



E-safety POLICY

Effective from: Autumn 2024

Review: Autumn 2025

MR S Cains

Version 3

Policy confirmed by the Governing Body of Grace Mary Primary School on:

Date: 3rd December 2025

Committee: Full Governing Body

Signature:

A handwritten signature in dark ink, appearing to read 'M. Cains', is written over a horizontal line.

(Chair of Governors)

Signature:

A handwritten signature in dark ink is written over a horizontal line.

Introduction

The DfE Keeping Children Safe in Education statutory guidance requires Local Authorities, Multi Academy Trusts, and schools in England to ensure learners are safe from harm:

*“It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to **online safety** empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate”*

*“Governing bodies and proprietors should ensure **online safety** is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies and procedures. This will include considering how **online safety** is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement”*

The DfE Keeping Children Safe in Education guidance also recommends:

***Reviewing online safety** ... Technology, and risks and harms related to it, evolve, and change rapidly. Schools and colleges should consider carrying out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face. A free online safety self-review tool for schools can be found via the 360 safe self-review tool.*

The DfE Keeping Children Safe in Education guidance suggests that:

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

***content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.*

***contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.*

***conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and*

commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Scope of the Online Safety Policy

This Online Safety Policy outlines the commitment of Grace Mary Primary School to safeguard members of our school community online in accordance with statutory guidance and best practice.

This Online Safety Policy applies to all members of the school community (including staff, learners, governors, volunteers, parents and carers, visitors, community users) who have access to and are users of school digital systems, both in and out of the school. It also applies to the use of personal digital technology on the school site (where allowed).

Grace Mary Primary School will deal with such incidents within this policy and associated behaviour and anti-bullying policies and will, where known, inform parents/carers of incidents of inappropriate online safety behaviour that take place out of school.

Policy development, monitoring and review

This Online Safety Policy has been developed by the:

- *Headteacher (DSL)*
- *Members of the safeguarding team*
- *Online Safety Lead (OSL)*
- *Network IT*
- *Governors*

Schedule for development, monitoring and review

This Online Safety Policy was approved by the <i>school governing body</i> on:	<i>October 2024</i>
The implementation of this Online Safety Policy will be monitored by:	<i>Headteacher</i> <i>Deputy Head teacher</i>
Monitoring will take place at regular intervals:	<i>At least once per year</i>
The <i>governing body</i> will receive a report on the implementation of the Online Safety Policy generated by the monitoring group (which will include anonymous details of online safety incidents) at regular intervals:	<i>At least once per year</i>
The Online Safety Policy will be reviewed annually, or more regularly in the light of any significant new technological developments, new threats to online safety or incidents that have taken place. The next anticipated review date will be:	<i>October 2025</i>
Should serious online safety incidents take place, the following external persons/agencies should be informed:	<i>LA safeguarding officer</i>

Process for monitoring the impact of the Online Safety Policy

The school will monitor the impact of the policy using:

- *Logs of reported incidents*
- *Filtering and monitoring logs*
- *Internal monitoring data for network activity*
- *Surveys/questionnaires of:*
 - *learners*
 - *parents and carers*
 - *staff.*

Policy and leadership

Responsibilities

To ensure the online safeguarding of members of our school community, it is important that all members of that community work together to develop safe and responsible online behaviours, learning from each other and from good practice elsewhere, reporting inappropriate online behaviours, concerns, and misuse as soon as these become apparent. While this will be a team effort, the following sections outline the online safety roles and responsibilities of individuals and groups within the school.

Headteacher and senior leaders

- The headteacher has a duty of care for ensuring the safety (including online safety) of members of the school community and fostering a culture of safeguarding, though the day-to-day responsibility for online safety is held by the Designated Safeguarding Lead, as defined in Keeping Children Safe in Education.
- The headteacher/senior leaders should be aware of the procedures to be followed in the event of a serious online safety allegation being made against a member of staff.
- The headteacher/senior leaders are responsible for ensuring that the Designated Safeguarding Lead / Online Safety Lead, IT provider/technical staff, and other relevant staff carry out their responsibilities effectively and receive suitable training to enable them to carry out their roles and train other colleagues, as relevant.
- The headteacher/senior leaders will ensure that there is a system in place to allow for monitoring and support of those in school who carry out the internal online safety monitoring role.
- The headteacher/senior leaders will receive monitoring reports from the Designated Safeguarding Lead / Online Safety Lead.
- The headteacher/senior leaders will work with the responsible Governor, the designated safeguarding lead (DSL) and IT service providers in all aspects of filtering and monitoring.

Governors

The DfE guidance "Keeping Children Safe in Education" states:

"Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare this includes ... online safety"

"Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place)"

Governors are responsible for the approval of the Online Safety Policy and for reviewing the effectiveness of the policy.

This review will be carried out by the resources committee whose members will receive regular information about online safety incidents and monitoring reports. A member of the governing body will take on the role of Online Safety Governor to include:

- Regular meetings with the Designated Safeguarding Lead / Online Safety Lead
- Regularly receiving (collated and anonymised) reports of online safety incidents
- Checking that provision outlined in the Online Safety Policy (e.g. online safety education provision and staff training is taking place as intended)
- Ensuring that the filtering and monitoring provision is reviewed and recorded, at least annually. (The review will be conducted by members of the SLT, the DSL, and the IT service provider and involve the responsible governor) - in-line with the DfE Filtering and Monitoring Standards
- Reporting to relevant governors meeting
- Receiving cyber-security training through SSSCPD to enable the governors to check that the school meets the DfE Cyber-Security Standards

The governing body will also support the school in encouraging parents/carers and the wider community to become engaged in online safety activities.

Designated Safety Lead (DSL)

Keeping Children Safe in Education states that:

"The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description."

They (the DSL) "are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college"

They (the DSL) “can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online”

While the responsibility for online safety is held by the DSL and cannot be delegated, we have chosen to appoint an Online Safety Lead- the DHT to work in support of the DSL in carrying out these responsibilities.

The DSL will:

- Hold the lead responsibility for online safety, within their safeguarding role.
- Receive relevant and regularly updated training in online safety to enable them to understand the risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online
- Meet regularly with the online safety governor to discuss current issues, review (anonymised) incidents and filtering and monitoring logs and ensuring that annual (at least) filtering and monitoring checks are carried out
- Attend relevant governing body meetings/groups
- Report regularly to headteacher/senior leadership team
- Be responsible for receiving reports of online safety incidents and handling them, and deciding whether to make a referral by liaising with relevant agencies, ensuring that all incidents are recorded.
- Liaise with staff and IT providers on matters of safety and safeguarding and welfare (including online and digital safety)

The Online Safety Lead will:

- Lead the pupil ambassador group
- Work closely on a day-to-day basis with the Designated Safeguarding Lead (DSL)
- Receive reports of online safety issues, being aware of the potential for serious child protection concerns and ensure that these are logged to inform future online safety developments
- Have a leading role in establishing and reviewing the school online safety policies/documents
- Promote an awareness of and commitment to online safety education / awareness raising across the school and beyond
- Liaise with computing leader to ensure that the online safety curriculum is planned, mapped, embedded and evaluated
- Ensure that all staff are aware of the procedures that need to be followed in the event of an online safety incident taking place and the need to immediately report those incidents
- Provide (or identify sources of) training and advice for staff/governors/parents/carers/learners

- Liaise with technical staff, pastoral staff and support staff (as relevant)
- Receive regularly updated training to allow them to understand how digital technologies are used and are developing (particularly by learners) with regard to the areas defined In Keeping Children Safe in Education:
 - content
 - contact
 - conduct
 - commerce

Curriculum Leads

Curriculum Leads will work with the DSL/OSL to develop a planned and coordinated online safety education programme.

This will be provided through:

- A discrete programme
- PHSE and SRE programmes
- Computing unit of work
- Assemblies and pastoral programmes
- Relevant national initiatives and opportunities e.g. Safer Internet Day and Anti-bullying week.

Teaching and support staff

School staff are responsible for ensuring that:

- They have an awareness of current online safety matters/trends and of the current school Online Safety Policy and practices
- They understand that online safety is a core part of safeguarding
- They have read, understood, and signed the staff acceptable use agreement (AUA)
- They immediately report any suspected misuse or problem to the headteacher or deputy headteacher for investigation/action, in line with the school safeguarding procedures
- All digital communications with learners and parents/carers are on a professional level and only carried out using official school systems
- Online safety issues are embedded in all aspects of the curriculum and other activities
- Ensure learners understand and follow the Online Safety Policy and acceptable use agreements, have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations
- They supervise and monitor the use of digital technologies, mobile devices, cameras, etc., in lessons and other school activities (where allowed) and implement current policies regarding these devices
- In lessons where internet use is pre-planned, learners are guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches

- Where lessons take place using live-streaming or video-conferencing, there is regard to national safeguarding guidance and local safeguarding policies as well as our remote education policy.
- There is a zero-tolerance approach to incidents of online-bullying, sexual harassment, discrimination, hatred etc
- They model safe, responsible, and professional online behaviours in their own use of technology, including out of school and in their use of social media.

IT Provider

The DfE Filtering and Monitoring Standards says:

“Senior leaders should work closely with governors or proprietors, the designated safeguarding lead (DSL) and IT service providers in all aspects of filtering and monitoring. Your IT service provider may be a staff technician or an external service provider.”

“Day to day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective. The DSL should work closely together with IT service providers to meet the needs of your setting. You may need to ask filtering or monitoring providers for system specific training and support.”

“The IT service provider should have technical responsibility for:

- *maintaining filtering and monitoring systems*
- *providing filtering and monitoring reports*
- *completing actions following concerns or checks to systems”*

“The IT service provider should work with the senior leadership team and DSL to:

- *procure systems*
- *identify risk*
- *carry out reviews*
- *carry out checks”*

“We are aware that there may not be full-time staff for each of these roles and responsibility may lie as part of a wider role within the school, college, or trust. However, it must be clear who is responsible, and it must be possible to make prompt changes to your provision.”

We have a technology service provided by an outside contractor, Network IT. It is our responsibility to ensure that the provider carries out all the online safety measures that the school's obligations

and responsibilities require. It is also important that the provider follows and implements school Online Safety Policy and procedures.

The IT Provider is responsible for ensuring that:

- They are aware of and follow the school Online Safety Policy and Technical Security Policy- to carry out their work effectively in line with school policy
- The school technical infrastructure is secure and is not open to misuse or malicious attack
- The school meets (as a minimum) the required online safety technical requirements as identified by the DfE Meeting Digital and Technology Standards in Schools & Colleges and guidance from local authority or other relevant body
- There is clear, safe, and managed control of user access to networks and devices
- They keep up to date with online safety technical information in order to effectively carry out their online safety role and to inform and update others as relevant
- The use of technology is regularly and effectively monitored in order that any misuse/attempted misuse can be reported to the HT or DHT for investigation and action
- The Technical security policy is applied and updated on a regular basis and its implementation is not the sole responsibility of any single person.
- Monitoring systems are implemented and regularly updated as agreed in school policies

Learners

- Are responsible for using the school digital technology systems in accordance with the learner acceptable use agreement and Online Safety Policy including personal devices
- Should understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so
- Should know what to do if they or someone they know feels vulnerable when using online technology.
- Should understand the importance of adopting good online safety practice when using digital technologies out of school and realise that the school's Online Safety Policy covers their actions out of school, if related to their membership of the school.

Parents and carers

Parents and carers play a crucial role in ensuring that their children understand the need to use the online services and devices in an appropriate way.

The school will take every opportunity to help parents and carers understand these issues through:

- Publishing the school Online Safety Policy on the school website
- Providing them with a copy of the learners' acceptable use agreement
- Publish information about appropriate use of social media relating to posts concerning the school.
- Seeking their permissions concerning digital images, cloud services- Appendix H

- Parents'/carers' evenings, newsletters, website, social media, videos and information about national/local online safety campaigns and literature.

