Aintree Davenhill Primary School

Online Safety Policy

Approved by the Headteacher

July 2025

Review date June 2026

Statement of Intent

Information and Communications Technology (ICT) in the 21st Century is seen as an essential resource to support learning and teaching, as well as playing an important role in the everyday lives of children, young people and adults. Consequently, schools need to build in the use of these technologies in order to arm our young people with the skills to access life-long learning and employment.

ICT covers a wide range of resources including web-based and mobile learning. It is also important to recognise the constant and fast-paced evolution of ICT within our society as a whole. Currently, the internet technologies children and young people are using both inside and outside of the classroom include:

- Websites
- Apps
- Learning platforms and virtual learning environments
- E-mail, Instant Messaging and Chat rooms
- Social media, including Facebook, Instagram and Twitter
- Mobile/smart phones with text, video and/or web functionality
- Other mobile devices including tablets and gaming devices
- Online Games
- Learning Platforms and Virtual Learning Environments
- Blogs and Wikis
- Podcasting
- Video sharing
- Downloading
- On Demand TV and video, movies and radio / Smart TVs
- Artificial Intelligence

Statement of intent

Aintree Davenhill understands that using online services is an important aspect of raising educational standards, promoting pupil achievement, and enhancing teaching and learning. The use of online services is embedded throughout the school; therefore, there are a number of controls in place to ensure the safety of pupils and staff.

The breadth of issues classified within online safety is considerable, but they can be categorised into four areas of risk:

- **Content**: Being exposed to illegal, inappropriate or harmful material, e.g. pornography, fake news, self-harm and suicide, and discriminatory or extremist views.
- **Contact**: Being subjected to harmful online interaction with other users, e.g. peer pressure, commercial advertising, and adults posing as children or young adults with the intention to groom or exploit children.
- **Conduct**: Personal online behaviour that increases the likelihood of, or causes, harm, e.g. sending and receiving explicit messages, and cyberbullying.
- **Commerce**: Risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

The measures implemented to protect pupils and staff revolve around these areas of risk. Our school has created this policy with the aim of ensuring appropriate and safe use of the internet and other digital technology devices by all pupils and staff.

Whilst exciting and beneficial both in and out of the context of education, much ICT, particularly web-based resources, are not consistently policed. All users need to be aware of the range of risks associated with the use of these Internet technologies and that some have minimum age requirements (13 years in most cases).

Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Voyeurism (Offences) Act 2019
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2025) 'Filtering and monitoring standards for schools and colleges'
- DfE (2021) 'Harmful online challenges and online hoaxes'
- DfE (2025) 'Keeping children safe in education 2025' (KCSIE)
- DfE (2023) 'Teaching online safety in school'
- DfE (2022) 'Searching, screening and confiscation'
- DfE (2025) 'Generative artificial intelligence in education'
- Department for Digital, Culture, Media and Sport and UK Council for Internet Safety (2024) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024)'
- UK Council for Child Internet Safety (2020) 'Education for a Connected World – 2020 edition'
- National Cyber Security Centre (2018) 'Small Business Guide: Cyber Security'

This policy operates in conjunction with the following school policies:

- Social Media Policy
- Social Media Conduct for Parents Policy
- Allegations of Abuse Against Staff Policy
- Acceptable Use Agreements (AUP)
- Computing Policy
- Cyber-Security Policy
- Cyber Response and Recovery Plan
- Data Protection Policy
- Child Protection and Safeguarding Policy
- Child-on-child Abuse Policy
- Anti-Bullying Policy
- PSHE Policy
- RSE and Health Education Policy
- Staff Code of Conduct
- Parent Code of Conduct
- Relationship Policy

- Disciplinary Policy and Procedures
- Confidentiality Policy
- Photography and Images Policy
- Prevent Duty Policy
- Remote Learning Policy
- **Safe Use of AI Policy**

Roles and Responsibilities

The governing board is responsible for:

- Ensuring that this policy is effective and complies with relevant laws and statutory guidance
- Ensuring the DSL's remit covers online safety
- Reviewing this policy on an annual basis
- Ensuring their own knowledge of online safety issues is up-to-date
- Ensuring all staff undergo safeguarding and child protection training (including online safety) at induction
- Ensuring that there are appropriate filtering and monitoring systems in place
- Ensuring that all relevant school policies have an effective approach to planning for, and responding to, online challenges and hoaxes embedded within them.

The Headteacher is responsible for:

- Ensuring that online safety is a running and interrelated theme throughout the school's policies and procedures, including in those related to the curriculum, teacher training and safeguarding.
- Supporting the DSL and any deputies by ensuring they have enough time and resources to carry out their responsibilities in relation to online safety.
- Ensuring staff receive regular, up-to-date and appropriate online safety training and information as part of their induction and safeguarding training.
- Ensuring online safety practices are audited and evaluated.
- Supporting staff to ensure that online safety is embedded throughout the curriculum so that all pupils can develop an appropriate understanding of online safety.
- Organising engagement with parents to keep them up-to-date with current online safety issues and how the school is keeping pupils safe.
- Working with the DSL and governing board to update this policy on an annual basis.
- Identifying and assigning roles and responsibilities to manage the school's filtering and monitoring systems.

The DSL is responsible for:

- Taking the lead responsibility for online safety in the school.
- Acting as the named point of contact within the school on all online safeguarding issues.
- Undertaking training so they understand the risks associated with online safety and can recognise additional risks that pupils with SEND face online.
- Liaising with relevant members of staff on online safety matters, e.g. the SENDCO and ICT technicians.

