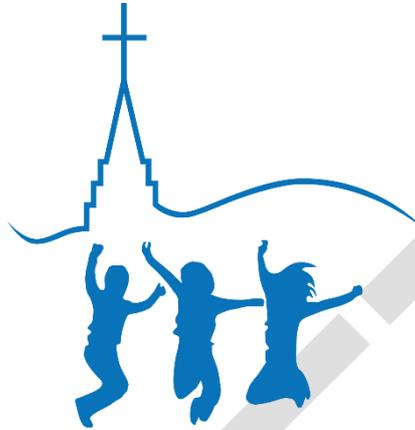


A St. Michael's CE (VA) Junior School Policy



St. Michael's CE (VA) Junior School

Our Vision

At St Michael's, by God's love and through our Christian values of Love, Faith, Respect and Courage, we celebrate uniqueness and nurture curiosity, enabling each child to flourish on their own rich learning journey; whilst contributing to the wider community.

By God's love, we all flourish together

Online Safety Policy

Reviewed and ratified by Curriculum & Pupil Matters Committee	May 2022
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1. Aims

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 with the overarching principles that guide our approach to online safety, with a duty to understand online safety issues as part of our wider safeguarding duties.
- Ensure that, as an organisation, we operate in line with our values and within the law in terms of how we use online devices.

Our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Deliver an effective approach to online safety, which empowers us to protect and educate the whole school community in its use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Establish clear mechanisms to identify, intervene and escalate an incident, where appropriate
- Ensure children use the internet for education and personal development but safeguards need to be in place to ensure they are kept safe at all times.

The 4 key categories of risk

The online world provides everyone with many opportunities: however, it can also present risks and challenges - our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, age-inappropriate material, fake news and misleading information, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
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- **Contact** – being subjected to harmful online interaction with other users, such as 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** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or age-inappropriate material), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

2. Legislation and guidance

This online safety policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in England linked to:

- online abuse policy
- bullying procedures
- child protection

This policy is based on the Department for Education's (DfE) statutory safeguarding guidance, [Keeping Children Safe in Education](#), and its advice for schools on:

- [Teaching online safety in school](#)
- [Preventing and tackling bullying](#) and [cyber-bullying: advice for headteachers and school staff](#)
- [Relationships and sex education](#)
- [Searching, screening and confiscation](#)
- [Education for a Connected World framework](#)

It also refers to the DfE's guidance on [protecting children from radicalisation](#).

It reflects existing legislation, including but not limited to the **Education Act 1996** (as amended), the **Education and Inspections Act 2006** and the **Equality Act 2010**. In addition, it reflects the **Education Act 2011**, which has given teachers stronger powers to tackle cyber-bullying by, if necessary, searching for and deleting inappropriate images or files on pupils' electronic devices where they believe there is a 'good reason' to do so.

The policy also takes into account the National Curriculum computing programmes of study.

3. Roles and responsibilities

3.1 The governing board

The governing board has overall responsibility for monitoring this policy and holding the headteacher to account for its implementation.

The governing board will co-ordinate regular meetings with appropriate staff to discuss online safety and monitor online safety logs as provided by the designated safeguarding lead (DSL).

The governor who oversees online safety is Mr Tom Emmett.

All governors will:

- Ensure that they have read and understand this policy
 - Agree and adhere to the terms on acceptable use of the school's ICT systems and the internet (Appendix 1)
 - Ensure that, where necessary, teaching about safeguarding, including online safety, is adapted for vulnerable children, victims of abuse and some pupils with SEND because of the importance of recognising that a 'one size fits all' approach may not be appropriate for all children in all situations, and a more personalised or contextualised approach may often be more suitable
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3.2 The headteacher

The headteacher is responsible for ensuring that staff understand this policy and that it is being implemented consistently throughout the school.

3.3 The designated safeguarding lead

Details of the school's designated safeguarding leads (DSLs) [and deputy] are set out in our safeguarding policy as well as relevant job descriptions.