Parents and carers will be encouraged to support the school in:

- reinforcing the online safety messages provided to learners in school.
- the safe and responsible use of their children's personal devices in the school (where this is allowed)

Community users

Community users who access school systems/website/learning platform as part of the wider school provision will be expected to sign a community user AUA before being provided with access to school systems (appendix D)

The school encourages the engagement of agencies/members of the community who can provide valuable contributions to the online safety provision.

Online Safety Group

The Online Safety Group provides a consultative group that has wide representation from the school community, with responsibility for issues regarding online safety and monitoring the Online Safety Policy including the impact of initiatives. The group will be responsible for regular reporting to senior leaders and the governing body.

The Online Safety Group has the following members:

- Designated Safeguarding Lead- headteacher
- Online Safety Lead- DHT
- Online safety governor- Rob Beasley
- IT Network
- Class Ambassadors

Members of the Online Safety Group will assist the DSL/OSL with:

- The production/review/monitoring of the school Online Safety Policy/documents
- The production/review/monitoring of the school filtering policy and requests for filtering changes
- Mapping and reviewing the online safety education provision – ensuring relevance, breadth and progression and coverage
- Reviewing network/filtering/monitoring/incident logs, where possible
- Encouraging the contribution of learners to staff awareness, emerging trends and the school online safety provision
- Consulting stakeholders – including staff/parents/carers about the online safety provision

Professional Standards

There is an expectation that required professional standards will be applied to online safety as in other aspects of school life i.e., policies and protocols are in place for the use of online communication technology between the staff and other members of the school and wider community, using officially sanctioned school mechanisms.

Policy

Online Safety Policy

The DfE guidance "Keeping Children Safe in Education" states:

"Online safety and the school or college's approach to it should be reflected in the child protection policy"

The school Online Safety Policy:

- Sets expectations for the safe and responsible use of digital technologies for learning, administration, and communication
- Allocates responsibilities for the delivery of the policy
- Is regularly reviewed in a collaborative manner, taking account of online safety incidents and changes/trends in technology and related behaviours
- Establishes guidance for staff in how they should use digital technologies responsibly, protecting themselves and the school and how they should use this understanding to help safeguard learners in the digital world
- Describes how the school will help prepare learners to be safe and responsible users of online technologies
- Establishes clear procedures to identify, report, respond to and record the misuse of digital technologies and online safety incidents, including external support mechanisms
- Is supplemented by a series of related acceptable use agreements
- Is made available to staff at induction and through induction pack
- Is published on the school website.

Acceptable use

The school has defined what it regards as acceptable/unacceptable use and this is shown in the tables below.

Acceptable use agreements

The Online Safety Policy and acceptable use agreements define acceptable use at the school. The acceptable use agreements will be communicated/re-enforced through:

- Staff induction and handbook
- Communication with parents/carers
- Built into education sessions
- School website

User actions		Acceptable	Acceptable at certain times	Acceptable for nominated users	Unacceptable	Unacceptable and illegal
Users shall not access online content (including apps, games, sites) to make, post, download, upload, data transfer, communicate or pass on, material, remarks, proposals or comments that contain or relate to:	Any illegal activity for example: • Child sexual abuse imagery* • Child sexual abuse/exploitation/grooming • Terrorism • Encouraging or assisting suicide • Offences relating to sexual images i.e., revenge and extreme pornography • Incitement to and threats of violence • Hate crime • Public order offences - harassment and stalking • Drug-related offences • Weapons / firearms offences • Fraud and financial crime including money laundering					X
Users shall not undertake activities that might be classed as cyber-crime under the Computer Misuse Act (1990)	• Using another individual's username or ID and password to access data, a program, or parts of a system that the user is not authorised to access (even if the initial access is authorised) • Gaining unauthorised access to school networks, data and files, through the use of computers/devices					X

User actions		Acceptable	Acceptable at certain times	Acceptable for nominated users	Unacceptable	Unacceptable and illegal
	- Creating or propagating computer viruses or other harmful files - Revealing or publicising confidential or proprietary information (e.g., financial / personal information, databases, computer / network access codes and passwords) - Disable/Impair/Disrupt network functionality through the use of computers/devices - Using penetration testing equipment (without relevant permission)					
Users shall not undertake activities that are not illegal but are classed as unacceptable in school policies:	Accessing inappropriate material/activities online in a school setting including pornography, gambling, drugs. (Informed by the school's filtering practices and/or AUAs)			X	X	
	Promotion of any kind of discrimination				X	
	Using school systems to run a private business				X	
	Using systems, applications, websites or other mechanisms that bypass the filtering/monitoring or other safeguards employed by the school				X	
	Infringing copyright				X	
	Unfair usage (downloading/uploading large files that hinders others in their use of the internet)			X	X	
	Any other information which may be offensive to others or breaches the integrity of the ethos of the school or brings the school into disrepute				X	

	Staff and other adults	Learners
--	------------------------	----------

Consideration should be given for the following activities when undertaken for non-educational purposes:	Not allowed	Allowed	Allowed at certain times	Allowed for selected staff	Not allowed	Allowed	Allowed at certain times	Allowed with staff permission/awareness
Online gaming	✓				✓			
Online shopping/commerce		✓			✓			
File sharing		✓			✓			
Social media			✓		✓			
Messaging/chat	✓				✓			
Entertainment streaming e.g. Netflix, Disney+			✓			✓		
Use of video broadcasting, e.g. YouTube, Twitch, TikTok			✓			✓		
Mobile phones may be brought to school		✓						✓
Use of mobile phones for learning at school	✓					✓		
Use of mobile phones in social time at school		✓				✓		
Taking photos on mobile phones/cameras			✓			✓		
Use of other personal devices, e.g. tablets, gaming devices	✓					✓		
Use of personal e-mail in school, or on school network/wi-fi	✓					✓		
Use of school e-mail for personal e-mails	✓					✓		

When using communication technologies, the school considers the following as good practice:

- When communicating in a professional capacity, staff should ensure that the technologies they use are officially sanctioned by the school.
- Any digital communication between staff and learners or parents/carers (e-mail, social media, learning platform, etc.) must be professional in tone and content.
- Staff should be expected to follow good practice when using personal social media regarding their own professional reputation and that of the school and its community
- Users should immediately report to a nominated person – in accordance with the school policy – the receipt of any communication that makes them feel uncomfortable, is offensive, discriminatory, threatening or bullying in nature and must not respond to any such communication.

Reporting and responding

The 2021 Ofsted “Review of Sexual Abuse in Schools and Colleges” highlighted the need for schools to understand that reporting systems do not always respond to the needs of learners. While the report looks specifically at harmful sexual behaviours, schools may wish to address these issues more generally in reviewing their reporting systems. The Ofsted review suggested:

“School and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people. ..In order to do this, they should assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them. This should include:

- *routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse”*

The school will take all reasonable precautions to ensure online safety for all school users but recognises that incidents may occur inside and outside of the school (with impact on the school) which will need intervention. The school will ensure:

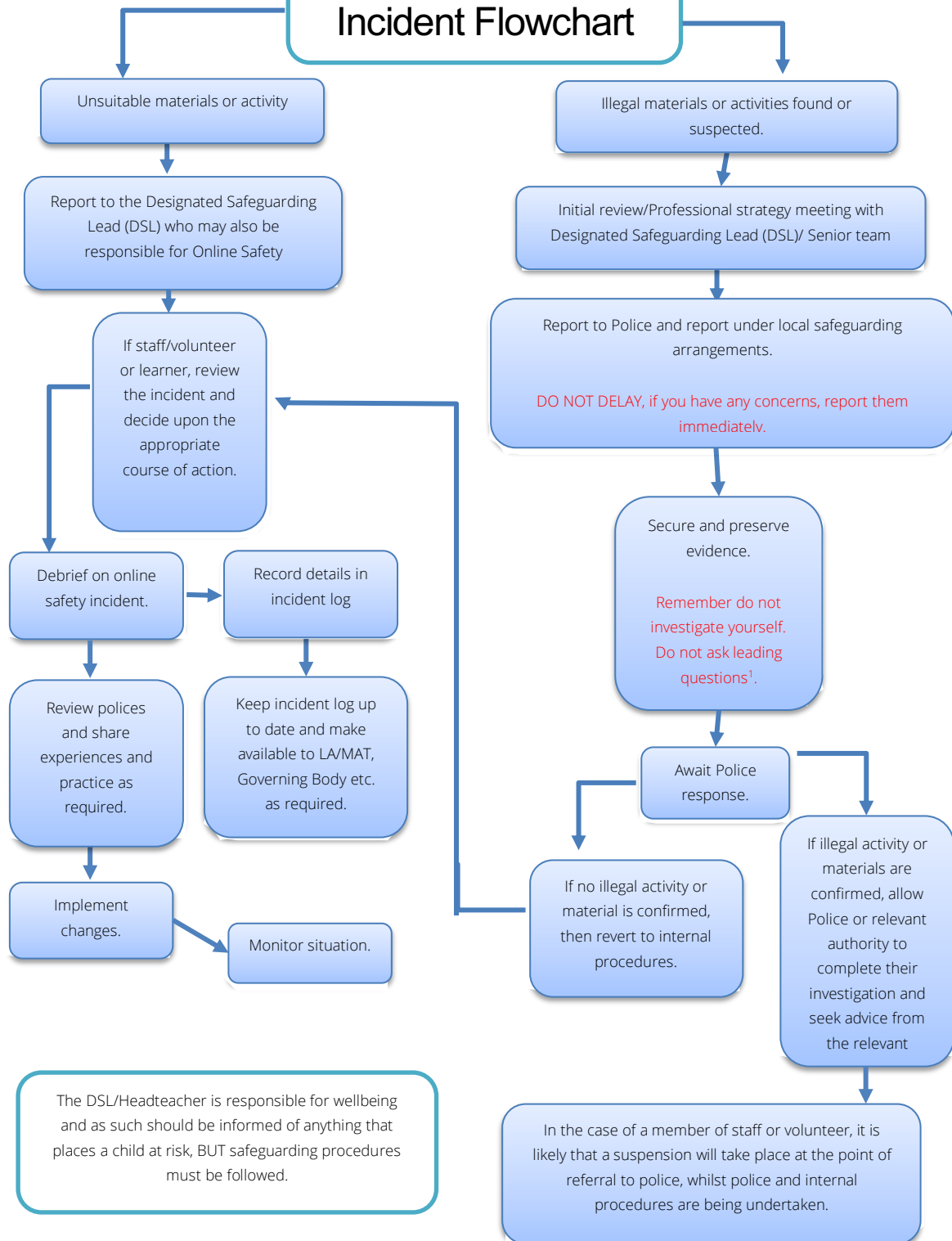
- There are clear reporting routes which are understood and followed by all members of the school community which are consistent with the school safeguarding procedures, and with the whistleblowing, complaints and managing allegations policies.
- All members of the school community will be made aware of the need to report online safety issues/incidents
- Reports will be dealt with as soon as is practically possible once they are received
- The Designated Safeguarding Lead, Online Safety Lead and other responsible staff have appropriate skills and training to deal with online safety risks.
- If there is any suspicion that the incident involves any illegal activity or the potential for serious harm (appendix E) the incident must be escalated through the agreed school safeguarding procedures, this may include
 - Non-consensual images

- Self-generated images
 - Terrorism/extremism
 - Hate crime/ Abuse
 - Fraud and extortion
 - Harassment/stalking
 - Child Sexual Abuse Material (CSAM)
 - Child Sexual Exploitation Grooming
 - Extreme Pornography
 - Sale of illegal materials/substances
 - Cyber or hacking offences under the Computer Misuse Act
 - Copyright theft or piracy
- Any concern about staff misuse will be reported to the Headteacher, unless the concern involves the Headteacher, in which case the complaint is referred to the Chair of Governors and the local authority
- Where there is no suspected illegal activity, devices may be checked using the following procedures:
 - one or more senior members of staff should be involved in this process. This is vital to protect individuals if accusations are subsequently reported.
 - Conduct the procedure using a designated device that will not be used by learners and, if necessary, can be taken off site by the police should the need arise (should illegal activity be subsequently suspected). Use the same device for the duration of the procedure.
 - Ensure that the relevant staff have appropriate internet access to conduct the procedure, but also that the sites and content visited are closely monitored and recorded (to provide further protection).
 - Record the URL of any site containing the alleged misuse and describe the nature of the content causing concern. It may also be necessary to record and store screenshots of the content on the machine being used for investigation. These may be printed, signed, and attached to the form
 - Once this has been completed and fully investigated the group will need to judge whether this concern has substance or not. If it does, then appropriate action will be required and could include the following:
 - internal response or discipline procedures
 - involvement by local authority
 - police involvement and/or action
- It is important that those reporting an online safety incident have confidence that the report will be treated seriously and dealt with effectively
- There are support strategies in place e.g., peer support for those reporting or affected by an online safety incident
- Incidents should be logged on incident sheet and then uploaded onto CPOMs.