- Ensuring online safety is recognised as part of the school's safeguarding responsibilities and that a coordinated approach is implemented.
- Ensuring safeguarding is considered in the school's approach to remote learning.
- Ensuring appropriate referrals are made to external agencies, as required.
- Staying up-to-date with current research, legislation and online trends.
- Coordinating the school's participation in local and national online safety events, e.g. Safer Internet Day.
- Establishing a procedure for reporting online safety incidents and inappropriate internet use, both by pupils and staff and ensuring all members of the school community understand this procedure.
- Understanding the filtering and monitoring processes in place at the school.
- Providing specialist knowledge in relation to filtering system management, e.g. the content and websites pupils should and should not be able to access.
- Maintaining records of reported online safety concerns as well as the actions taken in response to concerns.
- Monitoring online safety incidents to identify trends and any gaps in the school's provision, and using this data to update the school's procedures.
- Reporting to the governing board about online safety.
- Working with the Headteacher and governing board to update this policy on an annual basis.

The ICT technicians are responsible for:

- Providing technical support in the development and implementation of the school's online safety policies and procedures.
- Implementing appropriate security measures as directed by the Computing Leads and Headteacher.
- Ensuring that the school's filtering and monitoring systems are updated as appropriate.
- Providing specialist support in relation to the implementation of filtering and monitoring software.

All staff members are responsible for:

- Taking responsibility for the security of ICT systems and electronic data they use or have access to.
- Modelling good online behaviours.
- Maintaining a professional level of conduct in their personal use of technology.
- Having an awareness of online safety issues.
- Ensuring they are familiar with, and understand, the indicators that pupils may be unsafe online.
- Reporting concerns in line with the school's reporting procedure.
- Where relevant to their role, ensuring online safety is embedded in their teaching of the curriculum.

Pupils are responsible for:

- Adhering to this policy, the Acceptable Use Agreement and other relevant policies.
- Seeking help from school staff if they are concerned about something they or a peer has experienced online.
- Reporting online safety incidents and concerns in line with the procedures within this policy.

Managing online safety

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues affecting young people, particularly owing to the rise of social media and the increased prevalence of children using the internet.

The DSL has overall responsibility for the school's approach to online safety, with support from deputies and the Headteacher where appropriate, and will ensure that there are strong processes in place to handle any concerns about pupils' safety online. The DSL should liaise with the police or children's social care services for support responding to harmful online sexual behaviour.

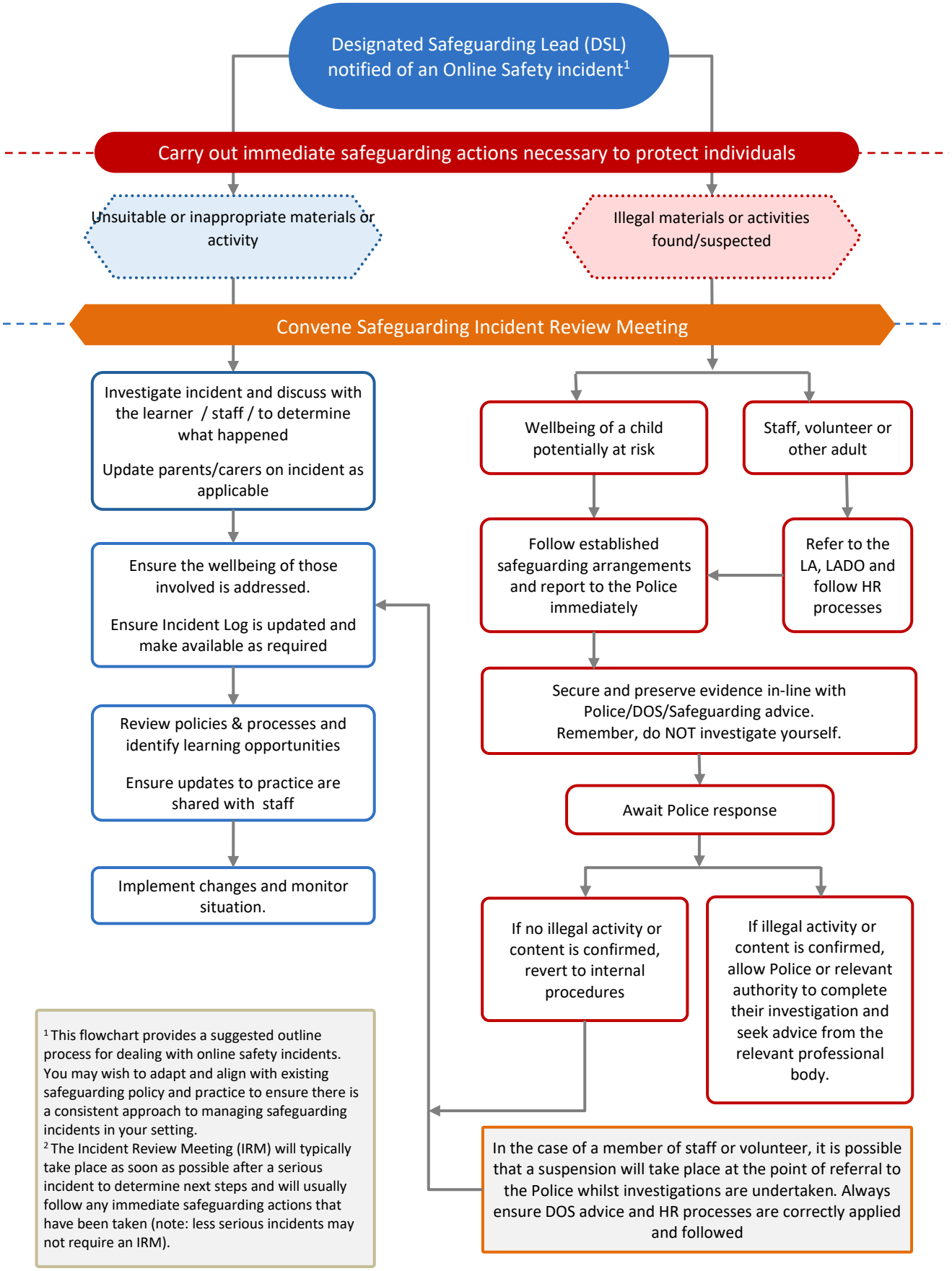
The importance of online safety is integrated across all school operations in the following ways:

