ONLINE POLICY
SUTTON CE (VC) PRIMARY SCHOOL

Approved by staff	☐	December 2022
Approved by Governors	☐	December 2022

School Aims and Values

This Online Safety policy is set within the wider context of the school's vision. Our vision as a Church of England school places Christian values at the heart of everything we do. The values are encapsulated in the acronym STRIVE - 'Safety, Togetherness, Respect, Integrity, Valued and Excellence'. As a school community, we aim to serve one another and work together for the common good, so that everyone can experience life in all its fullness. (John 10:10).

The parable of the mustard seed (Mark 4:30-32) can represent our children, who are nurtured here, and enabled to live life in its fullness through our teaching and care. It can also represent our school flourishing within our community and the community connecting to our diverse world.

Safety is aimed for as:

- *We promote a healthy, safe and caring environment for all pupils and staff.*
- *We provide sufficient information and support to enable our pupils to make safer choices.*

Togetherness, Respect, Valued and Integrity is aimed for:

- *We provide a broad and balanced curriculum for all our pupils, which recognises and values their diverse backgrounds and needs.*
- *We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others at home, school, work and in the community.*
- *We help our pupils to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.*
- *We create a wider awareness of religious, cultural and moral values and respect for different ethnic groups, religious beliefs and ways of life within a Christian framework.*
- *We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.*

We aim to ensure our children feel valued and demonstrate excellence as:

- *We prepare our pupils to engage with the challenges of adult life confidently.*
- *We provide pupils, through an enriched curriculum, with opportunities to develop the necessary skills to manage their lives effectively.*
- *We work in partnership with parents and carers, and with the wider community, to support children in all aspects of their wellbeing.*

What is this policy?

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' 2022 (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 <u>must</u> follow the school's safeguarding and child protection procedures.

Online safety in schools is primarily a safeguarding and not a computing / technology one.

Therefore this policy should be viewed alongside other Safeguarding policies and approaches including, but not limited to:

• Safeguarding and Child Protection
• Personal Social and Health Education (PSHE)
• Safer Working Practices
• Data Protection Policy
• Anti-Bullying Policy
• School Complaints Procedure
• Computing policy
• Whistle Blowing Policy

How is online safety taught in the curriculum?

When using online technologies, it is essential that children understand how to behave in a safe and responsible manner and also how to react when faced with inappropriate content or situations which make them feel uncomfortable. The need for a progressive, age appropriate e-safety curriculum is clearly documented in the National Curriculum for Computing and PSHE (Personal Social and Health Education)

The National Curriculum for computing states that:
• At KS1: 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.
• At KS2: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
The requirements for Relationships and Health Education in PSHE (which are specific to online behaviour) are as follows (by the end of Key Stage 2):
Relationships Education Online Relationships Pupils should 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-toface 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.
● 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. Health Education Internet Safety and Harms Pupils should know

● that for most people the internet is an integral part of life and has many benefits.

● about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

● how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

● why social media, some computer games and online gaming, for example, are age restricted.

● that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

● how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

● where and how to report concerns and get support with issues online. The Relationships and Health Education requirements also include references to the online context throughout, particularly in terms of developing positive relationships and keeping safe. ESafety is therefore part of the PSHE curriculum - particularly the teaching units: Family & Friends, Rights, Rules & Responsibilities, Anti-bullying, Personal Safety, and Healthy Lifestyles.

The requirements of both curricula are met across the primary age range by planning cohesively. It has been written jointly by the Cambridgeshire PSHE Service and The ICT Service.

At Sutton CE (VC) Primary School we believe that a comprehensive programme of e-safety education is vital for developing our pupils' ability to use technologies safely. We believe that just as children learn how to swim by going to a swimming pool, they will learn safe life-long online behaviours by accessing and using a range of online services including the World Wide Web.

This is achieved using a combination of:

• Discrete and embedded activities drawn from a selection of appropriate materials including the Project Evolve scheme of work and is linked to our online learning platform, Google Classroom.