- Relevant staff are aware of external sources of support and guidance in dealing with online safety issues, e.g. local authority; police; Professionals Online Safety Helpline; Reporting Harmful Content; CEOP.
- Those involved in the incident will be provided with feedback about the outcome of the investigation and follow up actions
- Learning from the incident (or pattern of incidents) will be provided as relevant and anonymously to:
 - *the Online Safety Group for consideration of updates to policies or education programmes and to review how effectively the report was dealt with*
 - *staff, through regular briefings*
 - *learners, through assemblies/lessons*
 - *parents/carers, through newsletters, school social media, website*
 - *governors, through regular safeguarding updates*
 - *local authority/external agencies, as relevant*

The school will make the flowchart below available to staff to support the decision-making process for dealing with online safety incidents.

Online Safety Incident Flowchart



School actions

It is more likely that the school will need to deal with incidents that involve inappropriate rather than illegal misuse. It is important that any incidents are dealt with as soon as possible in a proportionate manner, and that members of the school community are aware that incidents have been dealt with. It is intended that incidents of misuse will be dealt with through normal behaviour/disciplinary procedures as follows:

Responding to Learner Actions-

Incidents	Refer to class teacher/tutor	Refer to Head of Department / Principal Teacher / Deputy Head	Refer to Headteacher	Refer to Police/Social Work	Refer to local authority technical support for advice/action	Inform parents/carers	Remove device/ network/internet access	Issue a warning	Further sanction, in line with behaviour policy
Deliberately accessing or trying to access material that could be considered illegal (see list in earlier section on User Actions on unsuitable/inappropriate activities).		X	X	X					
Attempting to access or accessing the school network, using another user's account (staff or learner) or allowing others to access school network by sharing username and passwords	X								
Corrupting or destroying the data of other users.	X					X			
Sending an e-mail, text or message that is regarded as offensive, harassment or of a bullying nature		X				X		X	
Unauthorised downloading or uploading of files or use of file sharing.		X				X		X	
Using proxy sites or other means to subvert the school's filtering system.		X							

Accidentally accessing offensive or pornographic material and failing to report the incident.		X					X		
Deliberately accessing or trying to access offensive or pornographic material.		X							X
Receipt or transmission of material that infringes the copyright of another person or infringes the Data Protection Act.		X					X		
Unauthorised use of digital devices (including taking images)	X								
Unauthorised use of online services		X					X		
Actions which could bring the school into disrepute or breach the integrity or the ethos of the school.		X					X		
Continued infringements of the above, following previous warnings or sanctions.		X							X

Responding to Staff Actions

Incidents	Refer to line manager	Refer to Headteacher/ Principal	Refer to local authority/MAT/HR	Refer to Police	Refer to LA / Technical Support Staff for action re filtering, etc.	Issue a warning	Suspension	Disciplinary action
Deliberately accessing or trying to access material that could be considered illegal (see list in earlier section on unsuitable / inappropriate activities)		X	X	X				
Deliberate actions to breach data protection or network security rules.		X				X		
Deliberately accessing or trying to access offensive or pornographic material		X						X
Corrupting or destroying the data of other users or causing deliberate damage to hardware or software		X						X
Using proxy sites or other means to subvert the school's filtering system.		X						X
Unauthorised downloading or uploading of files or file sharing		X						X
Breaching copyright or licensing regulations.		X						X
Allowing others to access school network by sharing username and passwords or attempting to access or accessing the school network, using another person's account.		X						X
Sending an e-mail, text or message that is regarded as offensive, harassment or of a bullying nature		X				X		

Using personal e-mail/social networking/messaging to carry out digital communications with learners and parents/carers	X					X		
Inappropriate personal use of the digital technologies e.g. social media / personal e-mail		X				X		
Careless use of personal data, e.g. displaying, holding or transferring data in an insecure manner	X							
Actions which could compromise the staff member's professional standing	X							
Actions which could bring the school into disrepute or breach the integrity or the ethos of the school.		X				X		
Failing to report incidents whether caused by deliberate or accidental actions		X				X		
Continued infringements of the above, following previous warnings or sanctions.		X				X		

Online Safety Education Programme

While regulation and technical solutions are particularly important, their use must be balanced by educating learners to take a responsible approach. The education of learners in online safety is therefore an essential part of our school's online safety provision. Learners need the help and support of the school to recognise and avoid online safety risks and develop their resilience.

The 2021 Ofsted "Review of Sexual Abuse in Schools and Colleges" highlighted the need for:

"a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'.."

Keeping Children Safe in Education states:

"Governing bodies and proprietors should ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and

related policies and procedures. This xwill include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum ..."

Online safety should be a focus in all areas of the curriculum and staff should reinforce online safety messages across the curriculum. The online safety curriculum (Appendix I) is broad, relevant and provide progression, with opportunities for creative activities and will be provided in the following ways:

- A planned online safety curriculum for all year groups matched against a nationally agreed framework, regularly taught in a variety of contexts.
- Lessons are matched to need; are age-related and build on prior learning
- Lessons are context-relevant with agreed objectives leading to clear and evidenced outcomes
- Learner need and progress are addressed through effective planning and assessment
- Digital competency is planned and effectively threaded through the appropriate digital pillars in other curriculum areas e.g. PHSE; SRE; Computing etc
- It incorporates/makes use of relevant national initiatives and opportunities e.g. Safer Internet Day and Anti-bullying week
- the programme will be accessible to learners at different ages and abilities such as those with additional learning needs or those with English as an additional language.
- Vulnerability is actively addressed as part of a personalised online safety curriculum e.g., for victims of abuse and SEND.
- *Learners should be helped to understand the need for the learner acceptable use agreement (appendix A, B) and encouraged to adopt safe and responsible use both within and outside school. Acceptable use is reinforced across the curriculum, with opportunities to discuss how to act within moral and legal boundaries online.*
- *Staff should act as good role models in their use of digital technologies the internet and mobile devices*
- *In lessons where internet use is pre-planned, it is best practice that learners should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches*
- *Where learners are allowed to freely search the internet, staff should be vigilant in supervising the learners and monitoring the content of the websites the young people visit*
- *It is accepted that from time to time, for good educational reasons, students may need to research topics, (e.g. racism, drugs, discrimination) that would normally result in internet searches being blocked. In such a situation, staff should be able to request the temporary removal of those sites from the filtered list for the period of study. Any request to do so, should be auditable, with clear reasons for the need*
- The online safety education programme should be relevant and up to date to ensure the quality of learning and outcomes.

Contribution of Learners

The school acknowledges, learns from, and uses the skills and knowledge of learners in the use of digital technologies. We recognise the potential for this to shape the online safety strategy for the school community and how this contributes positively to the personal development of young people. Their contribution is recognised through:

- *Mechanisms to canvass learner feedback and opinion.*
- *Appointment of class ambassadors*
- *The Online Safety Group has learner representation*
- *Learners contribute to the online safety education programme e.g. peer education, digital leaders leading lessons for younger learners, online safety campaigns*
- *Contributing to online safety events with the wider school community e.g. information videos*

Staff/volunteers

The DfE guidance “Keeping Children Safe in Education” states:

“All staff should receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.”

“Governing bodies and proprietors should ensure... that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning.”

All staff will receive online safety training and understand their responsibilities, as outlined in this policy. Training will be offered as follows:

- A planned programme of formal online safety and data protection training will be made available to all staff through SSSCPD. This will be regularly updated and reinforced. An audit of the online safety training needs of all staff will be carried out regularly.
- The training will be an integral part of the school’s annual safeguarding and data protection training for all staff
- All new staff will receive online safety training as part of their induction programme, ensuring that they fully understand the school online safety policy and acceptable use agreements. It includes explicit reference to classroom management, professional conduct, online reputation and the need to model positive online behaviours.
- This Online Safety Policy and its updates will be presented to and discussed by staff in staff meetings

- The Designated Safeguarding Lead/Online Safety Lead (or other nominated person) will provide advice/guidance/training to individuals as required.

Governors

Governors should take part in online safety training/awareness sessions, with particular importance for those who are members of any sub-committee/group involved in technology/online safety/health and safety/safeguarding. This may be offered in several ways such as:

- Attendance at training provided by the local authority or other relevant organisation
- Participation in school training / information sessions for staff or parents

A higher level of training will be made available to the Online Safety Governor, Rob Beasley. This will include:

- Cyber-security training (at least at a basic level)
- Training to allow the governor to understand the school's filtering and monitoring provision, in order that they can participate in the required checks and review.

Families

Many parents and carers have only a limited understanding of online safety risks and issues, yet they play an essential role in the education of their children and in the monitoring/regulation of the children's online behaviours. Parents may underestimate how often children and young people come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond.

The school will seek to provide information and awareness to parents and carers through:

- Regular communication, awareness-raising and engagement on online safety issues, curriculum activities and reporting routes
- Regular opportunities for engagement with parents/carers on online safety issues through awareness workshops / parent/carer evenings etc
- The learners – who are encouraged to pass on to parents the online safety messages they have learned in lessons and by learners leading sessions at parent/carer evenings.
- Letters, newsletters, website, learning platform,
- High profile events / campaigns e.g. [Safer Internet Day](#)
- Reference to the relevant web sites/publications, e.g. [SWGfL](#); www.saferinternet.org.uk/; www.childnet.com/parents-and-carers.

Adults and Agencies

The school will provide opportunities for local community groups and members of the wider community to gain from the school's online safety knowledge and experience. This may be offered through the following:

- Online safety messages targeted towards families and relatives.
- Providing online safety information via their website and social media for the wider community

Technology

The DfE Filtering and Monitoring Standards states that **"Your IT service provider may be a staff technician or an external service provider"**. If the school has an external technology provider, it is the responsibility of the school to ensure that the provider carries out all the online safety and security measures that would otherwise be the responsibility of the school. It is also important that the technology provider is fully aware of the school Online Safety Policy/acceptable use agreements and the school has a Data Processing Agreement in place with them. The school should also check their local authority/other relevant body policies on these technical and data protection issues if the service is not provided by the authority and will need to ensure that they have completed a Data Protection Impact Assessment (DPIA) for this contract.

The school is responsible for ensuring that the school infrastructure/network is as safe and secure as is reasonably possible and that policies and procedures approved within this policy are implemented. The school should ensure that all staff are made aware of policies and procedures in place on a regular basis and explain that everyone is responsible for online safety and data protection.

Filtering & Monitoring

The DfE guidance (for England) on filtering and monitoring in "Keeping Children Safe in Education" states:

"It is essential that governing bodies and proprietors ensure that appropriate filtering and monitoring systems are in place ...governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the ... risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filtering and monitoring systems in place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified..."

The appropriateness of any filtering and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty. To support schools and colleges to meet this duty, the Department for Education has published [filtering and monitoring standards...](#)"

The school's filtering and monitoring provision is agreed by senior leaders, governors and the IT Service Provider and is updated in response to changes in technology and patterns of online safety incidents/behaviours

Day to day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective. The DSL will have lead responsibility for safeguarding and online safety and the IT service provider will have technical responsibility

The filtering and monitoring provision is reviewed at least annually by senior leaders, the Designated Safeguarding Lead and a governor with the involvement of the IT Service Provider.

