



# Online Safety Policy

Beam County Primary School

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## Table of Contents

1. Online Safety Policy Introduction .....	1
2. Overview.....	1
2.1. Purpose of the Policy .....	1
2.2. Scope of the Policy .....	1
3. Wellbeing.....	2
3.1. What is Digital Wellbeing?.....	2
3.2. Policy principles and digital wellbeing .....	2
4. Roles and Responsibilities.....	2
4.1. Headteacher.....	2
4.2. Online Safety Coordinator / Designated Safeguarding Lead.....	3
4.3. Governors .....	3
4.4. Elementary/Technical Support .....	3
4.5. Data and Information Manager.....	4
4.6. Teaching and Support Staff.....	4
4.7. Pupils .....	4
4.8. Parents/Carers .....	5
4.9. Visitor Users.....	5
5. Education and Training.....	5
5.1. Pupils .....	5
5.2. Staff and Governors .....	6
5.3. Parents/Carers .....	6
6. Managing the Infrastructure, Equipment and Content .....	6
6.1. Access, Security and Filtering .....	6
6.2. Password Policy.....	7
6.3. Personal Devices .....	7
6.4. Use of Digital and Video Images .....	7
6.5. Email and Communications.....	8
6.6. Social Media – Staff (Protecting Professional Identity).....	8
6.7. Social Media – Pupils .....	9
6.8. Staff/pupil online relationships.....	9
7. Incident Management .....	9
7.1. Responding to Incidents.....	9
7.2. Responding to Incidents – Flow Chart .....	10
Appendix 1: Online Safety in Computing Programme of Study .....	11
Appendix 2: Handling a Sexting or Youth Produced Sexual Imagery Incident .....	12
Appendix 3: Online Abuse – Learning from Case Reviews .....	14
Appendix 4 – Wellbeing and Digital Wellness (More Information) .....	15

# **1. Online Safety Policy Introduction**

It is important that all members of the school community are aware of the dangers of using the Internet and how they should conduct themselves online.

Online safety covers the Internet, but it also covers mobile phones and other electronic communications technologies. We know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations or actions online, webcam filming, photography or face-to-face meetings. There is a 'duty of care' for any persons working with children and educating all members of the school community on the risks and responsibilities of online safety falls under this duty. It is important that there is a balance between controlling access to the Internet and technology and allowing freedom to explore and use these tools to their full potential. This policy aims to be an aid in regulating activity in school and provide a reference for conduct online outside of school hours.

This policy should be read in conjunction with the following policies for further clarity:

- Safeguarding and Child Protection
- Behaviour
- Staff Code of Conduct and student Acceptable Use Policy.
- PSHE
- Computing
- Data Protection/GDPR

## **2. Overview**

### **2.1. Purpose of the Policy**

The Education and Inspections Act 2006 empowers Headteachers to such extent as is reasonable, to regulate the behaviour of pupils when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of cyberbullying, or other online safety incidents covered by this policy, which may take place outside of the school, but is linked to membership 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 Behaviour Policy.

There are additional duties under the Counter Terrorism and Securities Act 2015 which requires schools to ensure that children are safe from terrorist and extremist material on the internet.

### **2.2. Scope of the Policy**

This policy applies to all members of the school community (including staff, pupils, volunteers, parents / carer, visitors, community users) who have access to and are users of school ICT systems, both in and out of the school.

The policy will be communicated to staff/pupils/community in the following ways:

- Policy to be available via the school office / network / website
- Policy to be part of school induction pack for new staff
- Regular updates and training on online safety for all staff
- Acceptable use agreements discussed with staff and pupils at the start of each year.
- Acceptable use agreements to be issued to whole school community, on entry to the school.

### **3. Wellbeing**

This policy is linked to our school's commitment to promote wellbeing and positive mental health.

#### **3.1. What is Digital Wellbeing?**

The policy recognises that overall wellbeing is determined by the physical and emotional experiences all members of our school community have on a daily basis. Technology is increasingly a factor in people's lives and as such has an impact on wellbeing. This is often referred to as 'digital wellbeing' or 'online wellness'.

This policy sets out measures to protect our pupils from harm. This includes pupils an awareness of how being online can make us feel and looking after ourselves and others when online. Our computing and wider curriculum and our online experiences include recognising the impact being online can have on our emotions, mental wellbeing and even on our physical health and knowing what to do if something goes wrong.

