Warren Park Primary School

Online Safety Policy

Reviewed by:	FGB	Responsibility:	FGB
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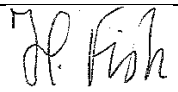
Chairperson's signature:			

1. Aims

Warren Park aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Identify and support groups of pupils that are potentially at greater risk of harm online than others.
- 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
- We will also ensure pupils are taught to critically evaluate online content, including misinformation, disinformation, and conspiracy theories, in an age-appropriate way.

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism

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 pornography), sharing other explicit images and online bullying

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

2. Legislation and guidance

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

Teaching online safety in schools

Preventing and tackling bullying and cyber-bullying: advice for headteachers and school staff

Relationships and sex education

Searching, screening and confiscation

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

There is a designated Safeguarding Governor on the board who will monitor and oversee all aspects of online safety.

The governing board should ensure children are taught how to keep themselves and others safe, including keeping safe online.

The governing board must ensure the school has appropriate filtering and monitoring systems in place on school devices and school networks, and will regularly review their effectiveness. The board will review the DfE filtering and monitoring standards which include:

- Identifying and assigning roles and responsibilities to manage filtering and monitoring systems;
- Reviewing filtering and monitoring provisions at least annually;
- Blocking harmful and inappropriate content without unreasonably impacting teaching and learning;
- Having effective monitoring strategies in place that meet their safeguarding needs.

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.

- Ensure that online safety is a running and interrelated theme while devising and implementing the whole school approach to safeguarding and related policies and procedures
- Ensure that, where necessary, teaching about safeguarding, including online safety, is adapted for vulnerable children, victims of abuse and some pupils with special educational needs and/or disabilities (SEND). This is 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

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 lead (DSL) [and deputies] are set out in our child protection and safeguarding policy as well as relevant job descriptions.

The DSL team takes 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, network manager and other staff, as necessary, to address any online safety issues or incidents
- Taking the lead on understanding the filtering and monitoring systems and processes in place on school devices and school networks
- Working with the network manager to make sure the appropriate systems and processes are in place
- Working with the headteacher, network manager 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 child protection policy
- Ensuring that any online safety incidents are logged (see appendix 1) 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 governing board

This list is not intended to be exhaustive.

3.4 Agile ICT

Agile 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
- Conducting a full security check and monitoring the school's ICT systems on a routinely basis
- Blocking access to potentially dangerous sites and, where possible, preventing the downloading of potentially dangerous files
- Ensuring that any online safety incidents are logged (see appendix 1) 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
- Agreeing and adhering to the terms on acceptable use of the school's ICT systems and the internet, and ensuring that pupils follow the school's terms on acceptable use.
- Knowing that the DSL is responsible for the filtering and monitoring systems and processes, and being aware of how to report any incidents of those systems or processes failing.
- Following the correct procedures if there is a need to bypass the filtering and monitoring systems for educational purposes
- Working with the DSL team to ensure that any online safety incidents are logged (see appendix 1) 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'
- Be inclusive and accessible for SEND pupils, without reinforcing negative stereotypes.
- Avoid increasing risks by ensuring these tools are well-understood and that their use is supervised.

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. 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. If appropriate, they will be expected to agree to the terms on acceptable use – Acceptable Use of ICT Policy.

4. Educating pupils about online safety

Pupils will be taught about online safety as part of the curriculum.

All schools have to teach:

- Relationships education and health education in primary schools

In **Key Stage 1**, pupils will 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

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
- 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
- Pupils will be taught how to identify AI-generated content and understand the risks of misinformation, deepfakes, and online manipulation.
- We will also include age-appropriate discussions about online misogyny, toxic influencers, and the risks of online radicalisation, in line with the updated RSHE guidance.

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.

We will educate pupils about the potential risks and benefits of AI technologies, including:

- AI-generated content risks: The possibility of encountering AI-generated false or harmful content (e.g. deepfakes, fake news).
- Ethical use of AI: Pupils will be taught to critically evaluate AI-generated information and understand the ethical responsibilities in using AI tools.
- Awareness of AI in daily life: Highlight the increasing presence of AI in technologies like voice assistants, smart devices, and educational tools, emphasizing safe use.

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 or the DSL team.