- Staff and governors receive regular training
- Staff receive regular email updates regarding online safety information and any changes to online safety guidance or legislation
- Online safety is integrated into learning throughout the curriculum
- Assemblies are conducted regularly on the topic of remaining safe online

Handling online safety concerns

- Any disclosures made by pupils to staff members about online abuse, harassment or exploitation, whether they are the victim or disclosing on behalf of another child, will be handled in line with the Child Protection and Safeguarding Policy.
- Staff will be aware that harmful online sexual behaviour can progress on a continuum, and appropriate and early intervention can prevent abusive behaviour in the future. Staff will also acknowledge that pupils displaying this type of behaviour are often victims of abuse themselves and should be suitably supported.
- The victim of online harmful sexual behaviour may ask for no one to be told about the abuse. The DSL will consider whether sharing details of the abuse would put the victim in a more harmful position, or whether it is necessary in order to protect them from further harm. Ultimately the DSL will balance the victim's wishes against their duty to protect the victim and other young people. The DSL and other appropriate staff members will meet with the victim's parents to discuss the safeguarding measures that are being put in place to support their child and how the report will progress.
- Confidentiality will not be promised, and information may be still shared lawfully, for example, if the DSL decides that there is a legal basis under UK GDPR such as the public task basis whereby it is in the public interest to share the information. If the decision is made to report abuse to children's social care or the police against the victim's wishes, this must be handled extremely carefully – the reasons for sharing the information should be explained to the victim and appropriate specialised support should be offered.
- Concerns regarding a staff member's online behaviour are reported to the Headteacher, who decides on the best course of action in line with the relevant policies. If the concern is about the Headteacher, it is reported to the chair of governors.
- Concerns regarding a pupil's online behaviour are reported to the DSL, who investigates concerns with relevant staff members, e.g. the Headteacher and ICT technicians, and manages concerns in accordance with relevant policies depending on their nature, e.g. the Behaviour Policy and Child Protection and Safeguarding Policy.
- Where there is a concern that illegal activity has taken place, the Headteacher contacts the police.
- The school avoids unnecessarily criminalising pupils, e.g. calling the police, where criminal behaviour is thought to be inadvertent and as a result of ignorance or normal developmental curiosity, e.g. a pupil has taken and distributed indecent imagery of themselves. The DSL will decide in which cases this response is appropriate and will manage such cases in line with the Child Protection and Safeguarding Policy.

- All security breaches, lost/stolen equipment or data (including remote access and Secure ID badges), virus notifications, unsolicited e-mails, misuse or unauthorised use of ICT and all other policy non-compliance must be to the School Business Manager.
- All online safety incidents and complaints and the school's response are recorded by the DSL using CPOMS under the category of Online Incident. This is a good way of monitoring what is happening and identify trends or specific concerns.



[1] This flowchart provides a suggested outline process for dealing with online safety incidents. You may wish to adapt and align with existing safeguarding policy and practice to ensure there is a consistent approach to managing safeguarding incidents in your setting.
[2] The Incident Review Meeting (IRM) will typically take place as soon as possible after a serious incident to determine next steps and will usually follow any immediate safeguarding actions that have been taken (note: less serious incidents may not require an IRM).

Cyberbullying

Cyberbullying can include, but is not limited to, the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips sent via mobile phone cameras
- Silent or abusive phone calls or using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook
- Abuse between young people in intimate relationships online i.e. teenage relationship abuse
- Discriminatory bullying online i.e. homophobia, racism, misogyny/misandry.

The school will be aware that certain pupils can be more at risk of abuse and/or bullying online, such as LGBTQ+ pupils and pupils with SEND.

Cyberbullying against pupils or staff is not tolerated under any circumstances. Incidents of cyberbullying are dealt with quickly and effectively wherever they occur in line with the Anti-bullying Policy.

Child-on-child sexual abuse and harassment

Pupils may also use the internet and technology as a vehicle for sexual abuse and harassment. Staff will understand that this abuse can occur both in and outside of school, off and online, and will remain aware that pupils are less likely to report concerning online sexual behaviours, particularly if they are using websites that they know adults will consider to be inappropriate for their age.

The following are examples of online harmful sexual behaviour of which staff will be expected to be aware:

- Threatening, facilitating or encouraging sexual violence
- Up skirting, i.e. taking a picture underneath a person's clothing without consent and with the intention of viewing their genitals, breasts or buttocks
- Sexualised online bullying, e.g. sexual jokes or taunts
- Unwanted and unsolicited sexual comments and messages
- Consensual or non-consensual sharing of sexualised imagery
- Abuse between young people in intimate relationships online, i.e. teenage relationship abuse

All staff will be aware of and promote a zero-tolerance approach to sexually harassing or abusive behaviour, and any attempts to pass such behaviour off as trivial or harmless. Staff will be aware that allowing such behaviour could lead to a school culture that normalises abuse and leads to pupils becoming less likely to report such conduct.

