimate relationships online, i.e. teenage relationship abuse

All staff will be aware of and promote a zero-tolerance approach to sexually harassing or abusive behaviour, and any attempts to pass such behaviour off as trivial or harmless. Staff will be aware that allowing such behaviour could lead to a school culture that normalises abuse and leads to pupils becoming less likely to report such conduct.

Staff will be aware that creating, possessing, and distributing indecent imagery of other children, i.e. individuals under the age of 18, is a criminal offence, even where the imagery is created, possessed, and distributed with the permission of the child depicted, or by the child themselves.

The school will be aware that interactions between the victim of online harmful sexual behaviour and the alleged perpetrator(s) are likely to occur over social media following the initial report, as well as interactions with other pupils taking "sides", often leading to repeat harassment. The school will respond to these incidents in line with the Child-on-child Abuse Policy, the Acceptable Use Agreement, and the Staff Code of Conduct.

The school responds to all concerns regarding online child-on-child sexual abuse and harassment, regardless of whether the incident took place on the school premises or using school-owned equipment. Concerns regarding online child-on-child abuse are reported to the DSL, who will investigate the matter in line with the Safeguarding Policy.

6. Grooming and exploitation

Grooming is defined as the situation whereby an adult builds a relationship, trust, and emotional connection with a child with the intention of manipulating, exploiting and/or abusing them.

Staff will be aware that grooming often takes place online and that pupils who are being groomed are commonly unlikely to report this behaviour for many reasons, including the following:

- The pupil believes they are talking to another child, when they are actually talking to an adult masquerading as someone younger with the intention of gaining their trust to abuse them.
- The pupil does not want to admit to talking to someone they met on the internet for fear of judgement, feeling embarrassed, or a lack of understanding from their peers or adults in their life.
- The pupil may have been manipulated into feeling a sense of dependency on their groomer due to the groomer's attempts to isolate them from friends and family.
- Talking to someone secretly over the internet may make the pupil feel 'special', particularly if the person they are talking to is older.
- The pupil may have been manipulated into feeling a strong bond with their groomer and may have feelings of loyalty, admiration, or love, as well as fear, distress, and confusion.

Due to the fact pupils are less likely to report grooming than other online offences, it is particularly important that staff understand the indicators of this type of abuse. The DSL will ensure that online safety training covers online abuse, the importance of looking for signs of grooming, and what the signs of online grooming are, including:

- Being secretive about how they are spending their time.
- Having an older boyfriend or girlfriend, usually one that does not attend the school and whom their close friends have not met.
- Having money or new possessions, e.g. clothes and technological devices, that they cannot or will not explain.

Child sexual exploitation (CSE) and child criminal exploitation (CCE)

Although CSE often involves physical sexual abuse or violence, online elements may be prevalent, e.g. sexual coercion and encouraging children to behave in sexually inappropriate ways through the internet. In some cases, a pupil may be groomed online to become involved in a wider network of exploitation, e.g. the production of child pornography or forced child prostitution and sexual trafficking.

CCE is a form of exploitation in which children are forced or manipulated into committing crimes for the benefit of their abuser, e.g. drug transporting, shoplifting and serious violence. While these crimes often take place in person, it is increasingly common for children to be groomed and manipulated into participating through the internet.

Sextortion is a form of online abuse where someone tricks, threatens or blackmails a child or young person into sending sexual images or videos. Offenders then often pretend to be someone else, and they demand things such as money or further images.

Where staff have any concerns about pupils with relation to CSE or CCE, or sextortion, they will bring these concerns to the DSL without delay, who will manage the situation in line with the Safeguarding Policy.

Radicalisation

Radicalisation is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. This process can occur through direct recruitment, e.g. individuals in extremist groups identifying, targeting, and contacting young people with the intention of involving them in terrorist activity, or by exposure to violent ideological propaganda. Children who are targets for radicalisation are likely to be groomed by extremists online to the extent that they believe the extremist has their best interests at heart, making them more likely to adopt the same radical ideology.

Staff members will be aware of the factors which can place certain pupils at increased vulnerability to radicalisation, as outlined in the Safeguarding Policy. Staff will be expected to exercise vigilance towards any pupils displaying indicators that they have been, or are being, radicalised. They will also be made aware of the local risks.

Where staff have a concern about a pupil relating to radicalisation, they will report this to the DSL without delay, who will handle the situation in line with the Safeguarding Policy.