The DSLs take lead responsibility for online safety in school, in particular:

- › Supporting the headteacher in ensuring that staff understand this policy and that it is being implemented consistently throughout the school
- › Working with the headteacher, ICT subject leader and other staff, as necessary, to address any online safety issues or incidents
- › Managing all online safety issues and incidents in line with the school Safeguarding policy
- › Ensuring that any online safety incidents are logged and dealt with appropriately in line with this policy
- › Ensuring that any incidents of cyber-bullying are logged and dealt with appropriately in line with the school behaviour policy
- › Updating and delivering staff training on online safety
- › Liaising with other agencies and/or external services if necessary
- › Providing regular reports on online safety in school to the headteacher and/or governing board

This list is not intended to be exhaustive.

3.4 The ICT subject leader/SBM

The ICT subject leader is responsible for:

- › Putting in place an appropriate level of security protection procedures, such as filtering and monitoring systems, which are reviewed and updated on a regular basis to assess effectiveness and ensure pupils are kept safe from potentially harmful and inappropriate content and contact online while at school, including terrorist and extremist material
- › Ensuring that the school's ICT systems are secure and protected against viruses and malware, and that such safety mechanisms are updated regularly
- › Ensuring that usernames, log ins, email accounts and passwords are used sensibly and effectively.
- › Conducting a full security check and monitoring the school's ICT systems on a regular basis
- › Blocking access to potentially dangerous sites and, where possible, preventing the downloading of potentially dangerous files
- › Examining and risk assessing any social media platforms and new technologies before they are used within the organisation
- › Ensuring that any online safety incidents are logged and dealt with appropriately in line with this policy
- › Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the school behaviour policy

This list is not intended to be exhaustive.

3.5 All staff and volunteers

All staff, including contractors and agency staff and volunteers are responsible for:

- › Maintaining an understanding of this policy
 - › Implementing this policy consistently
 - › Ensuring that pupils follow the school's terms on acceptable use (Appendix 1)
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- › Working with the DSLs to ensure that any online safety incidents are logged and dealt with appropriately in line with this policy
- › Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the school behaviour policy
- › Responding appropriately to all reports and concerns about sexual violence and/or harassment, both online and offline and maintaining an attitude of 'it could happen here'

This list is not intended to be exhaustive.

3.6 Parents

Parents are expected to:

- › Notify a member of staff or the headteacher of any concerns or queries regarding this policy
- › Ensure their child has read, understood and agreed to the terms on acceptable use of the school's ICT systems and internet (Appendix 1)

Parents can seek further guidance on keeping children safe online from the following organisations and websites:

- › What are the issues? – [UK Safer Internet Centre](#)
- › Hot topics – [Childnet International](#)
- › Parent resource sheet – [Childnet International](#)

3.7 Visitors and members of the community

Visitors and members of the community who use the school's ICT systems or internet will be made aware of this policy, when relevant, and expected to read and follow it.

4. Educating pupils about online safety

From September 2020, Relationships and health Education is compulsory for all primary aged pupils. Through these new subjects, children will be taught about online safety and harms. This curriculum will include being taught what healthy, positive and respectful online relationships look like, the effects of their online actions on others and knowing how to recognise and display respectful behaviour online. This will complement the computing curriculum. Pupils will be taught about online safety as part of the curriculum and it includes [guidance on relationships education, relationships and sex education \(RSE\) and health education](#) – see RSHE policy and long term plan.

All schools have to teach:

- › [Relationships education and health education](#) in primary schools

Pupils in **Key Stage 2** will be taught to:

- › Use technology safely, respectfully and responsibly
- › Recognise acceptable and unacceptable behaviour
- › Identify a range of ways to report concerns about content and contact

By the **end of primary school**, pupils will know:

- › That people sometimes behave differently online, including by pretending to be someone they are not
 - › That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
 - › The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
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- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)?
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

The safe use of social media and the internet will also be covered in other subjects where relevant.

Where necessary, teaching about safeguarding, including online safety, will be adapted for vulnerable children, victims of abuse and some pupils with SEND.