Staff will be aware that creating, possessing, and distributing indecent imagery of other children, i.e. individuals under the age of 18, is a criminal offence, even where the imagery is created, possessed, and distributed with the permission of the child depicted, or by the child themselves.

The school will be aware that interactions between the victim of online harmful sexual behaviour and the alleged perpetrator(s) are likely to occur over social media following the initial report, as well as interactions with other pupils taking "sides", often leading to repeat harassment. The school will respond to these incidents in line with the Child-on-child Abuse Policy and the Social Media Policy.

The school will respond to all concerns regarding online child-on-child sexual abuse and harassment, regardless of whether the incident took place on the school premises or using school-owned equipment. Concerns regarding online

child-on-child abuse will be reported to the DSL, who will investigate the matter in line with the Child-on-child Abuse Policy and the Child Protection and Safeguarding Policy.

Grooming and exploitation

Grooming is defined as the situation whereby an adult builds a relationship, trust and emotional connection with a child with the intention of manipulating, exploiting and/or abusing them.

Staff will be aware that grooming often takes place online and that pupils who are being groomed are commonly unlikely to report this behaviour for many reasons, e.g. the pupil may have been manipulated into feeling a strong bond with their groomer and may have feelings of loyalty, admiration, or love, as well as fear, distress and confusion.

Due to the fact pupils are less likely to report grooming than other online offences, it is particularly important that staff understand the indicators of this type of abuse. The DSL will ensure that online safety training covers online abuse, the importance of looking for signs of grooming, and what the signs of online grooming are, including:

- Being secretive about how they are spending their time online.
- Having an older boyfriend or girlfriend, usually one that does not attend the school and whom their close friends have not met.
- Having money or new possessions, e.g. clothes and technological devices that they cannot or will not explain.

Child sexual exploitation (CSE) and child criminal exploitation (CCE)

Although CSE often involves physical sexual abuse or violence, online elements may be prevalent, e.g. sexual coercion and encouraging children to behave in sexually inappropriate ways through the internet. In some cases, a pupil may be groomed online to become involved in a wider network of exploitation, e.g. the production of child pornography or forced child prostitution and sexual trafficking.

CCE is a form of exploitation in which children are forced or manipulated into committing crimes for the benefit of their abuser, e.g. drug transporting, shoplifting and serious violence. While these crimes often take place in person, it is increasingly common for children to be groomed and manipulated into participating through the internet.

Where staff have any concerns about pupils with relation to CSE or CCE, they will bring these concerns to the DSL without delay, who will manage the situation in line with the Child Protection and Safeguarding Policy.

Radicalisation

Radicalisation is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. This process can occur through direct recruitment, e.g. individuals in extremist groups identifying, targeting and contacting young people with the intention of involving them in terrorist activity, or by exposure to violent ideological propaganda. Children who are targets for radicalisation are likely to be groomed by extremists online to the extent that they believe the extremist has their best interests at heart, making them more likely to adopt the same radical ideology.

Staff members will be aware of the factors which can place certain pupils at increased vulnerability to radicalisation, as outlined in the Prevent Duty Policy. Staff will be expected to exercise vigilance towards any pupils displaying indicators that they have been, or are being, radicalised.

Where staff have a concern about a pupil relating to radicalisation, they will report this to the DSL without delay, who will handle the situation in line with the Prevent Duty Policy.

Mental health

Staff will be aware that online activity both in and outside of school can have a substantial impact on a pupil's mental state, both positively and negatively. The DSL will ensure that training is available to help ensure that staff members

understand popular social media sites and terminology, the ways in which social media and the internet in general can impact mental health, and the indicators that a pupil is suffering from challenges in their mental health. Concerns about the mental health of a pupil will be dealt with in line with the Social, Emotional and Mental Health (SEMH) Policy.

Online hoaxes and harmful online challenges

For the purposes of this policy, an **"online hoax"** is defined as a deliberate lie designed to seem truthful, normally one that is intended to scaremonger or to distress individuals who come across it, spread on online social media platforms.

For the purposes of this policy, **"harmful online challenges"** refers to challenges that are targeted at young people and generally involve users recording themselves participating in an online challenge, distributing the video through social media channels and daring others to do the same. Although many online challenges are harmless, an online challenge becomes harmful when it could potentially put the participant at risk of harm, either directly as a result of partaking in the challenge itself or indirectly as a result of the distribution of the video online – the latter will usually depend on the age of the pupil and the way in which they are depicted in the video.

Where staff suspect there may be a harmful online challenge or online hoax circulating amongst pupils in the school, they will report this to the DSL immediately.

The DSL will conduct a case-by-case assessment for any harmful online content brought to their attention, establishing the scale and nature of the possible risk to pupils, and whether the risk is one that is localised to the school or the local area, or whether it extends more widely across the country. Where the harmful content is prevalent mainly in the local area, the DSL will consult with the LA about whether quick local action can prevent the hoax or challenge from spreading more widely.

Prior to deciding how to respond to a harmful online challenge or hoax, the DSL and the Headteacher will decide whether each proposed response is:

- In line with any advice received from a known, reliable source, e.g. the UK Safer Internet Centre, when fact-checking the risk of online challenges or hoaxes.
- Careful to avoid needlessly scaring or distressing pupils.
- Not inadvertently encouraging pupils to view the hoax or challenge where they would not have otherwise come across it, e.g. where content is explained to younger pupils but is almost exclusively being shared amongst older pupils.
- Proportional to the actual or perceived risk.
- Helpful to the pupils who are, or are perceived to be, at risk.
- Appropriate for the relevant pupils' age and developmental stage.
- Supportive.
- In line with the Child Protection and Safeguarding Policy.

