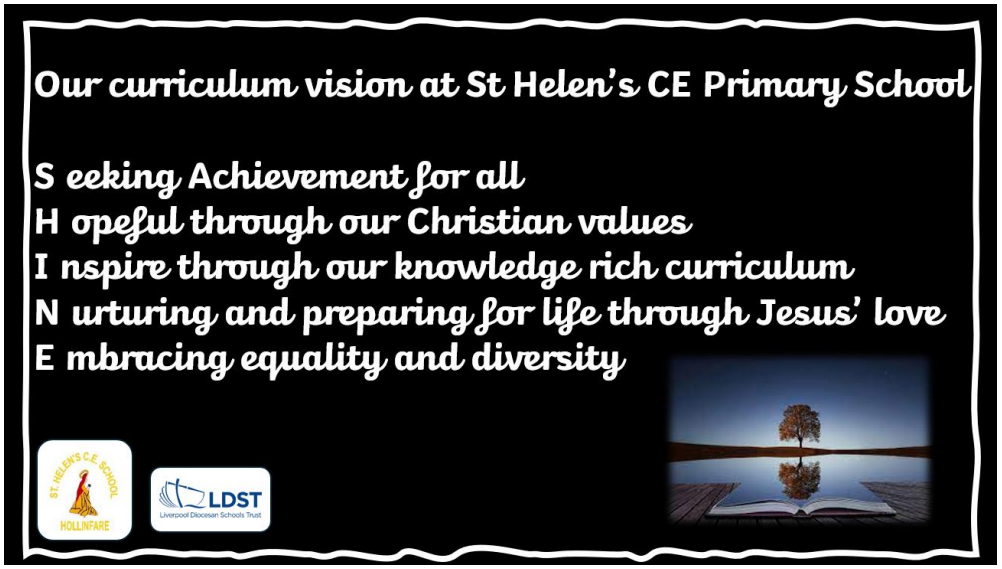
St Helen's Church of England Primary School

Online Safety Policy



Our LDST Prayer

Heavenly Father,
Let peace, friendship and love grow in our schools.
Send the Holy Spirit to give:
Excellence to our learning,
Love to our actions and
Joy to our worship.
Guide us to help others,
So that we may all
Learn, Love and Achieve, Together with Jesus.
Amen

St. Helen's C.E. Primary School – Online Safety Policy.

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1. Introduction

School Details

Headteacher:	Mrs Catherine McDonald
Designated Safeguarding Lead:	Mrs Catherine McDonald
Deputy Designated Safeguarding Lead(s):	Miss Caroline Dutton
	Miss Hannah Threadgold
	Mrs Sara Davies
	Mrs Lisa Smith
Computing Lead:	Miss Keri Williamson
Tcchnical Service Provider:	Techminder
Link Governor for Safeguarding:	Mr Mark Walker
Chair of Governors:	Mr Mark Walker and Mrs Gemma Holmes
Policy Date:	September 2023
Next Review Date:	September 2024

This policy applies to all members of our St Helen's community (including staff, students/pupils, volunteers, parents/carers, visitors, community users) who have access to and are users of technology, both inside and outside of school. This policy cross-references information from St Helen's Child Protection Policy and 'Guidance forSafer Working Practice for Adults who work with Children and Young People in Education Settings', DFE 2019. The Education and Inspections Act 2006 empowers Headteachers to such extent as is reasonable, to regulate the behaviour of

students/pupils when they are off the school/academy site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinentto incidents of online-bullying or other online safety incidents covered by this policy, which may take place outside of the school. The 2011 Education Act increased these powers with regard to the searching for and of electronic devices and the deletion of data. In the case of both acts, action can only be taken over issues covered by the published Behaviour Policy. St Helen's 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 both in and out of school.

2. Roles and Responsibilities The following section outlines the online safety roles and responsibilities of individuals and groups within the school/academy:
Governors/Board of Directors Link Governor for Safeguarding is responsible for the approval of the online safety policy and for reviewing the effectiveness of the policy. This will be carried out by the Governors receiving regular information about online safety incidents and monitoring reports.