5. Educating parents about online safety

The school will raise parents' awareness of internet safety in letters or other communications home, and in information via our website. This policy will also be shared with parents.

If parents have any queries or concerns in relation to online safety, these should be raised in the first instance with the headteacher and/or the DSLs.

Concerns or queries about this policy can be raised with any member of staff or the headteacher.

6. Cyber-bullying

6.1 Definition

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. (See also the Safeguarding policy.)

6.2 Preventing and addressing cyber-bullying

To help prevent cyber-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

The school will actively discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be. Teaching staff will discuss cyber-bullying with the children.

Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying. This includes personal, social, health and economic (PSHE) education, and other subjects where appropriate.

All staff, governors and volunteers receive training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training.

The school also sends information on cyber-bullying to parents so that they are aware of the signs, how to report it and how they can support children who may be affected. The fortnightly safeguarding page has information for parents.

In relation to a specific incident of cyber-bullying, the school will follow the processes set out in the school Safeguarding and Behaviour policy. Our response will take the needs of the person experiencing abuse, any bystanders and our organisation as a whole. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.

The DSLs will report the incident and provide the relevant material to the police as soon as is reasonably practicable, if they have reasonable grounds to suspect that possessing that material is illegal. They will also work with external services if it is deemed necessary to do so. Any form of electronic or digital abuse towards a child should in the first instance be reported to the Child Exploitation Online Protection service (www.ceop.police.uk) (CEOP 'report abuse' tool – instant online access to report abuse).

Any incidents which place a young person in immediate danger should be referred to the local police by calling 999.

6.3 Examining electronic devices

School staff have the specific power under the Education and Inspections Act 2006 (which has been increased by the Education Act 2011) to search for and, if necessary, delete inappropriate images or files on pupils' electronic devices, including mobile phones, iPads and other tablet devices, where they believe there is a 'good reason' to do so.

When deciding whether there is a good reason to examine or erase data or files on an electronic device, staff must reasonably suspect that the data or file in question has been, or could be, used to:

- Cause harm, and/or
- Disrupt teaching, and/or
- Break any of the school rules

If inappropriate material is found on the device, it is up to the staff member in conjunction with the DSLs or other member of the senior leadership team to decide whether they should:

- Delete the material, or
- Retain it as evidence (of a possible criminal offence* or a breach of school discipline), and/or
- Report it to the police**

* If a staff member **believes** a device **may** contain a nude or semi-nude image or an image that it's a criminal offence to possess, they will not view the image but will report this to the DSL (or equivalent) immediately, who will decide what to do next. The DSL will make the decision in line with the DfE's latest guidance on [screening, searching and confiscation](#) and the UK Council for Internet Safety (UKCIS) guidance on [sharing nudes and semi-nudes: advice for education settings working with children and young people](#).

** Staff will also confiscate the device to give to the police, if they have reasonable grounds to suspect that it contains evidence in relation to an offence.

Any searching of pupils will be carried out in line with:

- The DfE's latest guidance on [searching, screening and confiscation](#)
- UKCIS guidance on [sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

Any complaints about searching for or deleting inappropriate images or files on pupils' electronic devices will be dealt with through the school complaints procedure.

7. Acceptable use of the internet in school

Use of the school's internet must be for educational purposes only, or for the purpose of fulfilling the duties of an individual's role.

We will monitor the websites visited by pupils, staff, volunteers, governors and visitors (where relevant) to ensure they comply with the above.

More information is set out in the acceptable use agreement in Appendix 1

8. Pupils using mobile devices in school

Pupils may bring mobile phones into school in year 6 or, in any year group, if they are walking home by themselves. They must be turned off before entering the school site and only turned on when they have left the school site at the end of the day. All mobile phones are to be handed in to the headteacher at the start of each day.

9. Staff using work devices outside school

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g., asterisk or currency symbol)
- Ensuring their hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing anti-virus and anti-spyware software
- Keeping operating systems up to date by always install the latest updates

Work devices must be used solely for work activities.

If staff have any concerns over the security of their device, they must seek advice from the School Business manager.