#### **3.2. Policy principles and digital wellbeing**

Our pupils are growing up in a context where technology has always been present for them. This can have both a positive and negative impact on their lives.

On the one hand going online can mean being connected to friends, sharing experiences and learning new things but all of these experiences can also pose challenges for young people. It is our view in developing this policy that we help pupils to understand how to use technology safely, sensibly and with an awareness of how it can impact on them.

### **4. Roles and Responsibilities**

The following section outlines the online safety roles and responsibilities of individuals and groups within the school (in some cases the roles described may be combined):

#### **4.1. Headteacher**

- To take overall responsibility for the safety (including online safety) of members of the school community

- To take overall responsibility for data management and information security ensuring the school follows best practice in information handling
- To ensure the school uses an approved, filtered internet service, which complies with current statutory requirements
- To be responsible for ensuring that staff receive suitable training to carry out their safeguarding and online safety roles
- To be aware of procedures to be followed in the event of a serious online safety incident

#### 4.2. Online Safety Coordinator / Designated Safeguarding Lead

- To take day to day responsibility for online safety issues and have a leading role in establishing and reviewing the school online safety policies / documents
- To promote an awareness and commitment to online safety throughout the school community
- To ensure that online safety education is embedded within the curriculum
- To ensure that all staff are aware of the procedures that need to be followed in the event of an online safety incident
- To ensure that online safety incidents are logged as safeguarding incidents
- Is regularly updated in online safety issues and legislation, and is aware of the potential for serious child protection issues
- To facilitate training and advice for all staff
- To liaise with the Local Authority and relevant agencies

#### 4.3. Governors

- To ensure that the school has in place policies and practices to keep the children and staff safe online
- To approve the Online Safety Policy and review the effectiveness of the policy

#### 4.4. Elementary/Technical Support

- To ensure that the school's technical infrastructure is secure and is not open to misuse or malicious attack, e.g. by keeping virus protection up to date
- To ensure that users may only access the networks and devices through a properly enforced password protection policy, in which passwords are regularly changed
- To report any online safety related issues that come to their attention to the Online Safety Coordinator

- To ensure appropriate backup procedures exist so that critical information and systems can be recovered in the event of a disaster.

#### 4.5. Data and Information Manager

- To ensure that the data they manage is accurate and up-to-date
- To ensure best practice in information management, i.e. have appropriate access controls in place, that data is used, transferred and deleted in-line with data protection requirements.

#### 4.6. Teaching and Support Staff

- To ensure they have an up to date awareness of online safety matters and of the current school Online Safety Policy and practices.
- To read, understand, sign and adhere to the school staff Acceptable Use Agreement / Policy.
- To report any suspected misuse or problem to the Online Safety Coordinator / Headteacher.
- To ensure that any digital communications with pupils / parents / carers should be on a professional level and only through school based systems, e.g. not on personal email, mobile phones etc.
- To embed online safety in the curriculum.
- To ensure that pupils understand and follow the Online Safety Policy and Pupil Acceptable Use Agreement.
- To supervise and guide pupils carefully when engaged in learning activities involving online technology (including, extra-curricular and extended school activities if relevant).
- To ensure that pupils have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations.
- To 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.
- To model safe, responsible and professional behaviours in their own use of technology.

#### 4.7. Pupils

- To read, understand and adhere to the Pupil Acceptable Use Agreement
- To understand the importance of reporting abuse, misuse or access to inappropriate materials, and how to do so
- To know what action to take if they or someone they know feels worried or vulnerable when using online technology
- To understand the importance of adopting safe behaviours and 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

- To have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations
- To know, understand and adhere to the school policy on the use of mobile devices and digital cameras, including the taking / use of images and cyberbullying

#### 4.8. Parents/Carers

- To support the school in promoting online safety and endorse the Parents' Acceptable Use Agreement, including the use of photographs and video images and pupils' use of the internet
- To read, understand and promote the school Pupil Acceptable Use Agreement with their children
- To consult with the school if they have any concerns about their children's use of technology
- To model safe, responsible and positive behaviours in their own use of technology

#### 4.9. Visitor Users

- Any external individual / organisation will sign an Acceptable Use Agreement prior to using technology or the internet within school
- To support the school in promoting online safety
- To model safe, responsible and positive behaviours in their own use of technology

## 5. Education and Training

### 5.1. Pupils

Whilst regulation and technical solutions are very important, their use must be balanced by educating pupils to take a responsible approach. The education of pupils in online safety 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.

Online safety should be a focus in all areas of the curriculum and staff should reinforce online safety message across the curriculum. See appendix 1 for the online safety statements from the Computing Curriculum programme of study.

The online safety curriculum should be broad, relevant and provide 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 lessons
- Pupils follow the guidance outlined as an Acceptable Use Agreement

## 5.2. Staff and Governors

All staff receive online safety training and understand their responsibilities, as outlined in this policy. Governors are invited to online safety training events.

Training will be offered as follows:

- A programme of online safety training is available for staff.
- All new staff will have an induction programme that includes ensuring that they fully aware of and understand the school Online Safety Policy and Acceptable Use Agreements

## 5.3. Parents/Carers

Beam County Primary School will provide information and awareness to parents and carers through:

- Letters, newsletters, website
- Parent / carer online safety workshop
- High profile events and campaigns such as Safer Internet Day
- Reference to the relevant websites / publications for further support

# 6. Managing the Infrastructure, Equipment and Content

## 6.1. Access, Security and Filtering

The school is responsible for ensuring that the school infrastructure / network is as safe and secure as is reasonably possible.

This includes but is not limited to:

- The school has educational, filtered, secure broadband connectivity.
- Internet access is filtered for all users to keep users safe, including from terrorist and extremist material. Illegal content is filtered by the broadband provider, and only nominated staff are able to make a change to the filtering system.
- The filtering system prevents pupils using websites designed to bypass the filtering.
- The school has a secure wireless network to ensure access is restricted to school devices.
- The school checks their virus protection is updating regularly and informs their IT Support Service provider of any issues.
- Staff and pupils have access to the school network via a login suitable to their 'role'. Staff do not share their login details. (From Year 1 pupils should have individual logins, though the passwords may not be complex at KS1).



- Staff access to the management information system is controlled through a separate password for data security purposes. Staff only have access to the modules they require for their role, and passwords are not shared.
- The school checks that their data is backed up.
- The school is 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.
- The school ensures that all pupil level or personal data sent over the internet is encrypted using a password or sent using an approved system.

## 6.2. Password Policy

- The school makes it clear that staff and pupils must always keep their passwords private and not share them with others.
- If a password is compromised the school should be notified immediately.
- Email / MIS systems require a strong password and are updated regularly.

## 6.3. Personal Devices

- Personal devices brought into school are entirely at the owner's risk. The school accepts no responsibility for the loss, theft or damage of any phone or hand-held device brought into school.
- Staff must not use their personal device when contacting pupils or parents; there is access to a school phone.

## 6.4. Use of Digital and Video Images

The development of digital imaging technologies has created significant benefits to learning, allowing staff and pupils instant use of images that they have recorded themselves or downloaded from the internet. However, staff, parents / carers and pupils need to be aware of the risks associated with publishing digital images on the internet. Such images may provide avenues for cyberbullying 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.

- 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 pupils are published on the school website / social media / local press.
- 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. 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.
- Staff or pupils may not record images of pupils except on school devices which may not leave the site unless it is part of an off-site visit and covered in the safe guarding aspect of the risk assessment. Mobile phones may not be used or visible in any part of the school where pupils have access to.
- Pupils must not take, use, share, publish or distribute images of others without their permission.
- Photographs published on the website will be selected carefully and will comply with good practice guidance on the use of such images.

#### 6.5. Email and Communications

A wide range of rapidly developing communications technologies has the potential to enhance learning. Schools need to consider the benefit of using these technologies for education whilst reducing their risks.

- Staff and pupils should only use the school email service to communicate with others when in school, or on school systems. Users should be aware that email communications are monitored.
- Any digital communication between staff and pupils or parents / carers must be professional in tone and content, and must only take place on school approved systems. Personal email addresses or social media must not be used for these communications.
- Users must immediately tell an appropriate member of staff if they receive any communication which is offensive, discriminatory, threatening or bullying in nature, and should not respond to any such communication.
- Staff or pupil personal contact information should not be published. The contact details given online should be the school office.

#### 6.6. Social Media – Staff (Protecting Professional Identity)

All schools have a duty of care to provide a safe learning environment for pupils and staff. Schools could be held responsible, indirectly, for acts of their employees in the course of their employment.