7. Mental health

The internet, particularly social media, can be the root cause of a number of mental health issues in pupils, e.g. low self-esteem, and suicidal ideation. Staff will be aware that online activity both in and outside of school can have a substantial impact on a pupil's mental state, both positively and negatively. The Computing subject lead and/or DSL will ensure that training is available to help ensure that staff members understand popular social media sites and terminology, the ways in which social media and the internet in general can impact mental health, and the indicators that a pupil is suffering from challenges in their mental health.

8. Online hoaxes and harmful online challenges

For the purposes of this policy, an **“online hoax”** is defined as a deliberate lie designed to seem truthful, normally one that is intended to scaremonger or to distress individuals who come across it, spread on online social media platforms.

For the purposes of this policy, **“harmful online challenges”** refers to challenges that are targeted at young people and generally involve users recording themselves participating in an online challenge, distributing the video through social media channels, and daring others to do the same. Although many online challenges are harmless, an online challenge becomes harmful when it could potentially put the participant at risk of harm, either directly as a result of partaking in the challenge itself or indirectly as a result of the distribution of the video online – the latter will usually depend on the age of the pupil and the way in which they are depicted in the video.

Where staff suspect there may be a harmful online challenge or online hoax circulating amongst pupils in the school, they will report this to the DSL immediately.

The DSL will conduct a case-by-case assessment for any harmful online content brought to their attention, establishing the scale and nature of the possible risk to pupils, and whether the risk is one that is localised to the school or the local area, or whether it extends more widely across the country. Where the harmful content is prevalent mainly in the local area, the DSL will consult with and seek advice from the LA online safety officer. The advice from the LA online safety officer will be followed. In circumstances where the LA online safety officer is not available and a response to a harmful online challenge or hoax needs to be made quickly, the DSL and/or headteacher will decide whether each proposed response is:

- In line with any advice received from a known, reliable source, e.g. the UK Safer Internet Centre, when fact-checking the risk of online challenges or hoaxes.
- Careful to avoid needlessly scaring or distressing pupils.
- Not inadvertently encouraging pupils to view the hoax or challenge where they would not have otherwise come across it, e.g. where content is explained to younger pupils but is almost exclusively being shared amongst older pupils.
- Proportional to the actual or perceived risk.
- Helpful to the pupils who are, or are perceived to be, at risk.
- Appropriate for the relevant pupils' age and developmental stage.
- Supportive.
- In line with the Safeguarding Policy.

Where the DSL's assessment finds an online challenge to be putting pupils at risk of harm, they will ensure that the challenge is directly addressed to the relevant pupils, e.g. those within a particular age range that is directly affected or even to individual children at risk where appropriate. The DSL and headteacher will only implement a school-wide approach to highlighting potential harms of a hoax or challenge when the risk of needlessly increasing pupils' exposure to the risk is considered and mitigated as far as possible.

9. Cyber-crime

Cyber-crime is criminal activity committed using computers and/or the internet. There are two key categories.

Cyber-enabled – these crimes can be carried out offline; however, are made easier or more widespread through use of the internet e.g. fraud, purchasing and selling of illegal drugs, and sexual abuse and exploitation.

- **Cyber-dependent** – these crimes can only be committed using computers, networks or the internet. Examples include creating or spreading malware, illegal hacking and booting (flooding a network or system with traffic to make it crash)

The school will factor into its approach to online safety the risk that pupils with a strong interest or ability in technology may become involved, whether deliberately or inadvertently, in cyber-crime. Where there are any concerns about a pupil's use of technology and their intentions, the DSL will consider contacting the Cyber Choices Programme for advice which supports young people at risk of committing cyber-crime and encourages safer, lawful use of digital skills. The DSL, headteacher and computing subject lead will ensure that pupils are taught, throughout the curriculum, how to use technology safely, responsibly, and legally. Measures are in place to prevent access to illegal or harmful parts of the internet using school devices and networks including filtering and firewalls.

10. Online safety training for staff

The DSL ensures that all safeguarding training for staff includes all relevant aspects of online safety. This includes how the internet and digital technologies can facilitate abuse, exploitation or harm. All staff will be made aware that:

- Pupils may be at risk of abuse or exploitation by their peers or by adults.
- Abuse can happen in person and concurrently via digital platforms (e.g. social media, messaging apps)
- Online safety training will also cover current online risks such as:
- Online sexual harassment and grooming
- Cyber bullying
- Exposure to harmful content (e.g. self-harm, extremism)
- Sextortion and scams targeting children and young people

This training is updated regularly to reflect emerging risks and current picture of reported incidents in school.