- Checks on the filtering and monitoring system are carried out by the IT Service Provider with the involvement of a senior leader, the Designated Safeguarding Lead and a governor, in particular when a safeguarding risk is identified, there is a change in working practice.

Filtering

- The school manages access to content across its systems for all users and on all devices using the school's internet provision. The filtering provided meets the standards defined in the DfE Filtering standards for schools and colleges and the guidance provided in the UK Safer Internet Centre [Appropriate filtering](#). We complete an audit x3 times per year (appendix J)
- Illegal content (e.g., child sexual abuse images) is filtered by the broadband or filtering provider by actively employing the Internet Watch Foundation URL list and the police assessed list of unlawful terrorist content, produced on behalf of the Home Office. Content lists are regularly updated check. Exa provide internet filtering through their base policy.
- There are established and effective routes for users to report inappropriate content, recognising that no system can be 100% effective
- There is a clear process in place to deal with, and log, requests/approvals for filtering changes. This is logged electronically through IT Network by generating a ticket.
- Filtering logs are regularly reviewed and alert the Designated Safeguarding Lead to breaches of the filtering policy, which are then acted upon.

Monitoring

The school has monitoring systems in place to protect the school, systems and users:

- The school monitors all network use across all its devices and services.
- Monitoring reports are urgently picked up, acted on and outcomes are recorded by the Designated Safeguarding Lead, all users are aware that the network (and devices) are monitored.
- There are effective protocols in place to report abuse/misuse. There is a clear process for prioritising response to alerts that require rapid safeguarding intervention.
- Management of serious safeguarding alerts is consistent with safeguarding policy and practice.

The school protects users and school systems through the use of the appropriate blend of strategies informed by the school's risk assessment check These include:

- Physical monitoring (adult supervision in the classroom)
- Internet use is logged, regularly monitored and reviewed
- Filtering logs are regularly analysed and breaches are reported to senior leaders
- Pro-active alerts inform the school of breaches to the filtering policy, allowing effective intervention.

Technical Security

The school technical systems will be managed in ways that ensure that the school meets recommended technical requirements

- Responsibility for technical security resides with SLT who may delegate activities to identified roles.
- All users have clearly defined access rights to school technical systems and devices. Details of the access rights available to groups of users will be recorded by the IT service provider and will be reviewed, at least annually, by the SLT/Online Safety Group. This is through Microsoft.
- Password policy and procedures are implemented.
- The security of their username and password and must not allow other users to access the systems using their log on details.
- All users have responsibility for the security of their username and password and must not allow other users to access the systems using their log on details.
- All school networks and system will be protected by secure passwords. Passwords must not be shared with anyone.
- The administrator passwords for school systems are kept in a secure place, e.g. school safe.
- There is a risk-based approach to the allocation of learner usernames and passwords.

- There will be regular reviews and audits of the safety and security of school technical systems
- Servers, wireless systems and cabling are securely located and physical access restricted
- Appropriate security measures are in to protect the servers, firewalls, routers, wireless systems and devices from accidental or malicious attempts which might threaten the security of the school systems and data. These are tested regularly. The school infrastructure and individual workstations are protected by up-to-date endpoint software. There is anti-virus software on the school's server. IT Network have access to this. Everything else is with Microsoft through the cloud e.g. files, laptop.
- There are rigorous and verified back-up routines, including the keeping of network-separated (air-gapped) copies off-site or in the cloud,
- Network IT is responsible for ensuring that all software purchased by and used by the school is adequately licenced and that the latest software updates (patches) are applied.
- An appropriate system is in place for users to report any actual/potential technical incident/security breach to the relevant person.
- Use of school devices out of school and by family members is regulated by an acceptable use statement that a user consents to when the device is allocated to them
- Personal use of any device on the school network is regulated by acceptable use statements that a user consents to when using the network
- Staff members are not permitted to install software on a school-owned devices without the consent of the SLT/IT service provider
- Removable media is not permitted unless approved by the SLT/IT service provider
- Systems are in place to control and protect personal data and data is encrypted at rest and in transit.
- Guest users are provided with appropriate access to school systems based on an identified risk profile.

Mobile technologies

The DfE guidance "Keeping Children Safe in Education" states:

"The school or college should have a clear policy on the use of mobile and smart technology. Amongst other things this will reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. Schools and colleges should carefully consider how this is managed on their premises and reflect this in their mobile and smart technology policy and their child protection policy."

Mobile technology devices may be school owned/provided or personally owned and might include smartphone, tablet, wearable devices, notebook/laptop or other technology that usually has the

capability of utilising the school's wireless network. The device then has access to the wider internet which may include the school learning platform and other cloud-based services such as e-mail and data storage.

All users should understand that the primary purpose of the use of mobile/personal devices in a school context is educational. The mobile technologies policy should be consistent with and inter-related to other relevant school policies including but not limited to those for safeguarding, behaviour, anti-bullying, acceptable use, and policies around theft or malicious damage. Teaching about the safe and appropriate use of mobile technologies should be an integral part of the school's online safety education programme.

In preparing a mobile technologies policy the school should consider possible issues and risks. These may include:

- security risks in allowing connections to your school network
- filtering of personal devices
- breakages and insurance
- access to devices for all learners
- avoiding potential classroom distraction
- network connection speeds, types of devices
- charging facilities
- total cost of ownership.

A range of mobile technology strategies is possible. However, these need to be thoroughly researched, risk assessed and aligned with existing policy prior to implementation. A more detailed mobile technologies policy template can be found in the Appendix.

The school acceptable use agreements for staff, learners, parents, and carers outline the expectations around the use of mobile technologies.

The school allows: complete with Clare

	School devices			Personal devices		
	School owned for individual use	School owned for multiple users	Authorised device ¹	Student owned	Staff owned	Visitor owned
Allowed in school	Yes	Yes	Yes	Yes- year 6 only	Yes	Yes
Full network access	Yes	Yes	Yes	No	No- guest	No- guest only
Internet only						
No network access						

School owned/provided devices:

- All school devices are managed through the use of Mobile Device Management software- intune
- There is an asset log that clearly states whom a device has been allocated to. There is clear guidance on where, when and how use is allowed
- Personal use (e.g. online banking, shopping, images etc.) is clearly defined and expectations are well-communicated.
- The use of devices on trips/events away from school is clearly defined and expectation are well-communicated.
- Liability for damage aligns with current school policy for the replacement of equipment.
- Education is in place to support responsible use.

Personal devices:

- There is a clear policy covering the use of personal mobile devices on school premises for all users
- Where devices are used to support learning, staff have been trained in their planning, use and implementation, ensuring that all learners can access a required resource.
- Where personal devices are brought to school, but their use is not permitted, appropriate, safe and secure storage should be made available- lockers in the staff room.

¹ Authorised device – purchased by the learner/family through a school-organised scheme. This device may be given full access to the network as if it were owned by the school.

- *Use of personal devices for school business is defined in the acceptable use policy and staff handbook. Personal devices commissioned onto the school network are segregated effectively from school-owned systems*
- *The expectations for taking/storing/using images/video aligns with the school's acceptable use policy and use of images/video policy. The non-consensual taking/using of images of others is not permitted.*
- *Liability for loss/damage or malfunction of personal devices is clearly defined*
- *There is clear advice and guidance at the point of entry for visitors to acknowledge school requirements*
- *Education about the safe and responsible use of mobile devices is included in the school online safety education programmes*

Social media

The school provides the following measures to ensure reasonable steps are in place to minimise risk of harm to learners through:

- Ensuring that personal information is not published.
- Education/training being provided including acceptable use, age restrictions, social media risks, digital and video images policy, checking of settings, data protection and reporting issues.
- Clear reporting guidance, including responsibilities, procedures, and sanctions.
- Risk assessment, including legal risk.
- Guidance for learners, parents/carers

School staff should ensure that:

- No reference should be made in social media to learners, parents/carers or school staff.
- They do not engage in online discussion on personal matters relating to members of the school community.
- Personal opinions should not be attributed to the school.
- Security settings on personal social media profiles are regularly checked to minimise risk of loss of personal information.
- They act as positive role models in their use of social media

When official school social media accounts are established, there should be:

- A process for approval by senior leaders
- Clear processes for the administration, moderation, and monitoring of these accounts – involving at least two members of staff
- A code of behaviour for users of the accounts
- Systems for reporting and dealing with abuse and misuse
- Understanding of how incidents may be dealt with under school disciplinary procedures.

Personal use

- Personal communications are those made via personal social media accounts. In all cases, where a personal account is used which associates itself with, or impacts on, the school it must be made clear that the member of staff is not communicating on behalf of the school with an appropriate disclaimer. Such personal communications are within the scope of this policy
- Personal communications which do not refer to or impact upon the school are outside the scope of this policy
- Where excessive personal use of social media in school is suspected, and considered to be interfering with relevant duties, disciplinary action may be taken
- *The school permits reasonable and appropriate access to personal social media sites during school hours*

Monitoring of public social media

- As part of active social media engagement, the school may pro-actively monitor the Internet for public postings about the school.
- the school should effectively respond to social media comments made by others according to a defined policy or process.
- when parents/carers express concerns about the school on social media we will urge them to make direct contact with the school, in private, to resolve the matter. Where this cannot be resolved, parents/carers should be informed of the school complaints procedure.

School use of social media for professional purposes will be checked regularly by a senior leader and the Online Safety Lead to ensure compliance with the social media, data protection, communications, digital image and video policies.

Digital and video images

The development of digital imaging technologies has created significant benefits to learning, allowing staff and learners instant use of images that they have recorded themselves or downloaded from the internet. However, staff, parents/carers and learners need to be aware of the risks associated with publishing digital images on the internet. Such images may provide avenues for online bullying to take place. Digital images may remain available on the internet forever and may cause harm or embarrassment to individuals in the short or longer term. It is common for employers to carry out internet searches for information about potential and existing employees.

The school will inform and educate users about these risks and will implement policies to reduce the likelihood of the potential for harm.

- The school may use live-streaming or video-conferencing services in line with national and local safeguarding guidance / policies. Guidance can be found in the DfE Safeguarding and remote education
- When using digital images, staff will inform and educate learners about the risks associated with the taking, use, sharing, publication and distribution of images.
- Staff/volunteers must be aware of those learners whose images must not be taken/published. Those images should only be taken on school devices. The personal devices of staff should not be used for such purposes
- In accordance with guidance from the Information Commissioner's Office, parents/carers are welcome to take videos and digital images of their children at school events for their own personal use (as such use is not covered by the Data Protection Act). To respect everyone's privacy and in some cases protection, these images should not be published/made publicly available on social networking sites, nor should parents/carers comment on any activities involving other *learners* in the digital/video images
- *Staff and volunteers are allowed to take digital/video images to support educational aims, but must follow school policies concerning the sharing, storage, distribution and publication of those images*
- *Care should be taken when sharing digital/video images that learners are appropriately dressed*
- *Learners must not take, use, share, publish or distribute images of others without their permission*
- *Photographs published on the website, or elsewhere that include learners will be selected carefully and will comply with Online Safety Policy*
- Learners' full names will not be used anywhere on a website or blog, particularly in association with photographs.
- Written permission from parents or carers will be obtained before photographs of learners are taken for use in school or published on the school website/social media. (see parents and carers acceptable use agreement in the Appendix H)
- Parents/carers will be informed of the purposes for the use of images, how they will be stored and for how long – in line with the school data protection policy
- Images will be securely stored in line with the school retention policy

Online Publishing

The school communicates with parents/carers and the wider community and promotes the school through:

- Public-facing website
- Social media
- Online newsletters

The school website is managed/hosted by Primary Site. The school ensures that online safety policy has been followed in the use of online publishing e.g., use of digital and video images, copyright,

identification of young people, publication of school calendars and personal information – ensuring that there is least risk to members of the school community, through such publications.

Where learner work, images or videos are published, their identities are protected, and full names are not published.