• Our programme for e-safety education is evidenced in teachers' planning either as discrete or embedded activities.

• Key online safety messages are delivered and reinforced through cross curricular opportunities such as emailing, researching, blogging and communicating in discussion forums.

Whenever overseeing the use of technology (devices, the internet, new technology such as augmented reality, etc) in school or setting as homework tasks, all staff should encourage sensible

use, monitor what pupils/students are doing and consider potential dangers and the age appropriateness of websites (ask your DSL what appropriate filtering and monitoring policies are in place).

Equally, all staff should carefully supervise and guide pupils when engaged in learning activities involving online technology (including, extra-curricular, extended school activities if relevant and remote teaching), supporting them with search skills, critical thinking (e.g. fake news), age appropriate materials and signposting, and legal issues such as copyright and data law. saferesources.lgfl.net has regularly updated theme-based resources, materials and signposting for teachers and parents. A variety of websites and apps are used within school which will include, for example, Google Earth and Google Maps. If you have any queries or concerns regarding the apps and websites used, please do contact the school office.

At Sutton we recognise that online safety and broader digital resilience must be thread throughout the curriculum and that is why we are working to adopt the cross-curricular framework 'Education for a Connected World – 2020 edition' from UKCIS (the UK Council for Internet Safety).

How is online safety learning recorded and assessed?

We assess children's learning in PSHE in line with approaches used in the rest of the curriculum. Children's learning is planned using learning objectives which are explained to the children, and we may negotiate success criteria with them at the start of each topic. Teachers draw on their observation of children's learning and children's self-assessment to arrive at their overall assessments.

We will use the tools for children's self-assessment where appropriate. Children are supported to participate in this process appropriately for their age and ability.

We record children's work in PSHE in a class book with photos and children's reflections. At the end of each unit, teachers update Pupil Asset with whether the child is at age related, below or at greater depth – using the assessment descriptions provided for each unit. Summaries of assessment information are used to assess children's learning against the DfE statements, in line with national guidance for Relationships Education and Health Education.

In computing we record the children's responses and ideas on Padlet. This is monitored by both the computing and PSHE lead half termly. The content of these may vary, following the direction of the children and the class needs informed by parental communication and whole class discussions.

Annually, the acceptable use policy goes home to parents and children to help develop the understanding of how to use the internet safely.

In Spring an esafety questionnaire is completed. In KS1 this is completed at home with parents. In KS2 this is completed in school. This information is used to inform planning and coverage and any additional interventions that may be needed to support vulnerable children.

Who is in charge of online safety?

All staff are responsible for ensuring that the children remain safe online whilst they are using the Internet at school and report any concerns they may have about children's use of the Internet at home.

This school is a community and all members have a duty to behave respectfully online and offline, to use technology for teaching and learning and to prepare for life after school, and to immediately report any concerns or inappropriate behaviour, to protect staff, pupils, families and the reputation of the school. We learn together, make honest mistakes together and support each other in a world that is online and offline at the same time.

The named person in charge of online safety is Ruth Garbutt (Deputy Head Teachers) but all Deputy Designated Safeguarding Leads if breach needs to be reported.

Designated Safeguarding Lead (DSL) team	Mike Harrison (Head Teacher) head@sutton.cambs.sch.uk
Online-safety lead	Ruth Garbutt rgarbutt@sutton.cambs.sch.uk
Online-safety / safeguarding link governor	Chris Shea