Where the DSL's assessment finds an online challenge to be putting pupils at risk of harm, they will ensure that the challenge is directly addressed to the relevant pupils, e.g. those within a particular age range that is directly affected or individual pupils at risk where appropriate.

The DSL and Headteacher will only implement a school-wide approach to highlighting potential harms of a hoax or challenge when the risk of needlessly increasing pupils' exposure to the risk is considered and mitigated as far as possible.

Cyber-crime

Cyber-crime is criminal activity committed using computers and/or the internet. There are two key categories of cyber-crime:

- **Cyber-enabled** – these crimes can be carried out offline; however, are made easier and can be conducted at higher scales and speeds online, e.g. fraud, purchasing and selling of illegal drugs, and sexual abuse and exploitation.
- **Cyber-dependent** – these crimes can only be carried out online or by using a computer, e.g. making, supplying or obtaining malware, illegal hacking, and 'booting', which means overwhelming a network, computer or website with internet traffic to render it unavailable.

The school will factor into its approach to online safety the risk that pupils with a particular affinity or skill in technology may become involved, whether deliberately or inadvertently, in cyber-crime. Where there are any concerns about a pupil's use of technology and their intentions with regard to using their skill and affinity towards it, the DSL will consider a referral to the Cyber Choices programme, which aims to intervene where children are at risk of committing cyber-crime and divert them to a more positive use of their skills and interests.

The DSL and Headteacher will ensure that pupils are taught, throughout the curriculum, how to use technology safely, responsibly and lawfully.

Online safety training for staff

The DSL ensures that all safeguarding training given to staff includes elements of online safety, including how the internet can facilitate abuse and exploitation. All staff will be made aware that pupils are at risk of abuse, by their peers and by adults, online as well as in person, and that, often, abuse will take place concurrently via online channels and in daily life.

- Staff receive regular information and training on online safety issues in the form of staff meetings and regularly liaising with the ICT team.
- The DSL and any deputies undergo training to provide them with the knowledge and skills they need to carry out their role, this includes online safety training. This training is updated every two years.
- New staff receive information on the school's Acceptable Use Agreement as part of their induction.
- All staff have been made aware of individual responsibilities relating to the safeguarding of children and the safeguarding of children within the context of online safety and know what to do in the event of misuse of technology by any member of the school community (see attached flowchart).
- All staff are expected to incorporate online safety activities and awareness within their teaching of ICT and PSHE.
- The DSL acts as the first point of contact for staff requiring advice about online safety.

Online safety and the curriculum

Online safety is embedded throughout the curriculum; however, it is particularly addressed in the following subjects:

- Relationships and health education
- PSHE
- ICT

Online safety teaching is always appropriate to pupils' ages and developmental stages.

Pupils are taught the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform or app they are using. The underpinning knowledge and behaviours pupils learn through the curriculum include the following:

- How to evaluate what they see online
- How to recognise techniques used for persuasion
- Acceptable and unacceptable online behaviour
- How to identify online risks
- How and when to seek support

- Knowledge and behaviours that are covered in the government's online media literacy strategy

The online risks pupils may face online are always considered when developing the curriculum. The risks that are considered and how they are covered in the curriculum can be found in appendix A of this policy.

The DSL will be involved with the development of the school's online safety curriculum. Pupils will be consulted on the online safety curriculum, where appropriate, due to their unique knowledge of the kinds of websites they and their peers frequent and the kinds of behaviours in which they engage online.

Educating pupils about the online risks that they may encounter outside school is done informally when opportunities arise and as part of the online safety curriculum.

Pupils are taught about copyright, respecting other people's information, safe use of images and other important areas through discussion, modelling and appropriate activities.

Pupils are aware of the impact of cyberbullying and know how to seek help if they are affected by any form of online bullying.

Pupils are also aware of where to seek advice or help if they experience problems when using the internet and related technologies; i.e. parent/carer, teacher/trusted staff member, or an organisation such as Childline or CEOP report abuse button.

Pupils are taught to critically evaluate materials and learn good searching skills through cross curricular teacher models, discussions and via the ICT curriculum.

Relevant members of staff, e.g. the SENCO and designated teacher for LAC, will work together to ensure the curriculum is tailored so that pupils who may be more vulnerable to online harms, e.g. pupils with SEND and LAC, receive the information and support they need.

The school will also endeavour to take a more personalised or contextualised approach to teaching about online safety for more susceptible children, and in response to instances of harmful online behaviour from pupils.

Class teachers ensure that any internet-derived materials are used in line with copyright law.

Class teachers will review external resources prior to using them for the online safety curriculum, to ensure they are appropriate for the cohort of pupils.

External visitors may be invited into school to help with the delivery of certain aspects of the online safety curriculum. The Headteacher and DSL will decide when it is appropriate to invite external groups into school and ensure the visitors selected are appropriate.

Before conducting a lesson or activity on online safety, the class teacher and DSL will consider the topic that is being covered and the potential that pupils in the class have suffered or may be suffering from online abuse or harm in this way. The DSL will advise the staff member on how to best support any pupil who may be especially impacted by a lesson or activity. Lessons and activities will be planned carefully so they do not draw attention to a pupil who is being or has been abused or harmed online, to avoid publicising the abuse.

During an online safety lesson or activity, the class teacher will ensure a safe environment is maintained in which pupils feel comfortable to say what they feel and ask questions, and are not worried about getting into trouble or being judged.

If a staff member is concerned about anything pupils raise during online safety lessons and activities, they will make a report in line with the Child Protection and Safeguarding Policy.