Data Protection

Personal data will be recorded, processed, transferred, and made available according to the current data protection legislation.

The school:

- Has a Data Protection Policy.
- Implements the data protection principles and can demonstrate that it does so
- Has paid the appropriate fee to the Information Commissioner's Office (ICO)
- Has appointed an appropriate Data Protection Officer (DPO) who has effective understanding of data protection law and is free from any conflict of interest.
- Has a 'Record of Processing Activities' in place and knows exactly what personal data is held, where, why and which member of staff has responsibility for managing it
- The Record of Processing Activities lists the lawful basis for processing personal data (including, where relevant, consent). Where special category data is processed, an additional lawful basis is listed
- Has an 'information asset register' in place and knows exactly what personal data is held, where, why and which member of staff has responsibility for managing it
- Information asset register lists the lawful basis for processing personal data (including, where relevant, consent). Where special category data is processed, an additional lawful basis will have also been listed
- Will hold the minimum personal data necessary to enable it to perform its function and will not hold it for longer than necessary for the purposes it was collected for. The school 'retention schedule' supports this
- Data held is accurate and up to date and is held only for the purpose it was held for. Systems are in place to identify inaccuracies, such as asking parents to check emergency contact details at suitable intervals
- Provides staff, parents, volunteers, teenagers, and older children with information about how the school looks after their data and what their rights are in a clear Privacy Notice
- Has procedures in place to deal with the individual rights of the data subject, e.g. one of the dozen rights applicable is that of Subject Access which enables an individual to see/have a copy of the personal data held about them

- Carries out Data Protection Impact Assessments (DPIA) where necessary e.g. to ensure protection of personal data when accessed using any remote access solutions, or entering into a relationship with a new supplier
- Has undertaken appropriate due diligence and has data protection compliant contracts in place with any data processors
- Understands how to share data lawfully and safely with other relevant data controllers.
- Has clear and understood policies and routines for the deletion and disposal of data
- Reports any relevant breaches to the Information Commissioner within 72hrs of becoming aware of the breach as required by law. It also reports relevant breaches to the individuals affected as required by law. In order to do this, it has a policy for reporting, logging, managing, investigating and learning from information risk incidents
- Has a Freedom of Information Policy which sets out how it will deal with FOI requests
- Provides data protection training for all staff at induction and appropriate refresher training thereafter, using SSScpd. Staff undertaking particular data protection functions, such as handling requests under the individual's rights, will receive training appropriate for their function as well as the core training provided to all staff

When personal data is stored on any mobile device or removable media the:

- Data will be encrypted, and password protected.
- Device will be password protected.
- Device will be protected by up-to-date endpoint (anti-virus) software
- Data will be securely deleted from the device, in line with school policy (below) once it has been transferred or its use is complete.

Staff must ensure that they:

- At all times take care to ensure the safe keeping of personal data, minimising the risk of its loss or misuse
- Can recognise a possible breach, understand the need for urgency and know who to report it to within the school
- Can help data subjects understand their rights and know how to handle a request whether verbal or written and know who to pass it to in the school
- Only use encrypted data storage for personal data
- Will not transfer any school personal data to personal devices. Procedures should be in place to enable staff to work from home (i.e. VPN access to the school network, or a work laptop provided).

- Use personal data only on secure password protected computers and other devices, ensuring that they are properly “logged-off” at the end of any session in which they are using personal data
- Transfer data using encryption, a secure email account (where appropriate), and secure password protected devices.

Outcomes

The impact of the Online Safety Policy and practice is regularly evaluated through the review/audit of online safety incident logs; behaviour/bullying reports; surveys of staff, learners; parents/carers and is reported to relevant groups:

- There is balanced professional debate about the evidence taken from the reviews/audits and the impact of preventative work e.g., online safety education, awareness, and training
- There are well-established routes to regularly report patterns of online safety incidents and outcomes to school leadership and Governors
- Parents/carers are informed of patterns of online safety incidents as part of the school's online safety awareness raising
- Online safety (and related) policies and procedures are regularly updated in response to the evidence gathered from these reviews/audits/professional debate
- The evidence of impact is shared with other schools, agencies and LAs to help ensure the development of a consistent and effective local online safety strategy.

Learner Acceptable Use Agreement – for KS2- appendix A

Introduction

Digital technologies have become integral to the lives of children and young people, both within and outside schools. These technologies are powerful tools, which open-up new opportunities for everyone. They can stimulate discussion, encourage creativity, and stimulate awareness of context to promote effective learning. Learners should have an entitlement to safe access to these digital technologies.

This acceptable use agreement is intended:

- to ensure that learners will have good access to devices and online content, be responsible users and stay safe while using digital technologies for educational, personal and recreational use
- to help learners understand good online behaviours that they can use in school, but also outside school
- to protect school devices and networks from accidental or deliberate misuse that could put the security of the systems and users at risk.

Acceptable Use Agreement

When I use devices I must behave responsibly to help keep me and other users safe online and to look after the devices.

For my own personal safety:

- I understand that what I do online will be supervised and monitored and that I may not be allowed to use devices in school unless I follow these rules and use them responsibly.
- I will only visit internet sites that adults have told me are safe to visit.
- I will keep my username and password safe and secure and not share it with anyone else.
- I will be aware of “stranger danger” when I am online.
- I will not share personal information about myself or others when online.
- If I arrange to meet people off-line that I have communicated with online, I will do so in a public place and take a trusted adult with me.
- I will immediately tell an adult if I see anything that makes me feel uncomfortable when I see it online.

I will look after the devices I use, so that the school and everyone there can be safe:

- I will handle all the devices carefully and only use them if I have permission.
- I will not try to alter the settings on any devices or try to install any software or programmes.
- I will tell an adult if a device is damaged or if anything else goes wrong.
- I will only use the devices to do things that I am allowed to do.

I will think about how my behaviour online might affect other people:

- When online, I will act as I expect others to act toward me.
- I will not copy anyone else's work or files without their permission.

- I will be polite and responsible when I communicate with others, and I appreciate that others may have different opinions to me.
- I will not take or share images of anyone without their permission.

I know that there are other rules that I need to follow:

- I will only use my own personal devices (mobile phones- year 6 only) in the school if I have permission. If I am allowed, I still have to follow all the other school rules if I use them.
- I will only use social media sites with permission and at the times that are allowed
- Where work is protected by copyright, I will not try to download copies (including music and videos).
- When I am using the internet to find information, I should take care to check that the information is accurate, as I understand that the work of others may not be truthful and may be a deliberate attempt to mislead me.
- I should have permission if I use the original work of others in my own work.

I understand that I am responsible for my actions, both in and out of school:

- I know that I am expected to follow these rules in school and that I should behave in the same way when out of school as well.
- I understand that if I do not follow these rules, I may be subject to disciplinary action. This could include loss of access to the school network/internet, detentions, suspensions, parents/carers contacted and in the event of illegal activities involvement of the police.

Learner Acceptable Use Agreement Form

Please complete the sections below to show that you have read, understood and agree to the rules included in the acceptable use agreement. If you do not sign and return this agreement, access will not be granted to school systems. I have read and understand the above and agree to follow these guidelines when:

- I use the school systems and devices (both in and out of school)
- I use my own devices in the school (when allowed) e.g. mobile phones
- I am out of school and involved in any online behaviour that might affect the school or other members of the school.

Name of Learner:Group/Class:.....

Signed:Date:

Learner Acceptable Use Agreement – for younger learners (Foundation/KS1)- Appendix B

This is how we stay safe when we use computers:

- I will ask a teacher or suitable adult if I want to use the computers/tablets.
- I will only use activities that a teacher or suitable adult has told or allowed me to use.
- I will take care of computers/tablets and other equipment.
- I will ask for help from a teacher or suitable adult if I am not sure what to do or if I think I have done something wrong.
- I will tell a teacher or suitable adult if I see something that upsets me on the screen.
- I know that if I break the rules, I might not be allowed to use a computer/tablet.

Signed (child):

Staff (and Volunteer) Acceptable Use Policy Agreement- Appendix C

School Policy

New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. The internet and other digital information and communications technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. They also bring opportunities for staff to be more creative and productive in their work. All users should have an entitlement to safe access to the internet and digital technologies at all times.

This acceptable use policy is intended to ensure:

- that staff and volunteers will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.
- that school systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- that staff are protected from potential risk in their use of technology in their everyday work.

The school will try to ensure that staff and volunteers will have good access to digital technology to enhance their work, to enhance learning opportunities for learning and will, in return, expect staff and volunteers to agree to be responsible users.

Acceptable Use Policy Agreement

I understand that I must use school systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the systems and other users. I recognise the value of the use of digital technology for enhancing learning and will ensure that learners receive opportunities to gain from the use of digital technology. I will, where possible, educate the young people in my care in the safe use of digital technology and embed online safety in my work with young people.

For my professional and personal safety:

- I understand that the school will monitor my use of the school digital technology and communications systems.
- I understand that the rules set out in this agreement also apply to use of these technologies (e.g. laptops, email, VLE etc.) out of school, and to the transfer of personal data (digital or paper based) out of school
- I understand that the school digital technology systems are primarily intended for educational use and that I will only use the systems for personal or recreational use within the policies and rules set down by the school.
- I will not disclose my username or password to anyone else, nor will I try to use any other person's username and password. I understand that I should not write down or store a password where it is possible that someone may steal it.
- I will immediately report any illegal, inappropriate or harmful material or incident, I become aware of, to the appropriate person.

I will be professional in my communications and actions when using school systems:

- I will not access, copy, remove or otherwise alter any other user's files, without their express permission.
- I will communicate with others in a professional manner, I will not use aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will ensure that when I take and/or publish images of others I will do so with their permission and in accordance with the school's policy on the use of digital/video images. I will not use my personal equipment to record these images, unless I have permission to do so. Where these images are published (e.g. on the school website/VLE) it will not be possible to identify by name, or other personal information, those who are featured.
- I will only use social networking sites in school in accordance with the school's policies.
- I will only communicate with learners and parents/carers using official school systems. Any such communication will be professional in tone and manner.
- I will not engage in any on-line activity that may compromise my professional responsibilities.

The school has the responsibility to provide safe and secure access to technologies and ensure the smooth running of the school:

- When I use my mobile devices in school, I will follow the rules set out in this agreement, in the same way as if I was using school equipment. I will also follow any additional rules set by the school about such use. I will ensure that any such devices are protected by up to date anti-virus software and are free from viruses.
- I will not use personal email addresses on the school's ICT systems.
- I will not open any hyperlinks in emails or any attachments to emails, unless the source is known and trusted, or if I have any concerns about the validity of the email (due to the risk of the attachment containing viruses or other harmful programmes)
- I will ensure that my data is regularly backed up, in accordance with relevant school policies.
- I will not try to upload, download or access any materials which are illegal (child sexual abuse images, criminally racist material, terrorist or extremist material, adult pornography covered by the Obscene Publications Act) or inappropriate or may cause harm or distress to others. I will not try to use any programmes or software that might allow me to bypass the filtering/security systems in place to prevent access to such materials.
- I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not install or attempt to install programmes of any type on a machine, or store programmes on a computer, nor will I try to alter computer settings, unless this is allowed in school policies.
- I will not disable or cause any damage to school equipment, or the equipment belonging to others.
- I will only transport, hold, disclose or share personal information about myself or others, as outlined in the School Personal Data Policy (or other relevant policy). Where digital personal data is transferred outside the secure local network, it must be encrypted. Paper based documents containing personal data must be held in lockable storage.

- I understand that data protection policy requires that any staff or learner data to which I have access, will be kept private and confidential, except when it is deemed necessary that I am required by law or by school policy to disclose such information to an appropriate authority.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.

When using the online systems in my professional capacity or for school sanctioned personal use:

- I will ensure that I have permission to use the original work of others in my own work
- Where work is protected by copyright, I will not download or distribute copies (including music and videos).