The role of the Online Safety Governor/Director will include:

• regular meetings with the Online Safety Co-ordinator/officer

• attendance at Online Safety Group meetings • regular monitoring of online safety incident logs

• regular monitoring of filtering control logs

• reporting to relevant Governors/Board/Committee/meeting Headteacher and Senior Leaders

• The Headteacher has a duty of care for ensuring the safety (including online safety) of members of the school community, though the day to day responsibility for onlinesafety will be delegated to the Online Safety Lead.

• The Headteacher and Deputy Headteacher 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. (see flow chart on dealing with online safety incidents – included ina later section – "Responding to incidents of misuse" and relevant Local Authority/MAT/other relevant body disciplinary procedures).

• The Headteacher and Senior Leaders are responsible for ensuring that the Online Safety Lead and other relevant staff receive suitable training to enable them to carryout their online safety roles and to train other colleagues, as relevant.

• The Headteacher and 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. This is to provide a safety net and also support to those colleagues who take on important monitoring roles.

• The Senior Leadership Team will receive regular monitoring reports from the Online Safety Lead. Online Safety Leads • takes day to day responsibility for online safety issues and has a leading role in establishing and reviewing the school online safety policies/documents

• ensures that all staff are aware of the procedures that need to be followed in the event of an online safety incident taking place.

• provides training and advice for staff • liaises with the Local Authority/MAT/relevant body

• liaises with school technical staff

• receives reports of online safety incidents and creates a log of incidents to inform future online safety developments, (use of CPOMS).

• meets regularly with other safeguarding leads to discuss current issues, review incident logs and filtering/change control logs

• reports regularly to Senior Leadership Team Network Manager/Technical staff Those with technical responsibilities are responsible for ensuring:

• that the school's/academy's technical infrastructure is secure and is not open to misuse or malicious attack

• that the school/academy meets required online safety technical requirements and any Local Authority/MAT/other relevant body online safety policy/guidance that may apply.

• that users may only access the networks and devices through a properly enforced password protection policy

• the filtering policy is applied and updated on a regular basis and that its implementation is not the sole responsibility of any single person

• that 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

• that the use of the networks/internet/digital technologies is regularly monitored in order that any misuse/attempted misuse can be reported to the Headteacher/Senior Leaders/Online Safety Lead for further action to be taken

• that monitoring software/systems are implemented and updated as agreed in school/academy policies Teaching and Support Staff Are responsible for ensuring that:

• they have an up to date awareness of online safety matters and of the current school/academy online safety policy and practices

• they have read, understood and signed the staff acceptable use policy. They report any suspected misuse or problem to the Headteacher/ Online Safety Lead/ for investigation/action/sanction

• all digital communications with students/pupils/parents/carers should be on a professional level and only carried out using official school systems

• online safety issues are embedded in all aspects of the curriculum and through discrete teaching

• pupils understand and follow the Online Safety Policy and acceptable use policies

• pupils have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations

• they monitor the use of digital technologies, mobile devices, cameras, etc. in lessons and other school activities (where allowed) and implement current policies with regard to these devices

• in lessons where internet use is pre-planned pupils 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 Designated Safeguarding Lead/Designated Person/Officer Should be trained in online safety issues and be aware of the potential for serious child protection/safeguarding issues to arise from:

• sharing of personal data

• access to illegal/inappropriate materials

• inappropriate on-line contact with adults/strangers

• potential or actual incidents of grooming

• online-bullying

3. Acceptable use policies Pupils are responsible for using the school digital technology systems in accordance with St Helen's acceptable use agreements. Children agree to abide by the following, EYFS and KS1 statements:

• I only use devices or apps, sites or games if a trusted adult says so • I ask for help if I'm stuck or not sure

• I will tell a trusted adult if I'm upset, worried, scared or confused about something

• If I get a funny feeling in my tummy, I will tell a trusted adult

• I look out for my friends and tell someone if they need to ask for help

• I know people online aren't always who they say they are and that I can't trust them

• I understand that anything I do online can be shared with everyone and might stay online forever • I am sensible and don't keep secrets or do dares/challenges just because someone tells me I have to

• I don't change my clothes in front of a camera

• I will always check with my trusted adult before sharing personal information like my name

• I remember what my teacher has told me about staying safe online and follow their instructions

• I am kind and polite to everyone but remember to make sensible choices KS2 statements:

• I learn online – I use the internet and online devices for schoolwork, homework and other activities to learn and have fun. I use safe search tools approved by my trusted adults (swiggle.org.uk), but am aware that I can't trust all the information I see online.