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

We will enhance our parental engagement by:

Raising awareness about AI: Inform parents about the increasing use of AI technologies in their children's lives, including in household devices like smart speakers and apps that use AI.

Regular workshops: Offering workshops focused on online safety and AI, educating parents about how to guide their children in the responsible use of AI-based tools and technologies.

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 school behaviour 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 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 (where appropriate) receive training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training (see section 11 for more detail).

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.

In relation to a specific incident of cyber-bullying, the school will follow the processes set out in the school behaviour policy. 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 DSL 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.

6.3 Examining electronic devices

The headteacher, and any member of staff authorised to do so by the headteacher can carry out a search and confiscate any electronic device that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils,
- Is identified in the school rules as a banned item for which a search can be carried out,
- Is evidence in relation to an offence

Before a search, if the authorised staff member is satisfied that they have reasonable grounds for suspecting any of the above, they will also:

- Make an assessment of how urgent the search is, and consider the risk to other pupils and staff. If the search is not urgent, they will seek advice from the headteacher or a member of the DSL team.
- Explain to the pupil why they are being searched, how the search will happen, and give them the opportunity to ask questions about it
- Seek the pupil's cooperation

Authorised staff members may examine, and in exceptional circumstances erase, any data or files on an electronic device that they have confiscated where they believe there is a 'good reason' to do so.

When deciding whether there is a 'good reason' to examine data or files on an electronic device, the staff member should reasonably suspect that the device has, or could be used to:

- Cause harm,
- Undermine the safe environment of the school or disrupt teaching,
- Commit an offence

If inappropriate material is found on the device, it is up to the headteacher or a member of the DSL team or other members of the senior leadership team to decide on a suitable response. If there are images, data or files on the device that staff reasonably suspect are likely to put a person at risk, they will first consider the appropriate safeguarding response.

When deciding if there is a good reason to erase data or files from a device, staff members will consider if the material may constitute evidence relating to a suspected offence. In these instances, they will not delete the material, and the device will be handed to the police as soon as reasonably practicable. If the material is not suspected to be evidence in relation to an offence, staff members may delete it if:

- They reasonably suspect that its continued existence is likely to cause harm to any person,
- The pupil and/or the parent refuses to delete the material themselves

If a staff member suspects a device may contain an indecent image of a child (also known as a nude or semi-nude image), they will:

- **Not** view the image
- Confiscate the device and report the incident to the DSL team 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

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
- Our behaviour policy

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

All staff, volunteers and governors are expected to sign an agreement regarding the acceptable use of the school's ICT systems and the internet. Visitors will be expected to read and agree to the school's terms on acceptable use if relevant.

Pupils and parents will be referred to the Safe Internet Use Guidance (See Appendix 2).

Use of the school's internet must be for professional purposes, or for the purpose of fulfilling the duties of an individual's role and inline with the Staff acceptable use policy.

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 Staff Acceptable Use of ICT agreement.

8. Pupils using mobile devices in school

Pupils may bring mobile devices into school, but are not permitted to use them during the school day

All phones must be handed into the office staff or to Year Leaders at the beginning of the school day or upon first entry into school.

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 that any external storage 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
- Keeping operating systems up to date by always installing the latest update
- Be aware of how AI systems may inadvertently collect or process personal data. Staff should ensure that any AI tools or platforms used comply with the school's data protection policies.
- Be vigilant of AI-driven cyber threats, such as phishing attacks that use AI-generated communication to deceive users.
- Use **Multi-Factor Authentication (MFA)** for accessing sensitive systems to provide an extra layer of security, especially in light of AI-enhanced hacking techniques.

Staff members must not use the device in any way which would violate the school's terms of acceptable use.

Work devices must be used for work activities.

If staff have any concerns over the security of their device, they must seek advice from the ICT / Network 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 on behaviour and Safe Internet use policy. 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 disciplinary procedures/staff code of conduct. 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.

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.

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

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 DSL team 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, and at least annually.

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.

As part of ongoing professional development, all staff will receive specific training on the following AI-related topics:

- AI and online safety risks: Understanding how AI can amplify cyberbullying, facilitate the spread of fake news, and create inappropriate materials.
- Spotting AI-generated content: Training staff to identify AI-generated materials and understand how they might be used to deceive or harm students.
- Ethical use of AI in education: Ensuring staff can safely and effectively integrate AI into their teaching while minimizing risks.

