



ONLINE SAFETY LEARNING POLICY

APPROVED BY GOVERNORS: October 2022 POLICY TO

BE REVIEWED: Annually

Nurturing life skills and celebrating achievement for today and tomorrow.

Mastering through a growth mindset approach so that we become confident risk takers with our learning.

Achieving through challenge so that everyone reaches their full potential, academically, emotionally, and socially.

Nurturing life skills so that we become independent, resilient, and self-assured learners.

Understanding and valuing others so that we become active and engaged citizens in our community. Developing a positive learning environment, which is safe, stimulating, enjoyable and supportive.

Engaging creativity and curiosity through purposeful and inspiring learning experiences so that all individuals are motivated to learn both in and out of school.

Nourishing healthy behaviour through physical activity, a balanced diet and positive thinking so that our wellbeing impacts on our happiness in everyday life.

The purpose of this policy is to:

- Ensuring 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.
- Ensure our school can equip pupils with the knowledge needed to make the best use of the internet and technology in a safe, considered, and respectful way, so that they are able to reap the benefits of the online world.
- Provide staff and volunteers with the overarching principles that guide our approach to online safety.
- Ensure that, as a school, we operate in line with our values and within the law in terms of how we use online devices.
- Ensure that we have a whole school approach that goes beyond teaching to include all aspects of school life, including culture, ethos, environment and partnerships with families and the community.

We understand the responsibility to educate our pupils in eSafety issues and as such, we will teach the appropriate behaviours and critical thinking to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom. We understand that pupils are growing up in an increasingly complex world and that they are living their lives seamlessly on and offline, which presents several positive and exciting opportunities, but also presents challenges and risks.

This policy applies to all staff, volunteers, governors, children, and young people, along with anyone else who is involved in school activities.

We believe that:

- Children and young people should never experience abuse of any kind.
- Children should be able to use the internet for education and personal development, but safeguards need to be in place to ensure they are always kept safe.

We recognise that:

- The online world provides everyone with many opportunities; however, it can also present risks and challenges.
- We have a duty to ensure that all children, young people and adults involved in our school are protected from potential harm online.
- We have a responsibility to help keep children and young people safe online, whether they are using the school's network and devices.
- All children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation, have the right to equal protection from all types of harm or abuse.
- We need to be aware that any pupil can be vulnerable online and that their vulnerability can fluctuate depending on their age, developmental stage and personal circumstance.
- We need to be aware that some pupils, for example looked after children and those with special educational needs may be more susceptible to online harm or may have less support from family and friends in staying safe online and may therefore need tailored support.
- Working in partnership with children, young people, their parents, carers, and other agencies is essential in promoting young people's welfare and in helping young people to be responsible in their approach to online safety.

We will seek to keep children and young people safe by:

- Providing opportunities within a range of curriculum areas to teach eSafety.
- Appointing an online safety coordinator.
- Providing clear and specific directions to staff and volunteers on how to behave online through our behaviour code for adults, including the use of mobile phones in school.
- Educating pupils on the dangers of technologies that may be encountered outside school.
- Addressing any eSafety concerns as and when they arise as part of the eSafety curriculum.
- Supporting and encouraging parents and carers to do what they can to keep their children safe online.

- Developing an online safety agreement for use with young people and their parents/carers.
- Developing clear and robust procedures to enable us to respond appropriately to any incident of inappropriate online behaviour, whether by an adult or a child's young person.

reviewing and updating the security of our information systems regularly

- Ensuring that user names, logins, email accounts and passwords are used effectively
- ensuring personal information about the adults and children who are involved in the school is held securely and shared only as appropriate and adhering to GDPR guidelines
- ensuring that images of children, young people and families are used only after their written permission has been obtained, and only for the purpose for which consent has been given
- providing supervision, support and training for staff and volunteers about online safety
- examining and risk assessing any social media platforms and new technologies before they are used within the school.
- pupils are not allowed mobile phones in school. If pupils bring mobile phone to school, they are to be brought to the school office at the start of the school day, where they will be kept securely and collected by the pupil at the end of the school day.

Curriculum Context

Our PSHE, Citizenship Education and Relationships Education curriculum complements the online work that is taught in our computing curriculum. Pupils are taught about online safety and harms. This includes learning about what positive, healthy and respectful online relationships look like, the effects of their online actions on others and knowing how to recognise and display respectful behaviour online.

