Meersbrook Bank

Community Primary School

Online Safety Policy

Version 1

March 2022

Summary of 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' 2021 (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; and sits alongside your school's statutory Safeguarding Policy. Any issues and concerns with online safety follows the school's safeguarding and child protection procedures.

Designated Safeguarding Lead (DSL) team	Kimberley Dyball and Gemma Harvey
Online-safety lead (Must be Safeguarding Trained)	Gemma Harvey
Online-safety / safeguarding link governor	Julie Petty

Revision history

Date	Changes	Author(s)
April 2022	• Adopted new policy in line with Local authority guidelines • Insertion of list of linked policies	K. Dyball & G. Harvey

Approval

Date	Approver(s)	Minute number
7th July 2022	FGB	

Review: This policy will be reviewed annually

Date due for review:
April 2023

To be read in conjunction with:

- Child Protection & Safeguarding Policy
- Computing Curriculum Statement
- Authority Safeguarding guidance documentation
- Acceptable User Policies

STATEMENT OF POLICY

1. Aims

This policy aims to:

- Set out expectations for all Meersbrook Bank community members' online behaviour, attitudes and activities and use of digital technology (including when devices are offline)
- Help all stakeholders to recognise that online/digital behaviour standards (including social media activity) must be upheld beyond the confines of the school gates and school day, and regardless of device or platform
- Facilitate the safe, responsible, respectful and positive use of technology to support teaching & learning, increase attainment and prepare children and young people for the risks and opportunities of today's and tomorrow's digital world, to survive and thrive online
- Help school staff working with children to understand their roles and responsibilities to work safely and responsibly with technology and the online world:
- For the protection and benefit of the children and young people in their care, and
- For their own protection, minimising misplaced or malicious allegations and to better understand their own standards and practice
- For the benefit of the school, supporting the school ethos, aims and objectives, and protecting the reputation of the school and profession
- Establish clear structures by which online misdemeanours will be treated, and procedures to follow where there are doubts or concerns (with reference to other school policies such as Behaviour Policy or Anti-Bullying Policy)

2. Monitoring the Impact of the Policy

The school will monitor the impact of the policy using:

- Logs of reported online safety incidents.
- Pupil online safety survey data which is gathered through annual questionnaires.
- Parental online safety data which is gathered annually.
- Evaluation of children's work.
- Discussions at children's groups i.e. school council.
- Monitoring planning and evidence of work.

3. Roles and Responsibilities

3.1 Governors

Key responsibilities

- Approve this policy and strategy and subsequently review its effectiveness, e.g. by asking the questions in the helpful document from the UK Council for Child Internet Safety (UKCIS) Online safety in schools and colleges: Questions from the Governing Board
- Ask about how the school has reviewed protections for **pupils in the home** (including when with online tutors) and **remote-learning** procedures, rules and safeguards

- "Ensure an appropriate **senior member** of staff, from the school or college **leadership team**, is appointed to the role of DSL [with] **lead responsibility** for safeguarding and child protection (including online safety) [with] the appropriate status and authority [and] time, funding, training, resources and support…"
- Support the school in encouraging parents and the wider community to become engaged in online safety activities
- Have regular strategic reviews with the online-safety lead / DSL and incorporate online safety into standing discussions of safeguarding at governor meetings
- Where the online-safety curriculum coordinator is not the named DSL or deputy DSL, ensure that there is regular review and open communication between these roles and that the DSL's clear overarching responsibility for online safety is not compromised
- Work with the DPO, DSL and headteacher to ensure a GDPR-compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information
- Check all school staff have read Part 1 of KCSIE; SLT and all working directly with children have read Annex B; check that Annex D on Online Safety reflects practice in your school
- "Ensure that all staff undergo safeguarding and child protection training (including online safety) at induction.
- "Ensure appropriate filters and appropriate monitoring systems are in place [but…] be careful that 'overblocking' does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding".