Staff members who harass, cyberbully, discriminate on the grounds of sex, race or disability or who defame a third party may render the school or local authority

liable to the injured party. Reasonable steps to prevent predictable harm must be in place.

- All school staff sign the Acceptable Use Agreement indicating they understand and will follow the guidance contained.
- School staff ensure they make no reference in social media to pupils, parents / carers or school staff.
- School staff must not engage in online discussion on personal matters relating to members of the school community.
- School staff should ensure that personal opinions are not attributed to the school or local authority.
- School staff must ensure that security settings on personal social media profiles are regularly checked to minimise risk of loss of personal information.
- As part of active social media engagement, it is considered good practice to proactively monitor the internet for public postings about the school.

#### 6.7. Social Media – Pupils

- The school will control access to social networking sites, and where relevant educate pupils in their safe use.
- Pupils will be advised never to give out personal details of any kind which may identify them, their friends or their location.

#### 6.8. Staff/pupil online relationships

Staff may not communicate with pupils online (including accepting pupils as friends on social media sites) except through school systems and equipment. Staff are reminded that where their personal online activity or presence could be publicly available they are expected to maintain consistency with their professional status and influence. Staff found to be in breach of this may be subject to disciplinary action and/or child protection investigation.

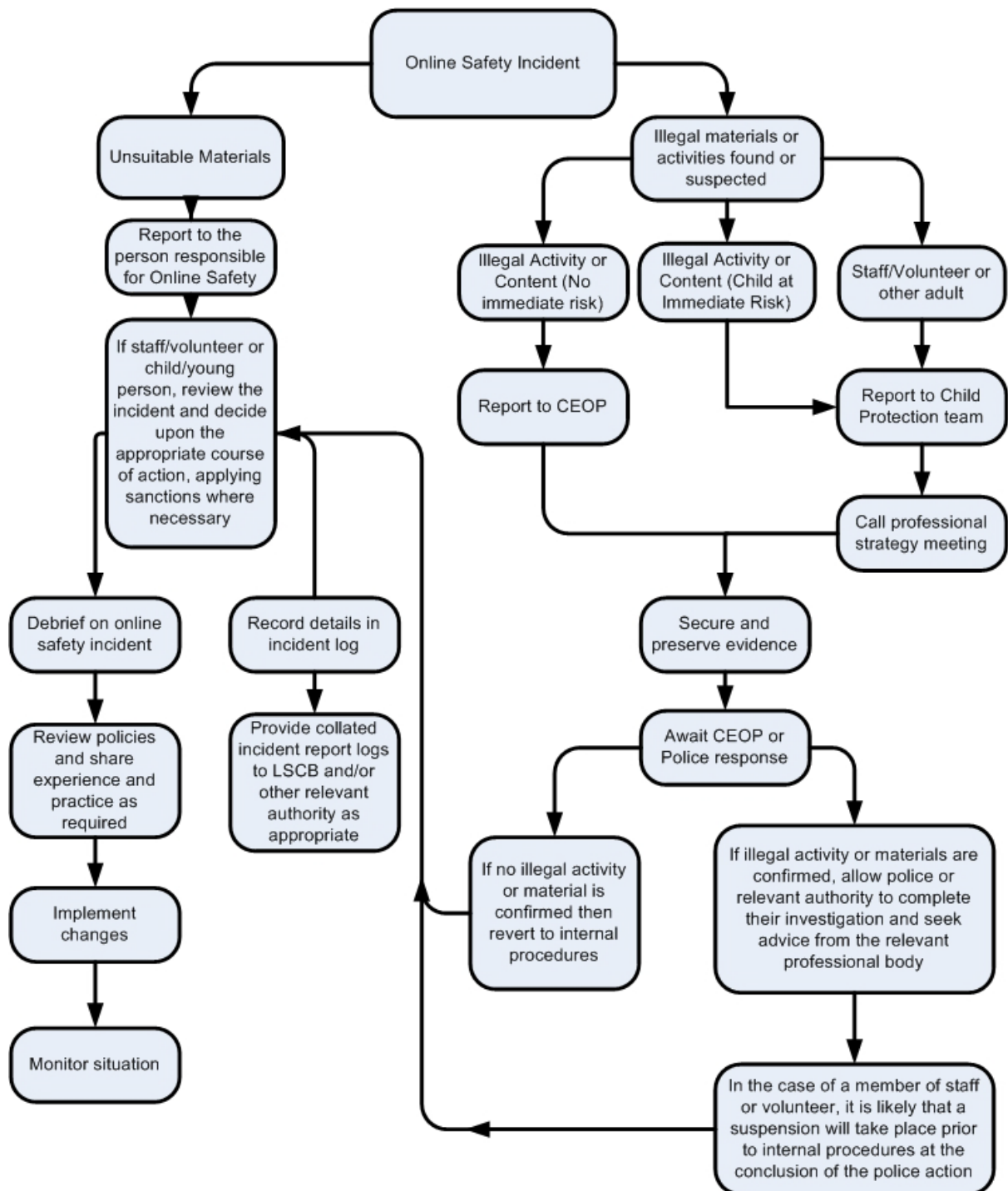
## 7. Incident Management

#### 7.1. Responding to Incidents

- The school will take all reasonable precautions to ensure online safety.
- Complaints of internet misuse will be dealt with by a senior member of staff, with Online Safety Coordinator as first point of contact.
- Any complaint about staff misuse must be referred to the Headteacher, unless the concern is about the Headteacher in which case the complaint is referred to the Chair of Governors and the Local Authority's Designated Officer.
- Complaints of a child protection nature must be dealt with in accordance with school child protection procedures.

- If a member of staff or pupil receives online communication that is considered particularly disturbing or illegal, the Police will be contacted.
- If an incident involving sexting comes to the attention of a member of staff, it must be reported to the Designated Safeguarding Lead immediately (see appendix 2 for further advice relating to sexting incidents).

## 7.2. Responding to Incidents – Flow Chart



# **Appendix 1: Online Safety in Computing Programme of Study**

## **EYFS and Key Stage 1**

Pupils should be taught to:

- 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.

## **Key Stage 2**

Pupils should be taught to:

- 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 or contact

## Appendix 2: Handling a Sexting or Youth Produced Sexual Imagery Incident

An overview for all

“**Sexting**” refers to the sending or posting of sexually suggestive images, including nude or semi-nude photographs of a person under 18 years of age, via mobiles or over the internet. The [UKCCIS advice document](#) refers to this as ‘youth produced sexual imagery’.