Our computing curriculum covers the principles of online safety, with progression in the content to reflect the different and escalating risks that pupils face. We refer to the [Education for a Connected World Framework](#) for age specific advice about the online knowledge and skills that pupils should have the opportunity to develop at different stages of their lives. Please see the appendix for an overview of the progression of learning taught throughout the school, questions discussed and our eSafety rules.

If online abuse occurs, we will respond to it by:

- having clear and robust safeguarding procedures in place for responding to abuse (including online abuse)
- providing support and training for all staff and volunteers on dealing with all forms of abuse, including bullying/cyber bullying, emotional abuse, sexting, sexual abuse and sexual exploitation
- making sure our response takes the needs of the person experiencing abuse, any bystanders and our school as a whole into account
- reviewing the plan developed to address online abuse at regular intervals, in order to ensure that any problems have been resolved in the long term.

Harms and Risks

We will refer [Education for a Connected World](#) document for age specific advice on potential harms and risks – online relationships, privacy and security, online reputation and online bullying.

Resources for parents and carers

- School regular e-safety newsletters highlight key online tips and advice for parents.
- The school website hosts lots of useful eSafety information to support parents.
- Internet Safety workshops and webinars with The Two Johns.

Resources for pupils

- **BBC Own It** provides support for pupils to take control of their online life, including help and advice, skills and inspiration on topics such as friendships and bullying, safety and self-esteem. <https://www.bbc.com/ownit>
- **Childline** includes information for pupils on sexting, gaming, grooming, bullying, porn and relationships. <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/>
- **Thinkuknow** provides age appropriate animations and games to support with helping children keep safe online. <https://www.thinkuknow.co.uk/>

Related policies, procedures and documents

Child Protection policy

Procedures for responding to concerns about a child or young person's wellbeing
Dealing with allegations of abuse made against a child or

young person
Managing allegations against staff and volunteers

Code of conduct for staff and

volunteers
Anti-Bullying policy and

procedures
Behaviour policy

Photography and image sharing guidance

Remote Learning policy

Harmful Sexual Behaviour/Peer on Peer Abuse

Useful Links

[DfE Teaching online safety in school](#)

[Vulnerable Children in a Digital World](#)

[Children's online activities, risks and safety](#)

[STAR SEN Toolkit - Childnet](#)

Appendix i)

An overview of progression of learning taught through our Computing Curriculum.

Online safety: Year 1

Learning about online safety, including using useful tips to stay safe when online; how to manage feelings and emotions when someone or something has upset us online; learning about the responsibility we have as online users; exploring the idea of a 'digital footprint'

Online safety: Year 2

Learning about online safety, including: what happens to information when it is posted online; how to keep things safe and private online; who we should ask before sharing things online; describing different ways to ask for, give, or deny permission online

Online safety: Year 3

Learning about 'fake news' and the difference between fact, opinion and belief. Finding out how to deal with upsetting online content, including showing it to a trusted adult and speaking to an organisation. Discovering which devices share our personal information and why apps have privacy settings. Knowing how to protect our personal information on social media platforms

Online safety: Year 4

Searching for information within a wide group of technologies and making a judgement about the probable accuracy; learning how to recognise adverts and pop-ups; distinguishing fact from opinion online; recognising that technology can be distracting; being respectful to others online.

Online safety: Year 5

Learning how to alter application permissions; considering the positive and negative aspects of online communication; understanding that online information is not always factual; learning how to deal with online bullying; thinking about the effect that technology has on our health and wellbeing.

Online safety: Year 6

Learning to deal with issues online that can produce negative feelings and exploring ways to overcome this; learning about the impact and consequences of sharing information online; exploring how to develop a positive online reputation; combating and dealing with online bullying and managing personal passwords effectively.

Appendix ii)

An overview of questions used when exploring digital lifestyles in our PSHE curriculum.

Years 1 and 2

<p>Healthy & Safer Lifestyles Digital Lifestyles (TG Digital Lifestyles)</p> <ul style="list-style-type: none">• What are some examples of ways in which I use technology and the internet and what are the benefits?• What is meant by “identity” and how might someone’s identity online be different from their identity in the physical world?• What are some examples of online content or contact which might mean I feel unsafe, worried or upset?• What sort of information might I choose to put online and what do I need to consider before I do so?• When might I need to report something and how would I do this?• What sort of rules can help to keep us safer and healthier when using technology?• Who can help me if I have questions or concerns about what I experience online or about others’ online behaviour?	<ul style="list-style-type: none">• Decision making• Positive contributions• Evaluating content• Information storage & sharing• Mental & physical wellbeing• Responsibilities• Reporting
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Years 3/4