I understand that I am responsible for my actions in and out of the school:

- I understand that this acceptable use policy applies not only to my work and use of school's digital technology equipment in school, but also applies to my use of school systems and equipment off the premises and my use of personal equipment on the premises or in situations related to my employment by the school
- I understand that if I fail to comply with this acceptable use agreement, I could be subject to disciplinary action. This could include a warning, a suspension, referral to Governors and/or the Local Authority and in the event of illegal activities the involvement of the police.

I have read and understand the above and agree to use the school digital technology systems (both in and out of school) and my own devices (in school and when carrying out communications related to the school) within these guidelines.

Staff/Volunteer Name:

Signed:

Date:

Acceptable Use Agreement for Community Users- Appendix D

This acceptable use agreement is intended to ensure:

- that community users of school digital technologies will be responsible users and stay safe while using these systems and devices
- that school systems, devices and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- that users are protected from potential harm in their use of these systems and devices

Acceptable Use Agreement

I understand that I must use school systems and devices in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the systems, devices and other users. This agreement will also apply to any personal devices that I bring into the school:

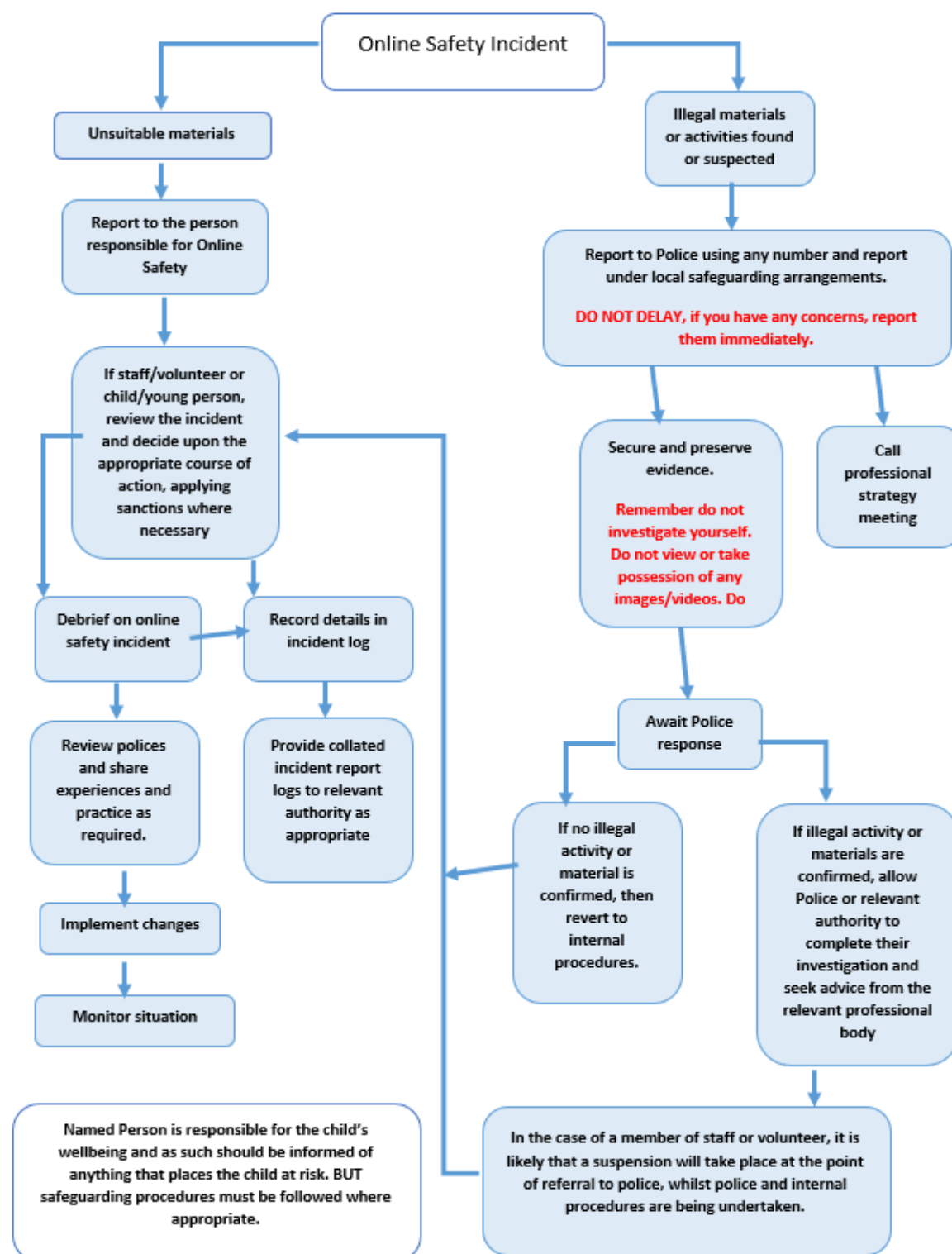
- I understand that my use of school systems and devices will be monitored
- I will not use a personal device that I have brought into school for any activity that would be inappropriate in a school setting.
- I will not try to upload, download or access any materials which are illegal (child sexual abuse images, criminally racist material, terrorist and extremist material, adult pornography covered by the Obscene Publications Act) or inappropriate or may cause harm or distress to others. I will not try to use any programmes or software that might allow me to bypass the filtering/security systems in place to prevent access to such materials.
- I will immediately report any illegal, inappropriate or harmful material or incident, I become aware of, to the appropriate person.
- I will not access, copy, remove or otherwise alter any other user's files, without permission.
- I will ensure that if I take and/or publish images of others I will only do so with their permission. I will not use my personal equipment to record these images, without permission. If images are published it will not be possible to identify by name, or other personal information, those who are featured.
- I will not publish or share any information I have obtained whilst in the school on any personal website, social networking site or through any other means, unless I have permission from the school.
- I will not, without permission, make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not install or attempt to install programmes of any type on a school device, nor will I try to alter computer settings, unless I have permission to do so.
- I will not disable or cause any damage to school equipment, or the equipment belonging to others.
- I will immediately report any damage or faults involving equipment or software, whatever the cause.
- I will ensure that I have permission to use the original work of others in my own work
- Where work is protected by copyright, I will not download or distribute copies (including music and videos).

- I understand that if I fail to comply with this acceptable use agreement, the school has the right to remove my access to school systems/devices

I have read and understand the above and agree to use the school systems (both in and out of school) and my own devices (in school and when carrying out communications related to the school) within these guidelines.

Name:Signed:Date:

Responding to incidents of misuse – flow chart- Appendix E



Record of reviewing devices/internet sites (responding to incidents of misuse)- to be attached as a file on CPOMs- Appendix F

Group:
Date:
Reason for investigation:
.....
.....

Details of first reviewing person

Name:
Position:
Signature:

Details of second reviewing person

Name:
Position:
Signature:

Name and location of computer used for review (for web sites)

.....
.....

Web site(s) address/device	Reason for concern

Conclusion and Action proposed or taken

Reporting Log- Appendix G

Group:

Date	Time	Incident	Action Taken		Incident Reported By	Signature
			What?	By Whom?		

Photo Consent form- Appendix H

To comply with the new General Data Protection Regulations (GDPR), we need your permission before we can photograph or make any recordings of your child. **You can withdraw your consent at any time.**

Occasionally, we may take photographs of the children at our school. We use these images as part of school displays, on our school website or in printed publications.

If we use photographs of individual pupils, we will not use the name of that child in the accompanying text or photo caption. If we name pupils in the text, we will not use a photograph of that child to accompany the article. If a child has won an award and the parent would like the name of the child to accompany their picture, we will obtain permission of the parent/carer beforehand.

Learning journeys and Records of Achievement are used to celebrate your child's progress throughout school. These are sent home at the end of Reception and Year 6. Photographs of individuals, groups or classes of children may appear in these records.

From time to time, our school may be visited by the media who will take photographs or film footage of a high-profile event. Children may appear in these images, which will sometimes be published in local or national newspapers, or on approved websites.

We may include pictures of pupils and teachers which have been drawn by pupils.

We may use group or class photographs or footage with very general labels such as 'a science lesson' or 'making a Christmas decoration'.

Websites can be viewed throughout the world and not just in the United Kingdom where UK law applies.

I **DO / DO NOT** give permission for my child's photograph to be used within school for display purposes

I **DO / DO NOT** give permission for my child's image to be used in Learning Journeys / Records of Achievements belonging to other children

I **DO / DO NOT** give permission for my child's photograph and full name to be used in other printed publications

I **DO / DO NOT** give permission for my child's image to be used on the Grace Mary Primary School website

I **DO / DO NOT** give permission for my child and their full name to appear in the media

I **DO / DO NOT** give permission for my child to have a school photograph taken (I understand this can be printed/digital photograph can be purchased by parents)

I **DO / DO NOT** give permission for my child to be involved in live streaming events on Microsoft TEAMS

I **DO / DO NOT** give permission for my child's image to appear on the school Twitter feed

The 'Grace Mary Online Safety' Curriculum- Appendix I

Key To Success

WHOLE SCHOOL APPROACH

Our Vision:

At Grace Mary we offer a warm, friendly atmosphere where the children & staff can feel happy and secure and where they can grow in independence and confidence. We make the school a stimulating place, which generates enthusiasm and encourages positive progress. Children feel safe in their environment and have a positive attitude to learning. We foster a culture which develops social skills and self-awareness, while placing equal value in strong communication and cultural sensitivity. We continually strive to achieve the school aims by giving learners a high quality education to raise standards of attainment across all ability ranges so the pupils achieve their very best.

Our Core Values

Respect

- EVERYONE is important and special.
- Show PRIDE in our school.
- Consideration for each other's FEELINGS, RIGHTS and BELIEFS.

Aspiration

- AMBITION to achieve excellence.
- CHALLENGE and MOTIVATE self to be the best we can be.
- BELIEVE in ourselves.

Honesty

- COURAGE to tell the truth.
- Share honestly how you feel.
- voice our opinions in a THOUGHTFUL way.

Kindness

- Show COMPASSION and CARE towards others.
- Speak out and lend each other a helping hand, TRUST.
- To always show ACCEPTANCE and be FRIENDLY.

Determination

- Try your best and never give up, PERSEVERE.
- Always use a 'GROWTH MINDSET' anything is possible
- Be BRAVE and prepared to make mistakes

Healthy

- Be PATIENT, show self control.
- Be as PHYSICALLY fit as you can be.
- Lending each other a HELPING HAND.

Introduction

Online safety forms a fundamental part of schools' and colleges' safeguarding and child protection measures. By taking a whole school approach to online safety, we ensure all staff, governors, volunteers and parents know how they can help keep children safe online.

We have a dual responsibility when it comes to online safety: to ensure that our online procedures keep children and young people safe, and to teach them about online safety, in and outside of school.

We foster an open environment in which children and young people are encouraged to ask any questions and participate in an ongoing conversation about the benefits and risks of the online world.

Mapping the Curriculum

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Recap on previous years key knowledge and vocabulary Explicit teaching of the new year group key knowledge and vocabulary (through computing)	Ongoing revision of content (quizzes).	Longer recap of year group content through reading sessions dedicated to online safety.	Ongoing revision of content (quizzes)	Longer recap of year group content through reading sessions dedicated to online safety.	Ongoing revision of content (quizzes)

Year group	NC objective:	Key Knowledge and Vocabulary
EYFS (not NC)	Know how to use the different types of technology (iPads, cameras, beebots). Know how to select and use technology for particular purposes.	<u>HMHM</u> <u>Unit 1: Being me in my world (autumn term 1)</u> Know they have a right to learn and play, safely and happily <u>Unit 2: Celebrating difference (autumn term 2)</u> Know why having friends is important Know some qualities of a positive friendship Know different ways of making friends <u>Unit 3: Dreams and goals (spring term 1)</u> Know which words are kind <u>Unit 4: Healthy me (spring term 2)</u> Know how to say no to strangers <u>Unit 5: Relationships (summer term 1)</u> Know some of the characteristics of healthy and safe friendships Know that unkind words can never be taken back and they can hurt

		<u>Unit 6: Changing me (summer term 2)</u> Know who to talk to if they are feeling worried Know that sharing how they feel can help solve a worry
Year 1	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	<u>Computing</u> <u>Unit 1.1 Online Safety and exploring Purple Mash</u> Know how to login to Purple Mash using own login and password. Know that a password is a secret word, usually made of letters or numbers that lets you login to a computer. Know that an avatar (pronounced a-vuh-taa) is an image used to represent you online. Know how to Save work into own folder on Purple Mash. Understand that this is a private saving space just for their work. Know how to find saved work in the 'Online Work' area of Purple Mash. Know how to find messages that their teacher has left for them. Know how to Search Purple Mash to find resources. Know how to log out of Purple Mash correctly. Know that to log out means to quit or leave a computer or an application. <u>HMHM</u> <u>Unit 1: Being me in my world (autumn term 1)</u> Understand that their choices have consequences <u>Unit 2: Celebrating difference (autumn term 2)</u>

		Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy <u>Unit 3: Dreams and goals (spring term 1)</u> Know how to work well with a partner <u>Unit 4: Healthy me (spring term 2)</u> Know how to make healthy lifestyle choices Know about people who can keep them safe <u>Unit 5: Relationships (summer term 1)</u> Know who to ask for help in the school community Know the characteristics of healthy and safe friends Know about the different people in the school community and how they help <u>Unit 6: Changing me (summer term 2)</u> Know who to ask for help if they are worried or frightened
Year 2	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	<u>Computing</u> <u>Unit 2.2 Online Safety- only 2 lessons on PM</u> Know how to refine searches using Purple Mash. Know that to refine a search means to make it more precise. Know how to share work electronically using display boards tool on Purple Mash.

		<u>Computing</u> <u>Unit 2.5 Effective Searching</u> Know that the World Wide Web is the part of the Internet that contains websites and webpages. Know that the internet is the world’s largest computer network. Know that the internet is a global network of computers that are all connected. Know that the World Wide Web is just one part of the internet. Know that every computer on the internet is connected by actual wires. Know that the internet includes email, instant messaging and multiplayer gaming. Know that a web browser is a tool to help us access the World Wide Web. Know that a website is a collection of pages that belong to one domain or owner. Know that a web page is a single document (which can include images, videos and charts) all viewable through a web browser. Know that a web address is the identifying file for a file or webpage on the internet. Know that typing a web address into the browser/ address bar allows you to access files on the internet. Know that a web address can also be called a URL. Know that a search engine is a program to help you find webpages on the internet. Know that search engines do not search the whole web, but only an index of the web. <u>HMHM</u> <u>Unit 1: Being me in my world (autumn term 1)</u> Know about rewards and consequences and that these stem from choices <u>Unit 2: Celebrating difference (autumn term 2)</u>
--	--	--

		Know the difference between a one-off incident and bullying Know that sometimes people get bullied because of difference Know where to get help if being bullied Know the difference between right and wrong and the role that choice has to play in this <u>Unit 3: Dreams and goals (spring term 1)</u> Know how to recognise what working together well looks like Know what good group-working looks like <u>Unit 4: Healthy me (spring term 2)</u> Know what makes them feel relaxed/stressed <u>Unit 5: Relationships (summer term 1)</u> Know how to stay stop if someone is hurting them Know there are good secrets and worry secrets and why it is important to share worry secrets Know what trust is <u>Unit 6: Changing me (summer term 2)</u> Know who to ask for help if they are worried or frightened Know there are different types of touch and that some are acceptable and some are unacceptable Know the correct names for private body parts
--	--	--

Year 3	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<u>Computing</u> <u>Unit 3.2 Online Safety</u> Know that a password is a secret set of characters needed to login to a computer, application or website. Know that a character can be a letter, number or symbol but not a space on a keyboard. Know what makes a safe password including special characters and lower and upper case letters Know how to keep passwords safe by not sharing with people, not leaving them lying round. Know what the consequences of giving a password away might be. Know that the Internet is an electronic communications network of networks that connects computer networks all across the world. Know how the Internet can be used to communicate effectively. Know that a blog is a regularly updated website or web page, usually one run by an individual or small group, that is written in a chatty style. Know how to use a blog to communicate to a wider audience. <u>HMHM</u> <u>Unit 1: Being me in my world (autumn term 1)</u> Know why rules are needed and how these relate to choices and consequences Know that actions can affect others' feelings <u>Unit 2: Celebrating difference (autumn term 2)</u> Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do Know that conflict is a normal part of relationships
----------------------	---	---

		Know that some words are used in hurtful ways and that this can have consequences <u>Unit 3: Dreams and goals (spring term 1)</u> Know that they are responsible for their own learning <u>Unit 4: Healthy me (spring term 2)</u> Know that there are things, places and people that can be dangerous Know when something feels safe or unsafe Know a range of strategies to keep themselves safe <u>Unit 5: Relationships (summer term 1)</u> Know some strategies for keeping themselves safe online Know that they and all children have rights (UNCRC) Know the lives of children around the world can be different from their own <u>Unit 6: Changing me (summer term 2)</u>
Year 4	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	<u>Computing</u> <u>Unit 4.7 Effective Searching</u> Know that an online query is an online search. Know how to structure search queries to locate specific information. Know how to search effectively to find out information. Know how to write effective search questions.

	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Know whether an information source is true and reliable. Know that the most reliable websites are often set up by official organisations and businesses. Computing Unit 4.2 Online Safety Know that online safety means how to stay safe online. Know how to contribute ideas to a class 2Connect map. Know how to plan a range of resources to help parents and children to understand online safety. Know that the key online safety messages are: ● not to give out personal information when chatting or posting online ● if meeting someone online then meet them with parents'/ carers permission and only when they can be present, ● never accept instant messages, emails, pictures, texts from people you don't know or trust. ● Always check how reliable information is online with other websites, books or someone who knows. ● Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online. Know that personal information is any information that can be used to identify you or find out where you are. Know that personal information could be information such as your full name and address, date of birth, address, which school you attend. Know how to share the key online safety messages with parents. Know how to create online safety materials. Know how to plan a presentation on online safety.
--	--	---

	Know how to share this information online. <u>HMHM</u> <u>Unit 1: Being me in my world (autumn term 1)</u> Know that their own actions affect themselves and others <u>Unit 2: Celebrating difference (autumn term 2)</u> Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Know the reasons why witnesses sometimes join in with bullying and don't tell anyone Know that sometimes people make assumptions about a person because of the way they look or act Know there are influences that can affect how we judge a person or situation Know what to do if they think bullying is or might be taking place <u>Unit 3: Dreams and goals (spring term 1)</u> Know how to work as part of a successful group <u>Unit 4: Healthy me (spring term 2)</u> Know that there are leaders and followers in groups Know ways to resist when people are putting pressure on them Know what they think is right and wrong
--	--

		<u>Unit 5: Relationships (summer term 1)</u> Know some reasons why people feel jealousy Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe Know that jealousy can be damaging to relationships <u>Unit 6: Changing me (summer term 2)</u> Know that change can bring about a range of different emotions Know that change is a normal part of life and that some cannot be controlled and have to be accepted
Year 5	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<u>Computing</u> <u>Unit 5.2 Online Safety</u> Know that the key online safety messages are: ● not to give out personal information when chatting or posting online. ● if meeting someone online then meet them with parents'/ carers permission and only when they can be present. ● never accept instant messages, emails, pictures, texts from people you don't know or trust. ● Always check how reliable information is online with other websites, books or someone who knows. ● Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.

	Know that personal information is any information that can be used to identify you or find out where you are. Know that personal information could be information such as your full name and address, date of birth, address, which school you attend. Know which information we should accept online. Know what reliable information is. Understand that reliable information is information we can trust. Know which information we should keep safe. Know who to tell if there is something that concerns us online. Know how to be careful when meeting up. Know how to use the Childnet SMART CREW resources to help us understand how to keep safe online. Know what to do if we are upset by something that happens online. Know how to create a comic strip to share key online safety messages. <u>HMHM</u> <u>Unit 1: Being me in my world (autumn term 1)</u> Know how an individual's behaviour can affect a group and the consequences of this <u>Unit 2: Celebrating difference (autumn term 2)</u> Know external forms of support in regard to bullying e.g. Childline Know that bullying can be direct and indirect Know what racism is and why it is unacceptable Know that rumour-spreading is a form of bullying online and offline Know how their life is different from the lives of children in the developing world
--	---

		<u>Unit 3: Dreams and goals (spring term 1)</u> Know that communicating with someone from a different culture means that they can learn from them and vice versa Know ways that they can support young people in their own culture and abroad <u>Unit 4: Healthy me (spring term 2)</u> Know how to get help in emergency situations Know that the media, social media and celebrity culture promotes certain body types Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure <u>Unit 5: Relationships (summer term 1)</u> Know that there are rights and responsibilities in an online community or social network Know that there are rights and responsibilities when playing a game online Know that too much screen time isn't healthy Know how to stay safe when using technology to communicate with friends Know that a personality is made up of many different characteristics, qualities and attributes Know that belonging to an online community can have positive and negative consequences <u>Unit 6: Changing me (summer term 2)</u> Know that becoming a teenager involves various changes and also brings growing responsibility
--	--	--

		Know what perception means and that perceptions can be right or wrong
Year 6	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	<u>Computing</u> <u>Unit 6.2 Online Safety</u> Know the different aspects of online safety. Know how to create a game on 2DIY, 2DIY or 2Code that uses online safety as the theme. Know that a blog is a regularly updated website or web page, usually one run by an individual or small group, that is written in a chatty style. Know how to use a blog to communicate to a wider audience. Know what the safety aspects of blogging are. 2 Blog Know how to contribute to a class blog. Know how to write a suitable comment for a blog. Know how blogs like 2Blog can protect us from online safety issues that blogs on the internet do not. <u>HMHM</u> <u>Unit 1: Being me in my world (autumn term 1)</u> Know about the lives of children in other parts of the world Know that personal choices can affect others locally and globally Understand that their own choices result in different consequences and rewards <u>Unit 2: Celebrating difference (autumn term 2)</u> Know that people can hold power over others individually or in a group Know that power can play a part in a bullying or conflict situation

	Know why some people choose to bully others <u>Unit 3: Dreams and goals (spring term 1)</u> Know their own learning strengths Know a variety of problems that the world is facing Know some ways in which they could work with others to make the world a better place <u>Unit 4: Healthy me (spring term 2)</u> Know how to take responsibility for their own health Know what it means to be emotionally well Know how to make choices that benefit their own health and well-being Know that some people can be exploited and made to do things that are against the law Know why some people join gangs and the risk that this can involve <u>Unit 5: Relationships (summer term 1)</u> Know that it is important to take care of their own mental health Know ways that they can take care of their own mental health Know that sometimes people can try to gain power or control them Know some of the dangers of being 'online' Know how to use technology safely and positively to communicate with their friends and family <u>Unit 6: Changing me (summer term 2)</u>
--	---

		Know how being physically attracted to someone changes the nature of the relationship Know the importance of self-esteem and what they can do to develop it Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class
--	--	--

Meeting the digital and technology standards: priority checklist- Appendix J

Work through this checklist and the [DfE's guidance](#) with your ICT supplier or in-house support team. Give each standard a RAG (red, amber, green) rating to decide where you need to take action and what to prioritise.

Red – standard not met, action required

Amber – standard not met, action in progress

Green – standard met, no action required

Standards you should already be meeting

Make these standards a priority if you don't already meet them.