11. Online safety and the curriculum

Online safety is embedded throughout the curriculum; however, it is particularly addressed in the following subjects:

- RSE
- Health Education
- PSHE
- Computing
- Digital Literacy

Online safety teaching is always appropriate to pupils' ages and developmental stages.

Pupils are taught the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform, or app they are using. The underpinning knowledge and behaviours pupils learn through the curriculum include the following:

- How to evaluate what they see online
- How to recognise techniques used for persuasion
- What healthy and respectful relationships, including friendships, look like
- Body confidence and self-esteem
- Consent,
- Acceptable and unacceptable online behaviour
- How to identify online risks
- How and when to seek support
- How to identify when something is deliberately deceitful or harmful
- How to recognise when something they are being asked to do puts them at risk or is age-inappropriate

The online risks pupils may face online are always considered when developing the curriculum.

The DSL is involved with the development of the school's online safety curriculum. Pupils will discuss the online safety curriculum, where appropriate, due to their unique knowledge of the kinds of websites they and their peers frequent and the kinds of behaviours in which they engage online.

The school recognises that, while any pupil can be vulnerable online, there are some pupils who may be more susceptible to online harm or have less support from family and friends in staying safe online, e.g. pupils with SEND and LAC. Relevant members of staff, e.g. the SENCO and designated teacher for LAC, work together to ensure the curriculum is tailored so these pupils receive the information and support they need.

The school will also endeavour to take a more personalised or contextualised approach to teaching about online safety for more susceptible children, and in response to instances of harmful online behaviour from pupils.

Class teachers review external resources prior to using them for the online safety curriculum, to ensure they are appropriate for the cohort of pupils. When reviewing these resources, the following questions are asked:

- Where does this organisation get their information from?
- What is their evidence base?
- Have they been externally quality assured?
- What is their background?
- Are they age-appropriate for pupils?
- Are they appropriate for pupils' developmental stage?

External visitors may be invited into school to help with the delivery of certain aspects of the online safety curriculum. The computing subject lead and DSL decide when it is appropriate to invite external groups into school and ensure the visitors selected are appropriate.

The DSL will advise staff members on how to best support any pupils who may be especially impacted by online safety lessons. Lessons and activities are planned carefully so they do not draw attention to a pupil who is being or has been abused or harmed online, to avoid publicising the abuse.

During an online safety lesson or activity, the class teacher ensures a safe environment is maintained in which pupils feel comfortable to say what they feel and ask questions and are not worried about getting into trouble or judged.

If a staff member is concerned about anything pupils raise during online safety lessons and activities, they will speak to the DSL and follow the Safeguarding Policy.

If a pupil makes a disclosure to a member of staff regarding online abuse following a lesson or activity, the staff member will follow the reporting procedures in the Safeguarding Policy.

12. Use of technology in the classroom

A wide range of technology is used during lessons, including the following:

- Laptops
- Tablets
- PCs

Prior to using any websites, tools, apps, or other online platforms in the classroom, or recommending that pupils use these platforms at home, the class teacher always reviews and evaluates the resource. Class teachers ensure that any internet-derived materials are used in line with copyright law.

Pupils are supervised when using online materials in school.

13. Use of smart technology

Pupils will be educated on the acceptable and appropriate use of personal devices and will use technology in line with the school's Technology Acceptable Use Agreement for Pupils.

Staff will use all smart technology and personal technology in line with the school's Acceptable Use Agreement and Staff Code of Conduct.

The school will consider the 4C's (content, contact, conduct and commerce) when educating pupils about the risks involved with the inappropriate use of smart technology and enforcing the appropriate disciplinary measures.

14. Educating parents

The school endeavours to work in partnership with parents to support pupils in staying safe online at school and at home. Parents are provided with information about the school's approach to online safety and their role in protecting

their children. Parents are sent a copy of the Acceptable Use Agreement at the beginning of each academic year and are encouraged to go through this with their child to ensure their child understands the document and the implications of not following it.