Regular refresher training will include updates on emerging AI technologies and safeguarding measures associated with their use.

- Staff training will include how to identify and respond to AI-generated content, including deepfakes, fake news, and AI-assisted grooming.
- Training will also cover the impact of online conspiracy theories and how to support pupils affected by them.
- We will involve pupils in shaping online safety education and policy through school council consultations.

12. Monitoring arrangements

An incident report log can be found in appendix 1.

This policy will be reviewed every year by the Online Safety team. At every review, the policy will be shared with the governing board. The review will be supported by an annual risk assessment that considers and reflects the risks pupils face online. This is important because technology, and the risks and harms related to it, evolve and change rapidly.

An annual risk assessment will be conducted to address the rapid advancements in AI technologies and their potential impact on online safety. This assessment will:

- Identify emerging AI-related risks, such as the use of emerging AI-related risks, such as AI-generated scams, deepfakes, and chatbot misuse.
- Ensure that the school's online safety policy is updated to reflect the latest technological developments and safeguarding standards.

13. Links with other policies

This online safety policy is linked to our:

Child protection and safeguarding policy

Behaviour policy

Staff disciplinary procedures

Data protection policy and privacy notices

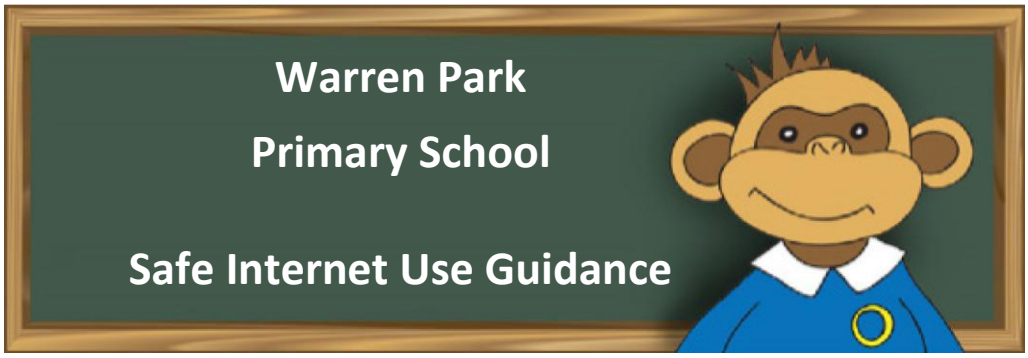
Complaints procedure

Social Media, Safe Internet Use & Staff Acceptable Use policy.

Appendix 1: online safety incident report log

ONLINE SAFETY INCIDENT LOG				
Date	**Where the incident took place**	**Description of the incident**	**Action taken**	**Name and signature of staff member recording the incident**

Appendix 2:



Warren Park Primary School recognises the importance of information technologies, the internet and social media. The use of internet, technologies and social media are embedded within our curriculum coverage. This policy aims to outline and define safe practice and expectations for our school and wider community.

Pupils
To promote pupil safety, both at school and within the wider community, our provision aims to reduce the risk of pupils viewing and sending unsuitable material on the Internet. This is taught by but not limited to:

Internet Safety coverage – pupils learn;
- not to share personal information of any kind or the name and location of their school.
- not to engage with messages/conversations or interactions which make them feel uncomfortable or threatened or unsafe.
- to report to a responsible adult any information that makes them feel uncomfortable or unsafe.
- to never share sensitive or personal content/images without permission.
- to never agree to meet anyone that they may have befriended through any platform.
- to talk to parents about their Internet use at home and strong expectations for safe use.
- passwords must not be shared with anyone, even best friends, other than parents.
- to respect others when using the Internet and not intentionally do or say anything to hurt people.
- that social networking sites (e.g. Facebook) all have legal age requirements.

Pupil Access to the Internet
- Pupils are carefully monitored when using the Internet and due diligence has been followed.
- Pupils are not allowed use of the internet supported devises without adult supervision.
- The Internet is filtered through the school's Hampshire service providers.
- No system is 100% secure, so children are encouraged to report any unsuitable material that appears on their screens. This also teaches children to self-monitor which highlights awareness when surfing the Internet.