- It is the responsibility of all staff to 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 (DSL) and Online Safety Lead (OSL) are (Maire Hayes is both)
- Read Part 1, Annex B and Annex D of Keeping Children Safe in Education (whilst Part 1 is statutory for all staff, Annex B for SLT and those working directly with children, it is good practice for all staff to read all three sections). Annex A is now a condensed version of Part one and can be provided (instead of Part one) to those staff who do not directly work with children, if the governing body or proprietor think it will provide a better basis for those staff to promote the welfare and safeguard children.
- Read and follow this policy in conjunction with the school's main safeguarding policy
- Record online-safety incidents in the same way as any safeguarding incident and report in accordance with school procedures.
- Understand that safeguarding is often referred to as a jigsaw puzzle – you may have discovered the missing piece so do not keep anything to yourself
- Sign and follow the staff acceptable use policy and code of conduct/handbook
- 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, supporting curriculum/stage/subject leads, 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 (find out what appropriate filtering and monitoring systems are in place)
- When supporting pupils remotely, be mindful of additional safeguarding considerations – refer to the remotesafe.lgfl.net infographic which applies to all online learning.
- 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
- Share concerns that may arise with parents to support online safety at home as well as school
- Age inappropriate merchandise will not be permitted
- Take a zero-tolerance approach to bullying and sexual harassment (your DSL will disseminate relevant information from the updated 2021 DfE document on this)
- Be aware that you are often most likely to see or overhear online-safety issues (particularly relating to bullying and sexual harassment and violence) in the playground, corridors, toilets and other communal areas outside the classroom – let the DSL/OSL know
- Receive regular updates from the DSL/OSL 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. More guidance on this point can be found in this Online Reputation guidance for schools.

Volunteers and regular supply teachers Key responsibilities:
- Read, understand, sign and adhere to an acceptable use policy (AUP)
- Report any concerns, no matter how small, to the designated safety lead / online safety coordinator as named in the AUP
- Maintain an awareness of current online safety issues and guidance
- Model safe, responsible and professional behaviours in their own use of technology at school and as part of remote teaching or any online communications

Pupils Key responsibilities:

- Read, understand, sign and adhere to the student/pupil acceptable use policy and review this annually
- Treat **home learning during any isolation/quarantine or bubble/school lockdown** in the same way as regular learning in school and behave as if a teacher or parent were watching the screen
- Avoid any private communication or use of personal logins/systems to communicate with or arrange meetings with school staff or tutors
- Understand the importance of reporting abuse, misuse or access to inappropriate materials, including any concerns about a member of school staff or supply teacher or online tutor
- Know what action to take if they or someone they know feels worried or vulnerable when using online technology, at school, home or anywhere else.
- To understand the importance of adopting safe and responsible behaviours and good online safety practice when using digital technologies outside of school and realise that the school's acceptable use policies cover actions out of school, including on social media
- Remember the rules on the misuse of school technology – devices and logins used at home should be used just like if they were in full view of a teacher.
- Understand the benefits/opportunities and risks/dangers of the online world and know who to talk to at school or outside school if there are problems

Parents Key Responsibility
- Promote the school's parental acceptable use policy (AUP) and read the pupil AUP 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, respectful 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 to avoid video calls in a bedroom if possible and if not, to ensure the child is fully dressed and not in bed, with the camera pointing away from beds/bedding/personal information etc. and the background blurred or changed where possible.
- If organising private online tuition, remain in the room if possible, ensure the child knows tutors should not arrange new sessions directly with the child or attempt to communicate privately. Further advice available in the Online Tutors – Guidance for Parents and Carers poster at parentsafe.lgfl.net, which is a dedicated parent portal offering updated advice and resources to help parents keep children safe online

Online Safety Through the Curriculum

The following subjects have the clearest online safety links (see the relevant role descriptors above for more information):

- Relationships education, relationships and sex education (RSE) and health (also known as RSHE or PSHE)
- Computing
- Citizenship

However, as stated in the role descriptors above, it is the role of all staff to identify opportunities to thread online safety through all school activities, both outside the classroom and within the curriculum, supporting curriculum leaders and making the most of unexpected learning opportunities as they arise (which have a unique value for pupils)

How will this policy be communicated?

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

- Shared in staff meetings and briefings
- Posted on the school website
- Sent via Pupil Asset all parents
- Available on the staff gdrive
- Part of school induction pack for all 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 entry 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