Parents will be made aware of the various ways to promote online safety including (but not limited to):

- Ways which they can prevent their child from accessing harmful content at home, e.g. by implementing parental controls to block age-inappropriate content.
- Current issues and risks in online safety
- Usage that promotes well-being and positive mental health
- How to seek support and help
- How to talk to their children and their safety and usage online and manage incidents of unsafe usage

Parental awareness regarding how they can support their children to be safe online is raised in the following ways:

- Class Dojo
- Online resources
- School website
- Monthly newsletters
- Homework provided termly to pupils (Y3-6) and during the summer term (Y1-2) to inform parents of curriculum coverage and aid discussion with their children

15. Internet access

Pupils, staff, and other members of the school community are only granted access to the school's internet network once they have read and signed the Acceptable Use Agreement. This agreement will be available at the start of every new school year. All children will have the agreement made available in their classes in September. A record is kept of users who have been granted internet access in the school office.

The internet is accessed on all school devices using the school Wi-Fi. Staff will only use 3G, 4G or 5G on personal devices in permitted areas such as adult space.

Visitors who are given the guest wi-fi will need to agree to the visitor Acceptable Use Agreement.

16. Filtering and monitoring online activity

The school uses an external provider for filtering and monitoring systems. This provider is called Securly.

The filtering and monitoring systems the school implements are appropriate to pupils' ages, the number of pupils using the network, how often pupils access the network, and the proportionality of costs compared to the risks. ICT technicians undertake weekly checks on the filtering and monitoring systems to ensure they are effective and appropriate.

Requests regarding making changes to the filtering system are directed to the school business manager working alongside the headteacher and DSL. Any changes made to the system are recorded by ICT technicians. Reports of inappropriate websites or materials being accessible are made to the DSL or school business manager who will report this to the ICT technician immediately, who investigates the matter and makes any necessary changes.

Breaches of the filtering system are reported to the DSL (deputy head), school business manager and headteacher immediately via email (in real time) from Securly. If a pupil has deliberately searched for phrases or web sites that breach the filtering system, they will be disciplined in line with the Positive Behaviour Policy and if appropriate, parents will be informed. This will always be used as an opportunity for learning and education in online safety with the pupil. This will be recorded on my concern (safeguarding recording system) if the content of the breach is a safeguarding issue. The DSL analyses these entries for patterns and action plans from this termly. This includes considering breaches by vulnerable groups.

If a member of staff has deliberately breached the filtering system, they will be considered in line with the Disciplinary Policy and Procedure. However, actions taken will depend on the nature of the breach.

If material that is believed to be illegal is accessed, inadvertently or deliberately, this material will be reported to the appropriate agency immediately, e.g. the Internet Watch Foundation (IWF), CEOP and/or the police.

The school's network and school-owned devices are appropriately monitored. All users of the network and school-owned devices are informed about how and why they are monitored. Concerns identified through monitoring are reported to the DSL who manages the situation in line with the Safeguarding Policy.

17. Network security

Technical security features, such as anti-virus software, are kept up-to-date and managed by ICT technicians. Firewalls are switched on at all times. ICT technicians review the firewalls on every school visit to ensure they are running correctly, and to carry out any required updates.

Staff and pupils are advised not to download unapproved software or open unfamiliar email attachments and are expected to report all malware and virus attacks to ICT technicians.

All members of staff have their own usernames and passwords to access the school's systems. Pupils in Years Reception to 4 have a personal username and use a communal password. Pupils in Years 5 and 6 have a unique username and private password created by the ICT technician. Staff members and pupils are responsible for keeping their passwords private.

Users inform ICT technicians if they forget their login details or if there is a breach, who will arrange for the user to access the systems under different login details. Users are not permitted to share their login details with others and are not allowed to log in as another user at any time. If a user is found to be sharing their login details or otherwise mistreating the password system, the headteacher is informed and decides the necessary action to take.

Users are required to lock access to devices and systems when they are not in use.

18. Emails

Access to and the use of emails is managed in line with the Data Protection Policy and Acceptable Use Agreement.

Staff and pupils are given approved school email accounts and are only able to use these accounts at school and when doing school-related work outside of school hours. Prior to being authorised to use the email system, staff and pupils must agree to and sign the Acceptable Use Agreement. Personal work email accounts are only permitted to be used for related matters. Any email that contains sensitive or personal information is only sent using secure and encrypted email.

Staff members and pupils are required to block spam and junk mail and report the matter to ICT technicians. The school's monitoring system can detect inappropriate links, malware, and profanity within emails – staff and pupils are made aware of this. Chain letters, spam and all other emails from unknown sources are deleted without being opened.