All incidents involving youth produced sexual imagery will be responded to as follows:

- The incident will be referred to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the pupils involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children’s social care and/or the police immediately in accordance with the Child Protection and Safeguarding Policy.

In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded and the police will investigate. This may include seizure of devices and interviews with the young people involved.

What to do if an incident involving sexting comes to your attention:

- Report it to your Designated Safeguarding Lead immediately
- Do not view, download or share the imagery yourself, or ask a child to share or download
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL
- Do not delete the imagery or ask the young person to delete it
- Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL
- Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers
- Do not say or do anything to blame or shame any young people involved
- Do explain to the child that you need to report it and reassure them that they will receive support and help from the DSL

For further information:

Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People (UKCCIS, 2016)

Child Protection and Safeguarding Policy (on school website)

## **Appendix 3: Online Abuse – Learning from Case Reviews**

### **Summary of Risk Factors and Learning for Improved Practice Around Online Abuse**

Published case reviews highlight that the internet poses risks to children and presents extra challenges for those working to protect them from abuse.

Social networking sites allow abusers to contact and groom children without the knowledge of their parents or professionals. Young people can display risky behaviour online, for example by sharing sexual images of themselves or others (sexting). They may also be exposed to harmful content. Perpetrators of child sexual abuse and exploitation can form online communities and share child sexual abuse images online.

The learning from reviews highlights that like other professionals school staff need the skills to raise awareness about online safety and encourage children and young people to talk about what they do online and who they communicate with.

Read more about protecting our pupils from online abuse at the NSPCC website – including more details about what has been learnt from case reviews. (Published: June 2019)

<https://learning.nspcc.org.uk/research-resources/learning-from-case-reviews/online-abuse/>



## **Appendix 4 – Wellbeing and Digital Wellness (More Information)**

Childnet International has produced guidance for parents and carers on looking after the digital wellbeing of children and young people. This includes having an awareness of how being online can make children and young people feel, and how they can look after themselves and others when online. The guidance includes: age specific information about how children and young people are interacting with the internet; top tips to support young people at this age; and ideas to help start a conversation about digital wellbeing.

Source: [UK Safer Internet Centre](#) Date: 25 October 2019

Further information: [Digital wellbeing](#)

Read more on NSPCC Learning: [Protecting children from online abuse](#)