3.2 Head Teacher:
Key responsibilities:

- Support safeguarding leads and technical staff as they review protections for **pupils in the home** and **remote-learning** procedures, rules and safeguards (see remotesafe.lgfl.net for policy guidance and an infographic overview of safeguarding considerations for remote teaching technology.
- Foster a culture of safeguarding where online safety is fully integrated into whole-school safeguarding
- Oversee the activities of the designated safeguarding lead and ensure that the DSL responsibilities listed in the section below are being followed and fully supported
- Ensure that policies and procedures are followed by all staff
- Undertake training in offline and online safeguarding, in accordance with statutory guidance and Sheffield Safeguarding Children Partnership.
- Liaise with the designated safeguarding lead on all online-safety issues which might arise and receive regular updates on school issues and broader policy and practice information
- Take overall responsibility for data management and information security ensuring the school's provision follows best practice in information handling; work with the DPO, DSL and governors to ensure a GDPR-compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information
- Ensure the school implements and makes effective use of appropriate ICT systems and services including school-safe filtering and monitoring, protected email systems and that all technology including cloud systems are implemented according to child-safety first principles
- Be responsible for ensuring that all staff receive suitable training to carry out their safeguarding and online safety roles
- Understand and make all staff aware of procedures to be followed in the event of a serious online safeguarding incident
- Ensure suitable risk assessments are undertaken so the curriculum meets needs of pupils, including risk of children being radicalised
- Ensure that there is a system in place to monitor and support staff (e.g. network manager) who carry out internal technical online-safety procedures
- Ensure governors are regularly updated on the nature and effectiveness of the school's arrangements for online safety

- Ensure the school website meets statutory requirements

3.2 Online Safety Coordinator:

Key responsibilities:

- The day to day responsibility for online safety issues and has a leading role in establishing and reviewing the school's Online Safety policy.
- Ensuring that all staff are aware of the procedures that need to be followed in the event of an online safety incident taking place
- Receiving and reporting reports of online safety incidents and recording all incidents in the Online Safety log.
- Ensuring that all incidents are dealt with according to the school behaviour policy and that the Head Teacher, Class Teacher, Parents and other parties are informed where appropriate.
- Co-ordinating the Online Safety meetings.
- Monitoring and reviewing the Online Safety teaching and learning taking place across the school.

3.3 All Staff

Key responsibilities:

- In 2021 pay particular attention to safeguarding provisions for **home-learning** and **remote-teaching technologies** (see remotesafe.lgfl.net for an infographic overview of safeguarding considerations for remote teaching technology. There are further details in the staff AUP.
- Recognise that **RSHE** is now statutory and that it is a whole-school subject requiring the support of all staff; online safety has become core to this new subject
- 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.
- 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/OSL 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/OSL of new trends and issues before they become a problem
- Take a zero-tolerance approach to bullying and sexual harassment (your DSL will disseminate relevant information from the updated 2021 DfE document on this)
- Read UKCIS Sharing Nudes and Semi –Nudes: How to Respond to an Incident.
- 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 and here

3.4 Designated Safeguarding Lead

Key responsibilities:

- "The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection [including online safety] … this **lead** responsibility should not be delegated"
- Work with the HT and technical staff to review protections for **pupils in the home** and **remote-learning** procedures, rules and safeguards (see remotesafe.lgfl.net for guidance to policies and an infographic overview of safeguarding considerations for remote teaching technology.
- Where the online-safety curriculum lead is not the named DSL, ensure there is regular review and open communication between these roles and that the DSL's clear overarching responsibility for online safety is not compromised.
- Where the school has an Online Safety Curriculum Coordinator who is not a fully trained part of the safeguarding team ensure that roles are clearly defined so that safeguarding and the DSL's overarching responsibility for it is not compromised.
- Ensure "An effective approach to online safety [that] empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate."
- "Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs, or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies."
- Take day-to-day responsibility for online safety issues and be aware of the potential for serious child protection concerns
- Remind staff of safeguarding considerations as part of a review of remote learning procedures and technology, including that the same principles of online safety and behaviour apply
- Work with the headteacher, DPO and governors to ensure a GDPR-compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information
- Stay up to date with the latest trends in online safeguarding and "undertake Prevent awareness training.