10. How the school will respond to issues of misuse

Where a pupil misuses the school's ICT systems or internet, we will follow the procedures set out in our policies. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident, and will be proportionate.

Where a staff member misuses the school's ICT systems or the internet or misuses a personal device where the action constitutes misconduct, the matter will be dealt with in accordance with the Staff Code of Conduct policy and Staff Handbook. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident.

The school will consider whether incidents which involve illegal activity or content, or otherwise serious incidents, should be reported to the police.

In some cases, a child may want to make a disclosure following a lesson or activity. The lesson may have provided the knowledge that enabled the child to realise they are being abused or harmed and/or give them confidence to say something. This is why it is important school's reporting mechanisms are in line with the latest 'Keeping Children Safe in education' document.

11. Training

All new staff members will receive training, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation a spart of the Safeguarding and code of Conduct element to their induction.

All staff members will receive refresher training at least once each academic year as part of safeguarding training, as well as relevant updates as required (for example through emails, e-bulletins and staff meetings).

By way of this training, all staff will be made aware that:

- Technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse
 - Children can abuse their peers online through:
 - Abusive, harassing, and misogynistic messages
 - Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
 - Sharing of abusive images and pornography, to those who don't want to receive such content
 - Physical abuse, sexual violence and initiation/hazing type violence can all contain an online element
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Training will also help staff:

- develop better awareness to assist in spotting the signs and symptoms of online abuse
- develop the ability to ensure pupils can recognise dangers and risks in online activity and can weigh up the risks
- develop the ability to influence pupils to make the healthiest long-term choices and keep them safe from harm in the short term

The DSLs [and deputy] will undertake child protection and safeguarding training, which will include online safety, at least every 2 years. They will also update their knowledge and skills on the subject of online safety at regular intervals.

Governors will receive training on safe internet use and online safeguarding issues as part of their safeguarding training.

Volunteers will receive appropriate training and updates, if applicable.

More information about safeguarding training is set out in our child protection and safeguarding policy.

12. Monitoring arrangements

The DSL logs behaviour and safeguarding issues related to online safety.

This policy will be reviewed every year by the Headteacher. At every review, the policy will be shared with the governing board. The review will consider and reflect the risks pupils face online. This is important because technology, and the risks and harms related to it, evolve and change rapidly.

13. Links with other policies

This policy is linked to other policies:

- Child protection and safeguarding policy
 - Behaviour policy
 - Staff disciplinary procedures
 - Data protection policy and privacy notices
 - Complaints procedure
 - ICT acceptable use policy
 - NSPCC policy statement document
 - Teaching online safety in school – 2019 DofE guidance
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Acceptable IT use agreement

- ✓ I will only access computing equipment when a trusted adult has given me permission and is present.
- ✓ I will not deliberately look for, save or send anything that could make others upset.
- ✓ I will immediately inform an adult if I see something that worries me, or I know is inappropriate.
- ✓ I will keep my username and password secure; this includes not sharing it with others.
- ✓ I understand what personal information is and will never share my own or others' personal information such as phone numbers, home addresses and names.
- ✓ I will always use my own username and password to access the school network and subscription services such as Purple Mash.
- ✓ In order to help keep me and others safe, I know that the school checks my files and the online sites I visit. They will contact my parents/carers if an adult at school is concerned about me.
- ✓ I will respect computing equipment and will immediately notify an adult if I notice something isn't working correctly or is damaged.
- ✓ I will use all communication tools such as email and blogs carefully. I will notify an adult immediately if I notice that someone who isn't approved by the teacher is messaging.
- ✓ Before I share, post or reply to anything online, I will T.H.I.N.K.
 - T** = is it true?
 - H** = is it helpful?
 - I** = is it inspiring?
 - N** = is it necessary?
 - K** = is it kind?
- ✓ I understand that if I behave negatively whilst using technology towards other members of the school, my parents/carers will be informed and appropriate actions taken.

I understand this agreement and know the consequences if I don't follow it.

My Name:

Class:

Parent/Carer Signed:

Today's Date:

DRAFT