Any cyber-attacks initiated through emails will be identified by the technician who will notify the school. The technician will provide advice, and school will inform the Data Protection Officer where necessary.

19. Social networking

Personal Use

Access to social networking sites is filtered as appropriate. Staff members are advised that their conduct on social media can have an impact on their role and reputation within the school. The Staff Code of Conduct and Acceptable Use Agreement contain information on the acceptable use of social media – staff members are required to always follow these expectations.

Staff are not permitted to communicate with pupils, parents or governors over social networking sites and are reminded to alter their privacy settings to ensure pupils and parents are not able to contact them on social media. The exception to this is if they have a personal relationship such as have children in the same class or are friends out of school.

Pupils are taught how to use social media safely and responsibly through the online safety curriculum.

Concerns regarding the online conduct of any adult member of the school community on social media are reported to the DSL or headteacher and managed in accordance with the relevant policy.

Use on behalf of the school.

The school's official social media channels are only used for official educational or engagement purposes. Staff members must be authorised by the headteacher to access to the school's social media accounts.

All communication on official social media channels by staff on behalf of the school is clear, transparent, and open to scrutiny.

20. The school website

The headteacher is responsible for the overall content of the school website – they will ensure the content is appropriate, accurate, up-to-date and meets government requirements.

The website complies with guidelines for publications including accessibility, data protection, respect for intellectual property rights, privacy policies and copyright law. Personal information relating to staff and pupils is not published on the website. Images and videos are only posted on the website if the provisions in the Photography Policy are met.

21. Use of devices

School-owned devices

Staff members may be issued with the following devices to assist with their work:

- Laptop
- Tablet
- School mobile phones for specific staff
- PC

Pupils are provided with school-owned devices as necessary to assist in the delivery of the curriculum, e.g. use during lessons.

School-owned devices are used in accordance with the Device User Agreement. All school-owned laptops are password protected.

ICT technicians review all school-owned devices on a regularly basis to carry out software updates and ensure there is no inappropriate material or malware on the devices. No software, apps or other programmes can be downloaded onto a device without authorisation from ICT technicians.

Cases of staff members or pupils found to be misusing school-owned devices will be managed in line with the Disciplinary Policy and Procedure or Positive Behaviour Policy respectively.

Personal devices

Personal devices are used in accordance with the Staff and Pupil Acceptable Use Agreement. Any personal electronic device that is brought into school is the responsibility of the user.

Staff members are not permitted to use their personal devices during lesson time, other than in an emergency. Staff members are not permitted to use their personal devices to take photos or videos of pupils.

Staff members report concerns about their colleagues' use of personal devices on the school premises in line with the Safeguarding policy. If a member of staff is thought to have illegal content saved or stored on a personal device, or to have committed an offence using a personal device, the headteacher will inform the police and appropriate action will be taken.

Pupils are not permitted to use their personal devices during school time. Devices should be stored in school in a safe area by staff. Staff will collect devices at the beginning of the school day on entry to the classroom/ breakfast club and returned at the end of the school day on exiting the classroom or leaving after school club. Some children will have access to their phone for medical purposes.

Where a pupil uses accessibility features on a personal device to help them access education, e.g. where a pupil who is deaf uses their mobile phone to adjust the settings on an internal hearing aid in response to audible stimuli during class, the arrangements, and rules for conduct for this are developed and managed on a case-by-case basis.

If staff suspect a pupil is using their device not in-line with the Acceptable Use Agreement, they will refer this to the headteacher or Deputy Head/SLT and the device may be searched, screened, and confiscated. If a staff member reasonably believes a pupil's personal device has been used to commit an offence or may provide evidence relating to an offence, the device will be handed to the police.

Appropriate information is provided to visitors to the school regarding the expected use of personal or professional devices. Any concerns about visitors' use of personal devices on the school premises are reported to the Head teacher/ Deputy headteacher/ SLT.

22. Remote learning

All remote learning is delivered in line with the school's Pupil Remote Learning Plan.

The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use. The school will consult with parents prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

23. Monitoring and review

The school recognises that the online world is constantly changing; therefore, the DSL, ICT technicians and the headteacher conduct reviews of this policy to evaluate its effectiveness.

The governing board, headteacher and DSL review this policy in full on an annual basis and following any online safety incidents.

Any changes made to this policy are communicated to all members of the school community.