If a pupil makes a disclosure to a member of staff regarding online abuse following a lesson or activity, the staff member will follow the reporting procedure outlined in the Child Protection and Safeguarding Policy.

Use of technology in the classroom

A wide range of technology will be used during lessons, including the following:

- Computers
- Laptops
- Tablets
- Internet
- Email

Prior to using any websites, tools, apps or other online platforms in the classroom, or recommending that pupils use these platforms at home, the class teacher will review and evaluate the resource. Class teachers will ensure that any internet-derived materials are used in line with copyright law.

Pupils will be supervised when using online materials during lesson time – this supervision is suitable to their age and ability.

Use of smart technology

While the school recognises that the use of smart technology can have educational benefits, there are also a variety of associated risks which the school will ensure it manages.

Pupils will be educated on the acceptable and appropriate use of personal devices and will use technology in line with the school's Technology Acceptable Use Agreement for Pupils.

Staff will use all smart technology and personal technology in line with the school's Staff ICT Acceptable Use Policy.

The school recognises that pupils' unlimited and unrestricted access to the internet via mobile phone networks means that some pupils may use the internet in a way which breaches the school's acceptable use of ICT agreement for pupils.

Inappropriate use of smart technology may include:

- Using mobile and smart technology to sexually harass, bully, troll or intimidate peers.
- Sharing indecent images, both consensually and non-consensually.
- Viewing and sharing pornography and other harmful content.

Pupils will not be permitted to use personal smart devices or any other personal technology whilst on the school premises.

The school will hold assemblies, where appropriate, which address any specific concerns related to the misuse of smart technology and outline the importance of using smart technology in an appropriate manner.

The school will seek to ensure that it is kept up to date with the latest devices, platforms, apps, trends and related threats.

The school will consider the 4Cs (content, contact, conduct and commerce) when educating pupils about the risks involved with the inappropriate use of smart technology and enforcing the appropriate disciplinary measures.

Educating parents

The school will work in partnership with parents to ensure pupils stay safe online at school and at home. Parents will be provided with information about the school's approach to online safety and their role in protecting their children.

A copy of the Pupil and Parent Acceptable Use Agreement will be shared with parents at **the beginning of each academic year** and parents are encouraged to go through this with their child to ensure their child understands the document and the implications of not following it.

Parents will be made aware of the various ways in which their children may be at risk online, including, but not limited to:

- Child sexual abuse, including grooming.
- Exposure to radicalising content.
- Sharing of indecent imagery of pupils, e.g. sexting.
- Cyberbullying.
- Exposure to age-inappropriate content, e.g. pornography.
- Exposure to harmful content, e.g. content that encourages self-destructive behaviour.

Parents will be informed of the ways in which they can prevent their child from accessing harmful content at home, e.g. by implementing parental controls to block age-inappropriate content.

Parental awareness regarding how they can support their children to be safe online will be raised in the following ways:

- Parents' evenings
- Parent online safety drop-in sessions (half-termly)
- Monthly Newsletters
- Online resources shared on the School Story (Class Dojo)
- Parents/carers are asked to discuss the Acceptable Use Agreement with their child and both parent and child are to sign the agreement.
- Parents/carers are required to decide as to whether they consent to images of their child being taken/used in the public domain, e.g. on the school website or Facebook page.

The school disseminates information to parents relating to online safety where appropriate in the form of:

- Posts on the School Story (Class Dojo)
- Online safety workshops
- Posters
- School Website
- School Facebook page
- Newsletter items
- Letters and leaflets

Internet access

Pupils, staff and other members of the school community (including visitors / contractors) will only be granted access to the school's internet network once they have read and signed the appropriate Acceptable Use Agreement.

The Internet is an open communication medium, available to everyone, at all times. Anyone can view information, send messages, discuss ideas and publish material which makes it both an invaluable resource for education, business and social interaction, as well as a potential risk to young and vulnerable people.

Managing the Internet

- The school provides pupils with supervised access to Internet resources, where reasonable, through the school's fixed and mobile Internet connectivity.
- Staff will preview any recommended sites, online services, software and apps before use.

- Searching for images through open search engines is discouraged when working with pupils. Staff should try to use sites such as http://www.bbc.co.uk/cbbc/find/.
- If Internet research is set for homework, specific sites will be suggested that have previously been checked by the teacher. It is advised that parents recheck these sites and supervise this work. Parents will be advised to supervise any further research.
- All users must observe software copyright at all times. It is illegal to copy or distribute school software or illegal software from other sources.
- All users must observe copyright of materials from electronic resources.

Internet Use

- Staff members should not reveal names of colleagues, pupils, others or any other confidential information acquired through their job on any social networking site or other online application.

It is at the Headteacher's discretion as to what internet activities are permissible for staff and pupils and how this is disseminated.

Filtering and monitoring online activity

The governing board will ensure the school's ICT network has appropriate filters and monitoring systems in place. The governing board will ensure 'over blocking' does not lead to unreasonable restrictions as to what pupils can be taught with regards to online teaching and safeguarding.

The Headteacher and ICT technicians will undertake a risk assessment to determine what filtering and monitoring systems are required. The filtering and monitoring systems will be scaled appropriately to meet the safeguarding needs of all pupils. ICT technicians will undertake regular checks on the filtering and monitoring systems to ensure they are effective and appropriate.

Requests regarding making changes to the filtering system will be directed to the Headteacher. Prior to making any changes to the filtering system, ICT technicians and the DSL will conduct a risk assessment. Any changes made to the system will be recorded by ICT technicians. Reports of inappropriate websites or materials will be made to an ICT technician immediately, who will investigate the matter and makes any necessary changes.

Deliberate breaches of the filtering system will be reported to the DSL and ICT technicians, who will escalate the matter appropriately. If a pupil has deliberately breached the filtering system, they will be disciplined in line with the Behaviour Policy. If a member of staff has deliberately breached the filtering system, they will be disciplined in line with the Disciplinary Policy and Procedure.

If material that is believed to be illegal is accessed, inadvertently or deliberately, this material will be reported to the appropriate agency immediately, e.g. the Internet Watch Foundation (IWF), CEOP and/or the police.

The school's network and school-owned devices will be appropriately monitored. All users of the network and school-owned devices will be informed about how and why they are monitored. Concerns identified through monitoring will be reported to the DSL who will manage the situation in line with the Child Protection and Safeguarding Policy.

Cyber Security

- the school has reviewed the DfE Cyber security standards for schools and colleges and is working toward meeting these standards
- the school will conduct a cyber-risk assessment annually and review each term
- the school, (*in partnership with Agilisys),* has identified the most critical parts of the school's digital and technology services and sought assurance about their cyber security
- the school has an effective backup and restoration plan in place in the event of cyber attacks
- the school's governance and IT policies reflect the importance of good cyber security

- staff and Governors receive training on the common cyber security threats and incidents that schools experience
- the school's education programmes include cyber awareness for learners
- the school has a business continuity and incident management plan in place
- there are processes in place for the reporting of cyber incidents. All students and staff have a responsibility to report cyber risk or a potential incident or attack, understand how to do this feel safe and comfortable to do so.

Infrastructure

Sefton Council has a monitoring solution where web-based activity is monitored and recorded.

- School Internet access is controlled through the LA's web filtering service.
- Aintree Davenhill is aware of its responsibility when monitoring staff communication under current legislation and takes into account; the Data Protection Act 1998, the Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000, Regulation of Investigatory Powers Act 2000, Human Rights Act 1998.
- Staff and pupils are aware that school based e-mail and Internet activity can be monitored and explored further if required.
- The school does not allow pupils access to internet logs.
- The school uses management control tools for controlling and monitoring workstations.
- If staff or pupils discover an unsuitable site, the screen must be switched off/closed and the incident reported immediately to the Headteacher (Online safety Coordinator) or ICT team. This will then be reported to Sefton ICT support services or the police.
- It is the responsibility of the school, by delegation to the network manager, to ensure that anti-virus protection is installed and kept up-to-date on all school machines.
- Pupils and staff are not permitted to download programs or files on school based technologies without seeking prior permission from the Headteacher/technician/ICT team.
- If there are any issues related to viruses or anti-virus software, the network manager should be informed.

Network security

Technical security features, such as anti-virus software, will be kept up-to-date and managed by ICT technicians. Firewalls will be switched on at all times. ICT technicians will review the firewalls on a **weekly** basis to ensure they are running correctly, and to carry out any required updates.

Staff and pupils will be advised not to download unapproved software or open unfamiliar email attachments, and will be expected to report all malware and virus attacks to ICT technicians.

All members of staff will have their own unique usernames and private passwords to access the school's systems. Pupils in KS1 and above will be provided with their own unique username and private passwords. Staff members and pupils will be responsible for keeping their passwords private. Passwords will have a minimum and maximum length and require a mixture of letters, numbers and symbols to ensure they are as secure as possible. Staff passwords should be changed every 6-8 weeks.

Users will inform ICT technicians if they forget their login details, who will arrange for the user to access the systems under different login details. Users will not be permitted to share their login details with others and will not be allowed to log in as another user at any time. If a user is found to be sharing their login details or otherwise mistreating the password system, the Headteacher will be informed and will decide the necessary action to take.

Users will be required to lock access to devices and systems when they are not in use.

Passwords and Password Security

Passwords

- Staff should always use their own personal passwords.
- Staff should enter personal passwords each time they logon. (Do not include passwords in any automated logon procedures.)
- Staff should change temporary passwords at first logon.
- Members of staff are to change passwords whenever there is any indication of possible system or password compromise.
- Staff should not record passwords or encryption keys on paper or in an unprotected file.
- **Staff should only disclose a personal password to authorised ICT support staff when necessary, and never to anyone else**. Ensure that all personal passwords that have been disclosed are changed once the requirement is finished.
- **No member of staff should tell a child or colleague a password.**
- **If a member of staff is aware of a breach of security with a password or account inform Mrs Williams immediately.**
- Passwords should contain a mixture of upper and lowercase letters, numbers and symbols. If it is thought that a password may have been compromised or someone else has become aware of a password, report this to the DPO.

Password security

Password security is essential for staff, particularly as they are able to access and use pupil data. Staff are expected to have secure passwords which are not shared with anyone. The pupils are expected to keep their passwords private and not to share with others, particularly their friends. Staff and pupils are regularly reminded of the need for password security.

- All users read and sign an Acceptable Use Agreement to demonstrate that they have understood the school's Online Safety Policy and data security.
- Users are provided with an individual login username and e-mail address.
- Pupils are not allowed to deliberately access on-line materials or files on the school network, of their peers, teachers or others.
- Staff are aware of their individual responsibilities to protect the security and confidentiality of school networks and/or SIMS systems, including ensuring that passwords are not shared and are changed periodically.
- Individual staff users must make sure that workstations are not left unattended and are locked.
- School laptops which are taken off the school premises must be password protected.
- In Aintree Davenhill, all ICT password policies are the responsibility of the Headteacher, and all staff and pupils are expected to comply with the policies at all times.