CATEGORY	STANDARD	RAG RATING AND NOTES
Broadband internet	Have appropriate IT security and safeguarding systems in place	
Cloud solution	Cloud solutions must follow data protection legislation	
	Make sure appropriate data backup provision is in place	
Cyber security	Secure digital technology and data with anti-malware and firewall	
	Control and secure user accounts and access privileges	
	License digital technology and keep it up to date	

CATEGORY	STANDARD	RAG RATING AND NOTES
	Report cyber attacks	
Digital leadership and governance	Keep registers relating to hardware and systems up to date	
	Include digital technology within disaster recovery and business continuity plans	
Filtering and monitoring	Identify and assign roles and responsibilities to manage your filtering and monitoring systems	
	Review your filtering and monitoring provision at least annually	
	Your filtering system should block harmful and inappropriate content, without unreasonably impacting teaching and learning	
	Have effective monitoring strategies that meet the safeguarding needs of your school	
Laptops, desktops and tablets	Devices should be safe and secure	
Servers and storage	All servers and related storage platforms should continue to work if any single component or service fails	
	Servers and related storage platforms must be secure and follow data protection legislation	
	All servers and related storage platforms should be kept and used in an appropriate physical environment	

Standards to meet as soon as possible

Review your current solutions and make these standards a priority.

CATEGORY	STANDARD	RAG RATING AND NOTES
Broadband internet	Use a full fibre connection for your broadband service	
	Have a backup broadband to ensure resilience and continuity of service	
Cloud solution	Use cloud solutions as an alternative to locally-hosted systems, including servers	
	Cloud solutions should use ID and access management tools	
	Cloud solutions should work on a range of devices and be available when needed	
Cyber security	Conduct a cyber risk assessment annually and review every term	
	Create and implement a cyber awareness plan for students and staff	
	Develop and implement a plan to backup your data and review this every year	
Digital accessibility	Include digital accessibility in relevant strategies and policies	
	Communications should be accessible to all	

CATEGORY	STANDARD	RAG RATING AND NOTES
Digital leadership and governance	Assign a senior leadership team (SLT) member to be responsible for digital technology	
	Have a digital technology strategy that is reviewed every year	
Laptops, desktops and tablets	Devices should meet or exceed the minimum requirements	
Servers and storage	All servers and related storage platforms should be energy-efficient and set up to reduce power consumption, while still meeting user needs	

Standards to meet when you need to replace your current solution

If your current solution is underperforming or unsupported, you should make sure its replacement follows these standards.

You should also use these standards for new school buildings.

CATEGORY	STANDARD	RAG RATING AND NOTES
Digital accessibility	Hardware and software should support the use of accessibility features	
Laptops, desktops and tablets	Devices should meet educational needs and support the digital technology strategy	
	Make sure devices are energy efficient, and they are bought and disposed of sustainably	

CATEGORY	STANDARD	RAG RATING AND NOTES
Network cabling	Copper cabling should be Category 6A	
	Optical fibre cabling should be a minimum 16 core multi-mode OM4	
	New cabling should be installed and tested in line with manufacturer's guidance, warranty terms and conditions	
Network switching	Network switches should provide fast, reliable and secure connections to all users, both wired and wireless	
	Have a platform that can centrally manage the network switching infrastructure	
	Network switches should have security features to protect users and data from unauthorised access	
	Core network switches should be connected to at least 1 UPS to reduce the impact of outages	
Wireless network	Use the latest wireless network standard approved by Wi-Fi Alliance	
	Have a fully functional signal from your wireless network throughout the school buildings and externally where required	
	Have a solution that can centrally manage the wireless network	
	Install security features to stop unauthorised access	

Legislation

Schools should be aware of the legislative framework under which this online safety policy template and guidance has been produced. It is important to note that in general terms an action that is illegal if committed offline is also illegal if committed online.

It is recommended that legal advice is sought in the advent of an online safety issue or situation.

A useful summary of relevant legislation can be found at: [Report Harmful Content: Laws about harmful behaviours](#)

Computer Misuse Act 1990

This Act makes it an offence to:

- Erase or amend data or programs without authority;
- Obtain unauthorised access to a computer;
- “Eavesdrop” on a computer;
- Make unauthorised use of computer time or facilities;
- Maliciously corrupt or erase data or programs;
- Deny access to authorised users.

Schools may wish to view the National Crime Agency website which includes information about [“Cyber crime – preventing young people from getting involved”](#). Each region in England (& Wales) has a Regional Organised Crime Unit (ROCU) Cyber-Prevent team that works with schools to encourage young people to make positive use of their cyber skills. There is a useful [summary of the Act on the NCA site](#).

Data Protection Act 1998

This protects the rights and privacy of individual’s data. To comply with the law, information about individuals must be collected and used fairly, stored safely and securely and not disclosed to any third party unlawfully. The Act states that person data must be:

- Fairly and lawfully processed.
- Processed for limited purposes.
- Adequate, relevant and not excessive.
- Accurate.
- Not kept longer than necessary.
- Processed in accordance with the data subject’s rights.
- Secure.
- Not transferred to other countries without adequate protection.

The Data Protection Act 2018:

Updates the 1998 Act, incorporates the General Data Protection Regulations (GDPR) and aims to:

- Facilitate the secure transfer of information within the European Union.
- Prevent people or organisations from holding and using inaccurate information on individuals. This applies to information regarding both private lives or business.
- Give the public confidence about how businesses can use their personal information.
- Provide data subjects with the legal right to check the information businesses hold about them. They can also request for the data controller to destroy it.
- Give data subjects greater control over how data controllers handle their data.
- Place emphasis on accountability. This requires businesses to have processes in place that demonstrate how they're securely handling data.
- Require firms to keep people's personal data safe and secure. Data controllers must ensure that it is not misused.
- Require the data user or holder to register with the Information Commissioner.

All data subjects have the right to:

- Receive clear information about what you will use their data for.
- Access their own personal information.
- Request for their data to be revised if out of date or erased. These are known as the right to rectification and the right to erasure
- Request information about the reasoning behind any automated decisions, such as if computer software denies them access to a loan.
- Prevent or query about the automated processing of their personal data.

Freedom of Information Act 2000

The Freedom of Information Act gives individuals the right to request information held by public authorities. All public authorities and companies wholly owned by public authorities have obligations under the Freedom of Information Act. When responding to requests, they have to follow a number of set procedures.

Communications Act 2003

Sending by means of the Internet a message or other matter that is grossly offensive or of an indecent, obscene or menacing character; or sending a false message by means of or persistently making use of the Internet for the purpose of causing annoyance, inconvenience or needless anxiety is guilty of an offence liable, on conviction, to imprisonment. This wording is important because an offence is complete as soon as the message has been sent: there is no need to prove any intent or purpose.

Malicious Communications Act 1988

It is an offence to send an indecent, offensive, or threatening letter, electronic communication or other article to another person.

Regulation of Investigatory Powers Act 2000

It is an offence for any person to intentionally and without lawful authority intercept any communication. Monitoring or keeping a record of any form of electronic communications is permitted, in order to:

- Establish the facts;
- Ascertain compliance with regulatory or self-regulatory practices or procedures;
- Demonstrate standards, which are or ought to be achieved by persons using the system;
- Investigate or detect unauthorised use of the communications system;
- Prevent or detect crime or in the interests of national security;
- Ensure the effective operation of the system.
- Monitoring but not recording is also permissible in order to:
- Ascertain whether the communication is business or personal;
- Protect or support help line staff.
- The school reserves the right to monitor its systems and communications in line with its rights under this act.

Trade Marks Act 1994

This provides protection for Registered Trade Marks, which can be any symbol (words, shapes or images) that are associated with a particular set of goods or services. Registered Trade Marks must not be used without permission. This can also arise from using a Mark that is confusingly similar to an existing Mark.

Copyright, Designs and Patents Act 1988

It is an offence to copy all, or a substantial part of a copyright work. There are, however, certain limited user permissions, such as fair dealing, which means under certain circumstances permission is not needed to copy small amounts for non-commercial research or private study. The Act also provides for Moral Rights, whereby authors can sue if their name is not included in a work they wrote, or if the work has been amended in such a way as to impugn their reputation. Copyright covers materials in print and electronic form, and includes words, images, and sounds, moving images, TV broadcasts and other media (e.g. YouTube).

Telecommunications Act 1984

It is an offence to send a message or other matter that is grossly offensive or of an indecent, obscene or menacing character. It is also an offence to send a message that is intended to cause annoyance, inconvenience or needless anxiety to another that the sender knows to be false.

Criminal Justice & Public Order Act 1994

This defines a criminal offence of intentional harassment, which covers all forms of harassment, including sexual. A person is guilty of an offence if, with intent to cause a person harassment, alarm or distress, they:

- Use threatening, abusive or insulting words or behaviour, or disorderly behaviour; or
- Display any writing, sign or other visible representation, which is threatening, abusive or insulting, thereby causing that or another person harassment, alarm or distress.

Racial and Religious Hatred Act 2006

This Act makes it a criminal offence to threaten people because of their faith, or to stir up religious hatred by displaying, publishing or distributing written material which is threatening. Other laws already protect people from threats based on their race, nationality or ethnic background.

Protection from Harassment Act 1997

A person must not pursue a course of conduct, which amounts to harassment of another, and which he knows or ought to know amounts to harassment of the other. A person whose course of conduct causes another to fear, on at least two occasions, that violence will be used against him is guilty of an offence if he knows or ought to know that his course of conduct will cause the other so to fear on each of those occasions.

Protection of Children Act 1978

It is an offence to take, permit to be taken, make, possess, show, distribute or advertise indecent images of children in the United Kingdom. A child for these purposes is anyone under the age of 18. Viewing an indecent image of a child on your computer means that you have made a digital image. An image of a child also covers pseudo-photographs (digitally collated or otherwise). A person convicted of such an offence may face up to 10 years in prison

Sexual Offences Act 2003

A grooming offence is committed if you are over 18 and have communicated with a child under 16 at least twice (including by phone or using the Internet) it is an offence to meet them or travel to meet them anywhere in the world with the intention of committing a sexual offence. Causing a child under 16 to watch a sexual act is illegal, including looking at images such as videos, photos or webcams, for your own gratification. It is also an offence for a person in a position of trust to engage in sexual activity with any person under 18, with whom they are in a position of trust. (Typically, teachers, social workers, health professionals, connexions staff fall in this category of trust). Any sexual intercourse with a child under the age of 13 commits the offence of rape.

Public Order Act 1986

This Act makes it a criminal offence to stir up racial hatred by displaying, publishing or distributing written material which is threatening. Like the Racial and Religious Hatred Act 2006 it also makes the possession of inflammatory material with a view of releasing it a criminal offence. Children, Families and Education Directorate page 38 April 2007.

Obscene Publications Act 1959 and 1964

Publishing an “obscene” article is a criminal offence. Publishing includes electronic transmission.

Human Rights Act 1998

This does not deal with any particular issue specifically or any discrete subject area within the law. It is a type of “higher law”, affecting all other laws. In the school context, human rights to be aware of include:

- The right to a fair trial
- The right to respect for private and family life, home and correspondence
- Freedom of thought, conscience and religion
- Freedom of expression
- Freedom of assembly
- Prohibition of discrimination
- The right to education

These rights are not absolute. The school is obliged to respect these rights and freedoms, balancing them against those rights, duties and obligations, which arise from other relevant legislation.

The Education and Inspections Act 2006

Empowers Headteachers, to such extent as is reasonable, to regulate the behaviour of learners when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour.

The Education and Inspections Act 2011

Extended the powers included in the 2006 Act and gave permission for Headteachers (and nominated staff) to search for electronic devices. It also provides powers to search for data on those devices and to delete data.

(see template policy in these appendices and for DfE guidance -

<http://www.education.gov.uk/schools/learnersupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>)

The Protection of Freedoms Act 2012

Requires schools to seek permission from a parent/carer to use Biometric systems

The School Information Regulations 2012

Requires schools to publish certain information on its website:

<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

Serious Crime Act 2015

Introduced new offence of sexual communication with a child. Also created new offences and orders around gang crime (including CSE)

Criminal Justice and Courts Act 2015

Revenge porn – as it is now commonly known – involves the distribution of private and personal explicit images or video footage of an individual without their consent, with the intention of causing them embarrassment and distress. Often revenge porn is used maliciously to shame ex-partners. Revenge porn was made a specific offence in the Criminal Justice and Courts Act 2015. The Act specifies that if you are accused of revenge porn and found guilty of the criminal offence, you could be prosecuted and face a sentence of up to two years in prison.