• I ask permission – Whether at home or school, I only use the devices, apps, sites and games I am allowed to, at the times I am allowed to.

• I am creative online – I don't just spend time on apps, sites and games looking at things from other people. I get creative to learn and make things.

• I am a friend online – I do not post, make or share unkind, hurtful or rude messages/comments and if I see it happening, I will tell my trusted adults and tell them to tell theirs too.

• I am careful what I click on – I will tell a trusted adult if I see or click on a link or advert online. If I make a mistake, I don't try to hide it but ask for help. Sometimes these links can cost money or bring computer viruses.

• I know new online friends might not be who they say they are – I am careful whensomeone wants to be my friend. Unless I have met them face to face, I can't be sure who they are. I would never meet an online friend without a trusted adult.

• I am private online – I only give out private information if a trusted adult says it's okay. This might be my real name, school, address etc. I keep my passwords to myself and reset them if anyone finds them out. Even best friends don't share passwords

• I am a rule-follower online – I know that apps, sites and games have rules on how to behave, and some have age restrictions. I follow the rules and report bad behaviour. I also know that I can't copy work other people have done unless I have their permission.

• I ask for help if I am scared or worried – I will talk to a trusted adult if anything upsets me or worries me on the internet, an app, site or game – it often helps.

• I don't do live videos (livestreams) on my own – I will check with a trusted adult before I video chat with anybody, send any photos or videos. I know anything I do can be shared and might stay online forever (even if I delete it).

• I say no online if I need to – I don't have to do something just because a friend dares or challenges me to do it, or to keep a secret. If I get asked anything that makes me worried, I will stop and tell a trusted adult immediately.

• I will ensure I still SLANT during remote learning, as I would in class. I agree not to be distracted by things like eating, playing with my pet, reading books etc. •

I will stick to deadlines, making sure I am on time for my lessons and that my Seesaw work is submitted for the time my teacher has asked for it and is of my best ability.

Parents/Guardians St Helen's recognise that parents and guardians play a crucial role in ensuring that their children understand the need to use technology in an appropriate way. St Helen's will take every opportunity to help parents understandthese issues through parents' evenings, newsletters, letters, school website, social media and information about national/local online safety campaigns/literature.

Parents and carers will be encouraged to support the school/academy in promoting good online safety practice and to follow guidelines on the appropriate use of:

• digital and video images taken at school events

• access to parents' sections of the website and on-line social media content (i.e Twitter)

4. Education of Online Safety

St Helen's recognises the need for our pupils to take a responsible approach to staying safe online. The education of our pupils in online safety/digital literacy is therefore an essential part of the school's online safety provision. Children and young people need the help and support of the school to recognise and avoid online safety risks and build their resilience. In planning our online safety curriculum, we have predominantly accessed information from the Government's 'Education for a Connected World -2020' document and 'HeartSmart' (PHSE curriculum). Pupil Education Online safety is focus in all areas of the curriculum and staff regularly reinforce online safety messages across the curriculum.

Our online safety curriculum is broad, relevant and provides progression, with opportunities for creative activities and will be provided in the following ways:

• A planned online safety curriculum is provided as part of Computing/PHSE/other lessons and is regularly revisited (See St Helen's Internet Safety Knowledge Overview)

• Key online safety messages should be reinforced as part of a planned programme of assemblies and class activities (PHSE/Computing)

• Pupils are taught in all relevant lessons to be critically aware of the content they access on-line and be guided to validate the accuracy of information (PHSE/Computing)

• Pupils will be taught to acknowledge the source of information used and to respect copyright when using material accessed on the internet (Computing)

• Pupils should be supported in building resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. (PHSE/Computing)

• Evidence of Internet Safety to be documented in individual class PHSE scrapbooks.

• Pupils should be helped to understand the need for our St Helen's acceptable use agreement and encouraged to adopt safe and responsible use both within and outside school.