- Review and update this policy, other online safety documents (e.g. Acceptable Use Policies) and the strategy on which they are based (in harmony with policies for behaviour, safeguarding, Prevent and others) and submit for review to the governors/trustees.
- Ensure that online safety education is embedded across the curriculum in line with the statutory RSHE guidance (e.g. by use of the updated UKCIS framework 'Education for a Connected World – 2020 edition') and beyond, in wider school life. Examples can be seen in the Sheffield RSHE Curriculum
- Promote an awareness of and commitment to online safety throughout the school community, with a strong focus on parents, but also including hard-to-reach parents.
- Communicate regularly with SLT and the designated safeguarding and online safety governor/committee to discuss current issues (anonymised), review incident logs and filtering/change control logs and discuss how filtering and monitoring work and have been functioning/helping.
- Ensure all staff are aware of the procedures that need to be followed in the event of an online safety incident, and that these are logged in the same way as any other safeguarding incident.
- Ensure adequate provision for staff to flag issues when not in school and for pupils to disclose issues when off site, especially when in isolation/quarantine/lockdown, e.g. a safe, simple, online form on the school home page about 'something that worrying me' that gets mailed securely to the DSL inbox/
- Oversee and discuss 'appropriate filtering and monitoring' with governors (is it physical or technical?) and ensure staff are also aware (Ofsted inspectors have asked classroom teachers about this).
- Be aware and make judicious use of safeguarding reports that are produced by the schools Internet Monitoring Service by working in conjunction with technical teams.
- Make key decisions on allowing access to sites and apps in schools by relaxing either temporarily or permanently some of the filtering setting within the schools filtering and monitoring system and ensure that these decisions are logged. The DSL should prioritise keeping children safe but "be careful that 'over blocking' does not lead to unreasonable restrictions" (KCSIE 2021)
- Ensure the updated 2021 DfE guidance on Sexual Violence & Sexual Harassment Between Children in Schools & Colleges Guidance is followed throughout the school and that staff adopt a zero-tolerance, whole school approach to this, as well as to bullying.
- Facilitate training and advice for all staff, including supply teachers:
    - all staff must read KCSIE Part 1 and all those working with children Annex B – translations are available in 12 community languages at kcsietranslate.lgfl.net
    - 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.
    - it would also be advisable for all staff to be aware of Annex D (online safety)
    - cascade knowledge of risks and opportunities throughout the organisation
- Pay particular attention to **online tutors** this year, both those engaged by the school as part of the DfE scheme who can be asked to sign the contractor AUP, and those hired by parents - share the Online Tutors – Keeping Children Safe poster at parentsafe.lgfl.net to remind parents of key safeguarding principles

3.5 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

3.6 Parents/Carers

Key responsibilities:

- Read, sign and 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

3.7 Technician (Blue Box)

Key responsibilities:

- The school's ICT infrastructures are secure and not open to misuse or malicious attack.
- Monitoring software and antivirus software is implemented and updated

4. Schools Monitoring and Filtering Provider

Key responsibilities:

- To ensure all services are managed on behalf of the school in line with school policies, following data handling procedures as relevant
- Work closely with the DSL and DPO to ensure they understand who the nominated contacts are and what they can do / what data access they have, as well as the implications of all existing services and changes to settings that you might request – e.g. for YouTube restricted mode, internet filtering and monitoring settings, firewall port changes, pupil email settings, and sharing settings for any cloud services such as Microsoft Office 365 and Google G Suite.
- Ensure the DPO is aware of the GDPR information on the relationship between the school and LGfL at gdpr.lgfl.net

5. Volunteers and contractors

Key responsibilities:

- Read 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

Note that as per AUP agreement a contractor will never attempt to arrange any meeting, **including tutoring session,** without the full prior knowledge and approval of the school, and will never do so directly with a pupil. The same applies to any private/direct communication with a pupil

6. External Groups including parent associations

Key responsibilities:

- Any external individual/organisation will sign an acceptable use policy prior to using technology or the internet within school
- Support the school in promoting online safety and data protection
- 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

7. Education and Curriculum

Whilst regulation and technical solutions are very important, their use must be balanced by educating pupils to take a safe and responsible approach. The education of pupils in Online Safety is therefore an essential part of the school's Online Safety provision. Children need the help and support to recognise and mitigate risks and build their resilience online.

Online Safety will be part of a broad and balanced curriculum and staff will reinforce Online Safety messages. The Online Safety curriculum should be broad, relevant and provide progression, with opportunities for creative activities. This will be provided in the following ways:

- A planned Online Safety curriculum will be provided as part of PHSE / SRE / Computing and other lessons and should be regularly revisited.
- Key Online Safety messages will be reinforced as part of a planned programme of assemblies and PHSE activities, including promoting Safer Internet Day each year.
- Pupils will be taught in all lessons to be critically aware of the materials / content they access on-line and be guided to validate the accuracy of information.
- Pupils will be taught to acknowledge the source of information used and to respect copyright when using material accessed on the internet.
- We will discuss, remind or raise relevant Online Safety messages with pupils routinely wherever suitable opportunities arise during all lessons; including the need to protect personal information, consider the consequences their actions may have on others, the need to check the accuracy and validity of information they use and the need to respect and acknowledge ownership of digital materials.
- Any internet use will be carefully planned to ensure that it is age appropriate and supports the learning objectives for specific curriculum areas.
- Pupils will be taught how to use a range of age-appropriate online tools in a safe and effective way.
- We will remind pupils about their responsibilities through an end-user Acceptable Use Policy which they will sign/will be displayed throughout the school
- Staff will model safe and responsible behaviour in their own use of technology during lessons.
- It is accepted that from time to time, for good educational reasons, students may need to research topics (e.g. racism, drugs, discrimination) that would normally result in internet searches being blocked. In such a

situation, staff can request that SLT can instruct technical staff to temporarily or permanently remove those sites from the filtered list for the period of study. Any request to do so, should be auditable, with clear reasons for the need.

- In lessons where internet use is pre-planned, it is best practice that pupils should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches
- Where pupils are allowed to freely search the internet, staff should be vigilant in monitoring the content of the websites the young people visit.

• Pupils will be reminded of what to do if they come across unsuitable content.
• Pupils will be taught about the impact of online bullying and know how to seek help if they are affected by any form of bullying.
• Pupils will be made aware of where to report, seek advice or help if they experience problems when using the internet and related technologies; e.g. mother/father or carer, teacher or trusted staff member, or an organisation such as Childline or the CEOP report abuse button.

8. Handling online-safety concerns and incidents

It is vital that all staff recognise that online-safety is a part of safeguarding (as well as being a curriculum strand of Computing, PSHE/RSHE and Citizenship).

General concerns must be handled in the same way as any other safeguarding concern; safeguarding is often referred to as a jigsaw puzzle, so all stakeholders should err on the side of talking to the online-safety lead / designated safeguarding lead to contribute to the overall picture or highlight what might not yet be a problem.

Support staff will often have a unique insight and opportunity to find out about issues first in the playground, corridors, toilets and other communal areas outside the classroom (particularly relating to bullying and sexual harassment and violence).
School procedures for dealing with online-safety will be mostly detailed in the following policies (primarily in the first key document):

- Child Protection and Safeguarding Policy
- Peer Abuse Policy
- Anti-Bullying Policy
- Behaviour Policy
- Acceptable Use Policies
- Prevent Risk Assessment
- Data Protection Policy, agreements and other documentation (e.g. privacy statement and consent forms for data sharing, image use etc)

This school commits to take all reasonable precautions to ensure online safety, but recognises that incidents will occur both inside school and outside school (and that those from outside school will continue to impact pupils when they come into school or during extended periods away from school. All members of the school are encouraged to report issues swiftly to allow us to deal with them quickly and sensitively through the school's escalation processes.

Any suspected online risk or infringement should be reported to the online safety lead / designated safeguarding lead on the same day – where clearly urgent, it will be made by the end of the lesson.
Any concern/allegation about staff misuse is always referred directly to the Headteacher, unless the concern is about the Headteacher in which case the complaint is referred to the Chair of Governors and the LADO (Local Authority's Designated Officer). Staff may also use the NSPCC Whistleblowing Helpline (you may want to display a poster with details of this / other helplines in the staff room – see posters.lgfl.net and reporting.lgfl.net).

The school will actively seek support from other agencies as needed (i.e. the local authority, SCSP, UK Safer Internet Centre's Professionals' Online Safety Helpline (POSH), NCA CEOP, Prevent Officer, Police, IWF).
We will inform parents/carers of online-safety incidents involving their children, and the Police where staff or

pupils engage in or are subject to behaviour which we consider is particularly disturbing or breaks the law (particular procedures are in place for sexting and upskirting; see section below).
The school should evaluate whether reporting procedures are adequate for any future closures/lockdowns/isolation etc and make alternative provisions in advance where these might be needed.