<p>Healthy & Safer Lifestyles Digital Lifestyles (TG Digital Lifestyles)</p> <ul style="list-style-type: none">• How might my use of technology change as I get older, and how can I make healthier and safer decisions?• How does my own and others’ online identity affect my decisions about communicating online?• How might people with similar likes & interests get together online?• Can I explain the difference between “liking” and “trusting” someone online?• What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact?• When looking at online content, what is the difference between opinions, beliefs and facts?• Why is it important to ration the time we spend using technology and/or online?• How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it?• Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making?	<ul style="list-style-type: none">• Benefits of technology• Being healthier & safer• Online identity• Online contact• Liking & trusting• Mental wellbeing• Reliability of online content• Age restrictions• Asking for help
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Years 5/6

<p>Healthy & Safer Lifestyles Digital Lifestyles (TG Digital Lifestyles)</p> <ul style="list-style-type: none">• What are some examples of how I use the internet, the services it offers, and how do I make decisions?• What are the principles for my contact and conduct online, including when I am anonymous?• How can I critically consider my online friendships, contacts and sources of information, and make positive contributions?• How might the media shape my ideas about various issues and how can I challenge or reject these?• Can I explain some ways in which information and data is shared and used online?• How can online content impact on me positively or negatively?• What are my responsibilities for my own and others’ mental and physical wellbeing online and how can I fulfil these?• What are some ways of reporting concerns and why is it important to persist in asking?• Can I identify, flag and report inappropriate content?	<ul style="list-style-type: none">• Decision making• Positive contributions• Evaluating content• Information storage & sharing• Mental & physical wellbeing• Responsibilities• Reporting
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Manuden Primary School – e Safety Rules

Pupil Agreement 2023

- I will only use ICT in school for school purposes.
- I will only use my school email address for school purposes.
- I will only open email attachments from people I know, or who my teacher has approved.
- I will only open and delete my own files.
- I will not tell other people my password and I will not give out details such as my name, phone number or address.
- I am aware of 'stranger danger' when online and will not agree to meet online friends.
- I will be respectful online and only use kind words.
- If I accidentally find anything inappropriate, I will tell an adult immediately.
- I know that my use of ICT can be checked and that my parent/carer will be contacted if a member of school staff is concerned about my safety.
- I know that I am not to trust everything that I see and read online, as it may not be true.
- I will manage my time when using ICT and will think about what is best for my wellbeing.
- I will respect that some websites are blocked for my safety, and I will not try to access them.
- I understand that there will be consequences if I am involved in inappropriate behaviour online.
- I will be responsible for my behaviour when using ICT because I know these rules are to keep me safe.

Key Stage One (Internet Safety Poster)

S
Speak to somebody if you need help

A
Ask an adult before going online

F
Friends are real people we know

E
Enjoy play, have fun and stay safe

Key Two (Internet Poster)

e-safety adviser

Stage Safety

Stay safe online

Quality First Education Trust

S

SHARE RESPONSIBLY
 We all love to share photographs, fun things we're doing and much more.
 Be careful what you share and always ask permission if somebody else is in the photo or video.

M

MANAGE YOUR PRIVACY
 If you're using apps that can communicate with others, turn on privacy.
 Only let people you really know follow you unless you've asked permission from your parents.

A

ASK for HELP
 Don't ever be worried about asking for help from someone you trust.
 You will NOT be judged.

R

RESPECT OTHERS
 Be kind.
 Other people may have different opinions from you.
 That's okay, but if they become abusive take screenshots, block and report and tell an adult.

T

THINK CRITICALLY
TRUST YOUR INSTINCT
 Is it true?
 Does that person really know me?
 Has that really happened?
 Always question!



Stay safe online





Pupil e-safety Contract

Please complete, sign, and return to the class teacher.

Pupil:

Class:

Pupil Agreement

I have read/or been read and I understand the pupil e-safety agreement and will abide by the rules which are designed to keep both myself and the school safe.

Signed:

Date:

Parent Consent

I have read and understand the e-safety agreement and give permission for my child to access the internet at school for learning purposes.

I will encourage my child to abide by these rules. Children will receive advice on e-safety at school, advice for parents is available at <https://www.thinkuknow.co.uk/parents/> or by contacting the school.

I understand that the school will take reasonable precautions to ensure pupils cannot access inappropriate materials. I will encourage my child to adopt safe use of the internet and digital technologies at home and will inform the school if I have concerns over my child's e-safety.

For safeguarding purposes, I will ensure that any pictures taken during school events that include other children will not be shared using social media.

Signed:

Date:

Please print name: