Killinghall CE Primary School
On-Line Safety Policy

KILLINGHALL CE PRIMARY SCHOOL	Designated Safeguarding Lead (DSL) team	Sarah Bassitt
	Online-safety lead (if different)	Sarah Bassitt
	Online-safety / safeguarding link governor	Marion McCormick
	PSHE/RSHE lead	Sian Daniel
	Computing leader	Brice Butler
	Network manager / other technical support	JP Consultancy
	Date this policy was reviewed and by whom	November 2020
	Date of next review and by whom	September 2021

Online safety is an integral part of safeguarding and requires a whole school, cross-curricular approach and collaboration between key school leads. Accordingly, this policy is written in line with 'Keeping Children Safe in Education' 2020 (KCSIE), 'Teaching Online Safety in Schools' 2019, statutory RSHE guidance 2019 and other statutory documents. It complements existing and forthcoming subjects including Health, Relationships and Sex Education, Citizenship and Computing; it is designed to sit alongside your school's statutory Safeguarding Policy. Any issues and concerns with online safety must follow the school's safeguarding and child protection procedures.

Online-safety risks are traditionally categorised as one of the 3 Cs: Content, Contact or Conduct (identified by Professor Tanya Byron's 2008 report "Safer children in a digital world"). These three areas remain a helpful way to understand the risks and potential school response, whether technological or educational. They do not stand in isolation, however, and it is important to understand the interplay between all three.

The purpose of this policy statement is to:

- ✓ ensure the safety and wellbeing of children and young people is paramount when adults, young people or children are using the internet, social media or mobile devices
- ✓ provide staff and volunteers with the overarching principles that guide our approach to online safety
- ✓ ensure that, as an organisation, we operate in line with our values and within the law in terms of how we use online devices.
- ✓ ensure the safety and wellbeing of children and young people is paramount when adults, young people or children are using the internet, social media or mobile devices
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This policy statement applies to all staff, volunteers, children and young people and anyone involved in KIllinghall CE Primary School activities.

The Headteacher, Sarah Bassitt is the online-safety lead at our school, she is also the designated safeguarding lead (DSL).

KIllinghall CE Primary School believes that:

✓ children and young people should never experience abuse of any kind
✓ children should be able to use the internet for education and personal development, but safeguards need to be in place to ensure they are kept safe at all times.

We recognise that:

- the online world provides everyone with many opportunities; however it can also present risks and challenges
- we have a duty to ensure that all children, young people and adults involved in our organisation are protected from potential harm online
- we have a responsibility to help keep children and young people safe online, whether or not they are using Killinghall's network and devices
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare and in helping young people to be responsible in their approach to online safety.

Killinghall CE Primary aims to keep children and young people safe by:

- appointing an online safety lead
- providing clear and specific directions to staff and volunteers on how to behave online
- supporting and encouraging the young people to use the internet, social media and mobile phones in a way that keeps them safe and shows respect for others
- supporting and encouraging parents and carers to do what they can to keep their children safe online
- developing an online safety agreement for use with young people and their parents/carers
- developing clear and robust procedures to enable us to respond appropriately to any incidents of inappropriate online behaviour, whether by an adult or a child/young person
- reviewing and updating the security of our information systems regularly
- ensuring that user names, logins, email accounts and passwords are used effectively
- ensuring personal information about the adults and children who are involved in our organisation is held securely and shared only as appropriate
- ensuring that images of children, young people and families are used only after their written permission has been obtained, and only for the purpose for which consent has been given
- providing supervision, support and training for staff and volunteers about online safety
- examining and risk assessing any social media platforms and new technologies before they are used within the organisation.

If online abuse occurs, we will respond to it by:
- having clear and robust safeguarding procedures in place for responding to abuse (including online abuse)
- providing support and training for all staff and volunteers on dealing with all forms of abuse, including bullying/cyberbullying, emotional abuse, sexting, sexual abuse and sexual exploitation
- making sure our response takes the needs of the person experiencing abuse, any bystanders and our organisation as a whole into account
- reviewing the plan developed to address online abuse at regular intervals, in order to ensure that any problems have been resolved in the long term.

This policy can only impact upon practice if it is a living document. It must be accessible to and understood by all stakeholders. It will be communicated in the following ways:

- ✓ Posted on the school website – with alerts sent to parents, staff and governors
- ✓ Available on the school staff drive
- ✓ Part of school induction pack for <u>all</u> new staff (including temporary, supply and non-classroom-based staff)
- ✓ Integral to safeguarding updates and training for all staff (especially in September refreshers)
- ✓ Clearly reflected in the Acceptable Use Policies (AUPs) for staff, volunteers, contractors, governors, pupils and parents/carers (which must be in accessible language appropriate to these groups).
- ✓ AUPs issued to whole school community, on <u>entry</u> to the school, with annual reminders of where to find them if unchanged, and reissued if updated after annual review
- ✓ AUPs are displayed in appropriate classrooms/corridors (not just in Computing corridors/classrooms)
- ✓ Reviews of this online-safety policy will include input from staff, pupils and other stakeholders, helping to ensure further engagement

Related policies and procedures
This policy statement should be read alongside our organisational policies and procedures, including:
- Child protection including Covid addendum
- Dealing with allegations of abuse made against a child or young person
- Managing allegations against staff and volunteers
- Code of conduct for staff and volunteers
- Anti-bullying policy and procedures
- Photography and image sharing acceptable use
- IT acceptable use

Key responsibilities
Governors approve this policy and strategy and subsequently review its effectiveness, e.g. by asking the questions in the helpful document from the UK Council for Child Internet Safety (UKCIS) Online safety in schools and colleges – questions for governors.
They will:
- ✓ "Ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of DSL with lead responsibility for safeguarding and child protection (including online safety) [with] the appropriate status and authority [and] time, funding, training, resources and support…"
- ✓ Support the school in encouraging parents and the wider community to become engaged in online safety activities
- ✓ Have regular strategic reviews with the online-safety DSL and incorporate online safety into standing discussions of safeguarding at governor meetings
- ✓ Work with the DPO, DSL and headteacher to ensure a GDPR-compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information
- ✓ "Ensure that all staff undergo safeguarding and child protection training (including online safety) at induction.
- ✓ "Ensure appropriate filters and appropriate monitoring systems are in place being careful that 'overblocking' does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding".
- ✓ "Ensure that children are taught about safeguarding, including online safety as part of providing a broad and balanced curriculum

Staff will:
- ✓ In 2020 pay particular attention to safeguarding provisions for home-learning and remote-teaching technologies (see coronavirus.lgfl.net/safeguarding for an infographic overview of safeguarding considerations for remote teaching technology.
- ✓ Recognise that RSHE will be introduced in this academic year and that it is a whole-school subject requiring the support of all staff; online safety has become core to this new subject
- ✓ Understand that online safety is a core part of safeguarding; as such it is part of everyone's job – never think that someone else will pick it up
- ✓ Know who the Designated Safeguarding Lead is

- ✓ Read Part 1, Annex A and Annex C of Keeping Children Safe in Education (whilst Part 1 is statutory for all staff, Annex A for SLT and those working directly with children, it is good practice for all staff to read all three sections).
- ✓ Read and follow this policy in conjunction with the school's main child protection policy
- ✓ Record online-safety incidents in the same way as any safeguarding incident and report in accordance with school procedures (CPOMS)
- ✓ Sign and follow the staff acceptable use policy
- ✓ Notify the DSL if policy does not reflect practice in your school and follow escalation procedures if concerns are not promptly acted upon
- ✓ Identify opportunities to thread online safety through all school activities as part of a whole school approach in line with the RSHE curriculum, both outside the classroom and within the curriculum, and making the most of unexpected learning opportunities as they arise (which have a unique value for pupils)
- ✓ Whenever overseeing the use of technology in school or for homework or remote teaching, encourage and talk about appropriate behaviour and how to get help and consider potential risks and the age-appropriateness of websites
- ✓ When supporting pupils remotely, be mindful of additional safeguarding considerations
- ✓ Carefully supervise and guide pupils when engaged in learning activities involving online technology, supporting them with search skills, critical thinking, age appropriate materials and signposting, and legal issues such as copyright and GDPR.
- ✓ Be aware of security best-practice at all times, including password hygiene and phishing strategies.
- ✓ Prepare and check all online source and resources before using
- ✓ Encourage pupils/students to follow their acceptable use policy at home as well as at school, remind them about it and enforce school sanctions.
- ✓ Notify the DSL of new trends and issues before they become a problem. Take a zero-tolerance approach to bullying and low-level sexual harassment
- ✓ Be aware that you are often most likely to see or overhear online-safety issues in the playground, corridors, toilets and other communal areas outside the classroom – let the DSL know
- ✓ Receive regular updates from the DSL and have a healthy curiosity for online safeguarding issues
- ✓ Model safe, responsible and professional behaviours in their own use of technology. This includes outside the school hours and site, and on social media, in all aspects upholding the reputation of the school and of the professional reputation of all staff.

Parents will:
- ✓ Read, sign and promote the school's pupil/parent acceptable use policy and encourage their children to follow it
- ✓ Consult with the school if they have any concerns about their children's and others' use of technology
- ✓ Promote positive online safety and model safe, responsible and positive behaviours in their own use of technology, including on social media: not sharing other's images or details without permission and refraining from posting negative, threatening or violent comments about others, including the school staff, volunteers, governors, contractors, pupils or other parents/carers.
- ✓ Encourage children to engage fully in home-learning during any period of isolation/quarantine or bubble/school closure and flag any concerns.
- ✓ Support the child during remote learning.
- ✓ If organising private online tuition, remain in the room, ensure the child knows tutors should not arrange new sessions directly with the child or attempt to communicate privately.

COVID Addendum
Within the ever-changing circumstances we are currently living through, we must be prepared for possible partial or full closure. We will ensure that our curriculum is inclusive and accessible to all.

This policy is a living document, subject to full annual review but also amended where necessary during the year in response to developments in the school and local area.

The **DfE Covid Safeguarding Guidance** is used to guide this policy for online safety, safeguarding and acceptable use policies to see what needs changing in the light of potential closure, remote learning and alternative arrangements at school. Although many aspects will be informed by legislation and regulations, we involve staff, governors, pupils and parents in our policy guidelines (KCSIE stresses making use of teachers' day-to-day experience on the ground). This helps ensure all stakeholders understand the rules that are in place and why, and that the policy affects day-to-day practice. Any changes to this policy will be immediately disseminated to all the above stakeholders.

Appendix

Actions where there are concerns about a child

The following flow chart is taken from page 13 of Keeping Children Safe in Education 2020 as the key education safeguarding document. As outlined previously, online safety concerns are no different to any other safeguarding concern.