• 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 students/pupils 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 students/pupils are allowed to freely search the internet, staff should be vigilant in 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 can request that the Technical Staff (or other relevant designated person) can temporarily remove those sites from the filtered list for the period of study. Any request to do so, should be auditable, with clear reasons for theneed.

Parent Education

We recognise that some parents and carers may have 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 of their child'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 therefore seek to regularly provide information and awareness to parents and carers through:

• Newsletter bulletins

• School web site, with reference to relevant information, top tips and external websites

• High profile events/campaigns e.g. Safer Internet Day

• Information hand-outs e.g. Vodafone Digital Parenting Magazine Staff/Governors

• All staff and governors receive annual safeguarding training, which encompasses online safety.

• Staff receive weekly safeguarding updates from a Designated Safeguarding Lead, these can be linked to online safety.

• Staff are aware of the relevant internet safety content to be taught in all year groups, and know that this may need to be adapted to suit the needs of their cohort.

A whole school online safety curriculum is provided as part of Computing/PHSE/other lessons and is regularly revisited (See St Helen's InternetSafety Knowledge Overview)

• The Online Safety lead (or other Safeguarding lead) will receive regular updates from external training events and by reviewing guidance documents released by relevant organisations.

• This online safety policy and relevant accompanying documents will be available for all staff to access. It is essential that all staff, including governors and visitors to the school understand their responsibilities, as outlined in this policy.

Everyone is also made aware of the following information from 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings', DFE 2019.

All adults agree that they will NEVER:

• Give personal contact details to pupils or communicate outside of school using social networks, email, text, twitter, etc. or meet a young person out of school unless part of a planned school activity with the knowledge of your Line Manager.

• Have conversations on social networking sites that make reference to children, parents or other colleagues at the school or be derogatory about the school. Never make any statements or post images on social networking sites that might cause someone to question your suitability to act as a role model to young people or bringyour own or the school's reputation into disrepute.

• You should never communicate with parents through social network sites and you are strongly advised to declare any existing friendships/relationships to your Line Manager.

• Use personal equipment to photograph children (always use the school's equipment) and ensure any photographs are only stored on the designated secure place on the school's network and not on portable equipment.

• Should not post on the school's website or social media accounts any photographs of children without their consent. (Some children may be put at risk by their whereabouts being made publicly)

• Use your personal mobile phone (or other personal IT equipment) in areas used by children unless in emergencies or under an agreed protocol set out by the headteacher.

In early years settings mobile phones should be locked away rather than carried by staff in areas occupied by children.

5. Technical – infrastructure/equipment, filtering and monitoring

Although our technical systems are managed by Techminder, St Helen's is responsible for ensuring that our network is as safe and secure as is reasonably possible. We maintain that policies and procedures approved within this policy are implemented, and that the relevant people named in the above sections will be effective in carrying out their online safety responsibilities.

Technical systems will be managed in ways that ensure St Helen's meets recommended technical requirements:

• 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

• All users will have clearly defined access rights to school technical systems and devices

• All users (at KS2 and above) will be provided with a username and secure password and are reminded to be responsible for the security of their username and password.

• The administrator passwords for the school systems, used by the Network Manager (or other person) must be accessible to the Headteacher or other nominated senior leader

• School business manager and ICT technical services provider are responsible for ensuring that software licence logs are accurate and up to date and that regular checks are made to reconcile the number of licences purchased against the number of software installations, as we recognise that inadequate licencing could cause the school to breach the Copyright Act

• Internet access is filtered for all users. Appropriate content lists are regularly updated and there is a clear process in place to deal with requests for filtering changes.

• The school/academy has provided enhanced/differentiated user-level filtering (allowing staff more access i.e Google images/YouTube).

• An appropriate system is in place (to be described) for users to report any actual/potential technical incident/security breach to the relevant person, as agreed).

• Appropriate security measures are in place (schools/academies may wish to provide more detail) to protect the servers, firewalls, routers, wireless systems, work stations, mobile devices, etc. 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 devices are protected by up to date virus software. The school has access to a range of technological equipment including desktop PCs and interactive screens in all classrooms, a whole class set of iPads (keptin a trolley in the resource hub), individual class iPads (1 per class). There are also desktop PCs in the offices at the front of school and laptops in the staffroom. Mobile technology devices may be school owned/ personally owned and might include: smartphone, tablet, 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's learning platform and other cloud-based services such as email and data storage. All users should understand that the primary purpose of the use mobile/personal devices in a school context is educational. The mobile technologies policy should be consistent with and inter-related to other relevant school polices. All staff have a password-protected, personal school email account, for school related emails. Parents wishing to contact staff by email will use the admin account and not the accounts of individuals.

6. Online presence- digital images, videos and social media

The development of digital imaging technologies has created significant benefits to learning. St Helen's uses a Twitter account to share information and celebrate home-school learning. However, staff, parents and pupils need to be aware of the risks associated with publishing digital images on the internet.

St Helen's will inform and educate users about these risks and will implement policiesto reduce the likelihood of the potential for harm:

• When using digital images, staff should inform and educate pupils about the risks associated with the taking, use, sharing, publication and distribution of images. In particular they should recognise the risks attached to publishing their own images on the internet e.g. on social networking sites.

• Written permission from parents or carers will be obtained before photographs of students/pupils are published on the school website/social media/local press (consent given when children start school)

• Parents are welcome to take videos and digital images of their children at school events for their own personal use (as such use in 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 pupils in the digital/video images.

• Images taken by staff and volunteers must follow school policies concerning the sharing, distribution and publication of those images. Those images should only be taken on school equipment; personal equipment of staff should not be used for such purposes.

• Care should be taken when taking digital/video images that students/pupils are appropriately dressed and are not participating in activities that might bring the individuals or the school into disrepute.

• Pupils must not take, use, share, publish or distribute images of others without their permission • Photographs published on the website, or elsewhere that include pupils will be selected carefully and will comply with good practice guidance on the use of such images.

• Pupils' full names will not be used anywhere on a website or blog, particularly in association with photographs, videos and their work. With an increase in use of all types of social media for professional and personal purposes; we emphasise the following core messages regarding social media use, for the protection of individuals, the school our MAT.

• No reference should be made in social media to pupils, parents/guardians or school/academy 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 /individuals • Security settings on personal social media profiles should be checked and unable to be freely accessed by all

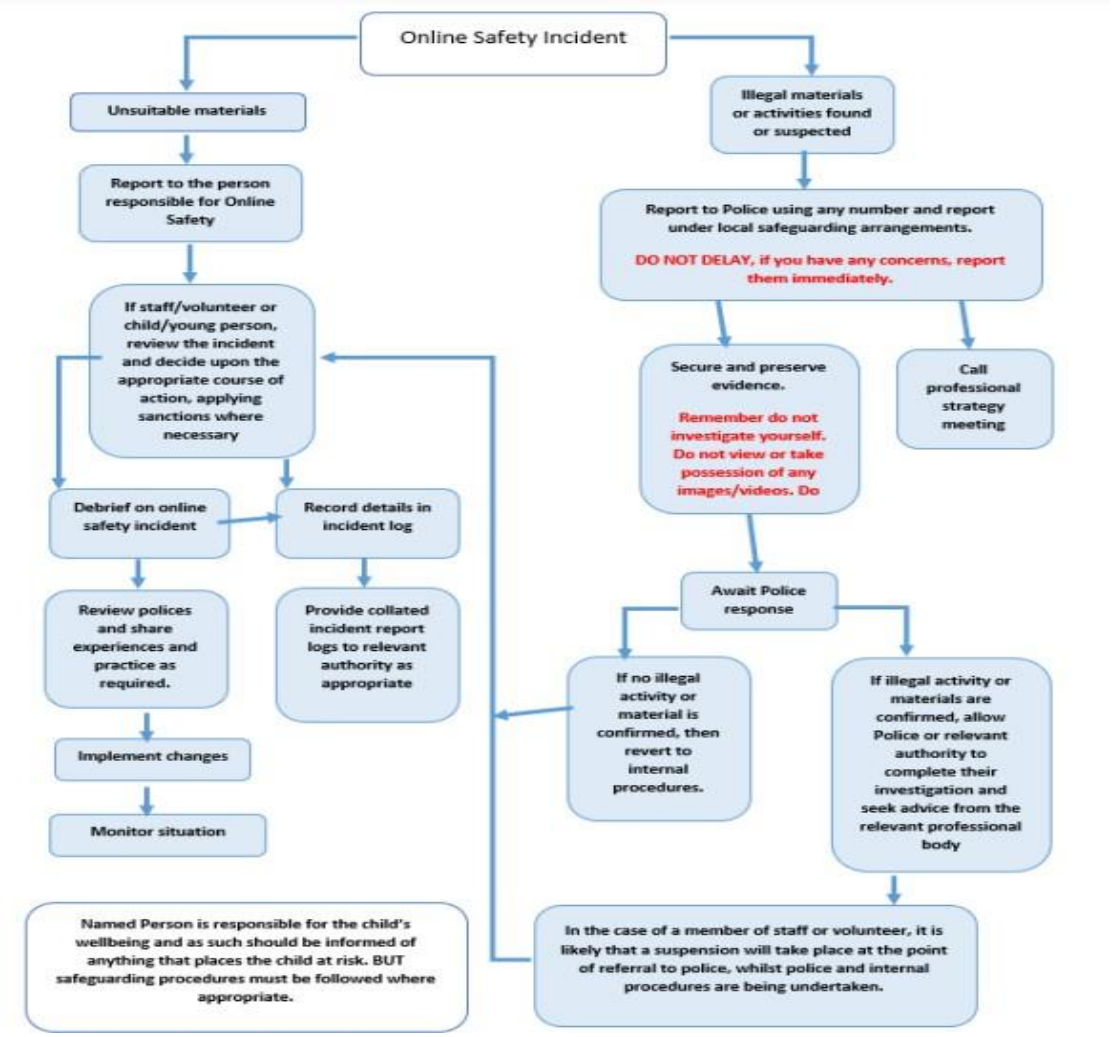
• Where excessive personal use of social media in school is suspected, and considered to be interfering with relevant duties, disciplinary action may be taken

• The school permits reasonable and appropriate access to staff to upload content online (website and Twitter). These sites are password protected and staff agree to keep the information secure.

• The school should effectively respond to social media comments made by others according to a defined policy or process

7. Responding to incidents of online misuse

This guidance is intended for use when staff need to manage incidents that involve the use of online services. It encourages a safe and secure approach to the management of the incident. Incidents might involve illegal or inappropriate activitiesAll incidents must be reported to a designated safeguarding lead as soon as they arise. If there is any suspicion that a web site(s) concerned may contain child abuse images, or if there is any other suspected illegal activity, refer to the right hand side of the Flowchart (below and appendix) for responding to online safety incidents and report immediately to the police.



In the event of suspicion, all steps in this procedure should be followed:

• Have more than one senior member of staff involved in this process. This is vital to protect individuals if accusations are subsequently reported.

• Conduct the procedure using a designated computer that will not be used by young people and if necessary, can be taken off site by the police should the need arise. Use the same computer for the duration of the procedure.

• It is important to ensure that the relevant staff should have appropriate internet access to conduct the procedure, but also that the sites and content visited are closelymonitored 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 screenshotsof the content on the machine being used for investigation. These may be printed, signed and attached to the form (except in the case of images of child sexual abuse – see below)

• 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: σ Internal response or discipline proceduresσ Involvement by Local Authority/Academy Group or national/local organisation (as relevant). σ Police involvement and/or action

• If content being reviewed includes images of child abuse, then the monitoring should be halted and referred to the Police immediately. Other instances to report to the police would include: σ incidents of 'grooming' behaviour or the sending of obscene materials to a child or adult material which potentially breaches the Obscene Publications Act or criminally racist material σ promotion of terrorism or extremism σ offences under the Computer Misuse Act (see User Actions chart above) σother criminal conduct, activity or materials

• Isolate the computer in question as best you can. Any change to its state may hinder a later police investigation. It is important that all of the above steps are takenas they will provide an evidence trail for the school/academy and possibly the police and demonstrate that visits to these sites were carried out for safeguarding purposes. The completed form should be retained by the group for evidence and reference purposes. It is more likely that the school/academy 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.