Zombie accounts

Zombie accounts refer to accounts belonging to users who have left the school and therefore no longer have authorised access to the school's systems. Such Zombie accounts when left active can cause a security threat by allowing unauthorised access.

- Ensure that all user accounts are disabled once the member of the school has left.
- Prompt action on disabling accounts will prevent unauthorized access.
- Regularly change generic passwords to avoid unauthorised access.

Personal or sensitive information

Protecting personal, sensitive, confidential and classified information

- Ensure that any school information accessed from a personal PC is kept secure, and any portable media is removed from computers when not attended.
- Ensure a screen is locked before moving away from a computer during the normal working day to prevent unauthorised access.
- Ensure the accuracy of any personal, sensitive, confidential and classified information that is disclosed or shared with others.
- Ensure that personal, sensitive, confidential or classified information is not disclosed to any unauthorised person.
- Ensure the security of any personal, sensitive, confidential and classified information contained in documents you fax, copy, scan or print. This is particularly important when shared mopiers (multi-function print, fax, scan and copiers) are used and when access is from a non-school environment.
- Personal data should only be downloaded from systems if expressly authorised to do so by a manager.
- Staff must not post on the internet personal, sensitive, confidential, or classified information, or disseminate such information in any way that may compromise its intended restricted audience. Screen displays must be kept out of direct view of any third parties when accessing personal, sensitive, confidential or classified information. Hard copies of data must be securely stored and disposed of after use in accordance with the document labelling.

Storing/transferring personal, sensitive, confidential or classified information using removable media

- Removable media should be purchased with encryption.
- All removable media should be stored securely.
- Removable media that may hold personal data must be securely disposed.
- All files containing personal, sensitive, confidential or classified data should be encrypted.
- Hard drives from machines no longer in service should be removed and stored securely or wiped clean.

Remote access

- Staff members are responsible for all activity via their remote access facility.
- Equipment with an appropriate level of security for remote access should only be used.
- To prevent unauthorised access to school systems, all dial-up access information such as telephone numbers, logon IDs and PINs should be kept confidential and not disclosed to anyone.
- PINs should be selected to ensure that they are not easily guessed, e.g. staff should not use a house or telephone number or choose consecutive or repeated numbers.
- Staff should avoid writing down or otherwise recording any network access information. Any such information that is written down must be kept in a secure place and disguised so that no other person will be able to identify what it is.
- Staff should protect school information and data at all times, including any printed material produced while using the remote access facility. Particular care should be taken when access is from a non-school environment.

Safe use of images

Taking of images and film

Digital images are easy to capture, reproduce and publish and, therefore easy to misuse. It is not always appropriate to take or store images of any member of the school community or public, without first seeking consent and considering the appropriateness.

- With the written consent of parents, on behalf of pupils, and staff, the school permits the appropriate taking of images by staff and pupils with school equipment.
- With the written consent of parents, it permits the appropriate taking of images and videos of a parent's own child at a school event as long as the content is kept for private use and not published on any social media accounts.
- Pupils are not permitted to use personal digital equipment, including mobile phones and cameras, to record images of others, including when on field trips. However, with the express permission of the Headteacher, images can be taken provided they are transferred immediately and solely to the school's network and deleted from the pupil's device.
- Staff should always use school equipment when taking digital photographs or videos.

Publishing pupils' images and work

On a child's entry to the school, all parents/guardians will be asked to give permission to use their child's work/photos in the following ways:

- On the school website and/or school Facebook page
- In the school prospectus and other printed publications that the school may produce for promotional purposes
- Recorded/transmitted on a video or webcam
- In display material that may be used in the school's communal areas
- In display material that may be used in external areas, e.g. exhibition promoting the school
- General media appearances, e.g. local/ national media/ press releases sent to the press highlighting an activity, sent using traditional methods or electronically

This permission is considered valid for the entire period that the child attends this school unless there is a change in the child's circumstances where consent could be an issue, e.g. divorce of parents, custody issues, etc.

Parents/carers may withdraw permission, in writing, at any time. Consent has to be given by both parents in order for it to be deemed valid.

Pupils' names will not be published alongside their image and vice versa. E-mail and postal addresses of pupils will not be published. Pupils' full names will not be published.

Before posting pupil work on the Internet, a check needs to be made to ensure that permission has been given for work to be displayed. Only designated members of staff have the authority to upload to the school website and Facebook page.

Storage of images

- Images and videos of children are stored on the school's network, in the shared or staff drive.
- Staff are not permitted to use personal portable media for storage of images e.g. USB sticks unless they are encrypted.
- Rights of access to this material are restricted to the teaching staff and pupils in the confines of the school network.
- The ICT team/technician and teachers have the responsibility of deleting the images when they are no longer required, or the pupil has left the school.

Video conferencing, FaceTime, CCTV and webcam use (see also our Remote Learning Policy)

- Permission is sought from parents and carers if their children are involved in video conferences, FaceTime, etc.

- Permission is sought from parents and carers if their children are involved in video conferences or FaceTime with end-points outside the school.
- All pupils are supervised by a member of staff when video conferencing or using FaceTime.
- All pupils are supervised by a member of staff when video conferencing or using FaceTime with end-points beyond the school.
- The school keeps a record of video conferences and FaceTime, including date, time and participants.
- Approval from the Headteacher is sought prior to all video conferences or FaceTime sessions in school.
- The school conferencing equipment is not set to auto-answer and is only switched on for scheduled and approved conferences.
- No part of any video conference/FaceTime is recorded in any medium without the written consent of those taking part.

Additional points to consider:

- Participants in conferences offered by third party organisations may not be DBS checked.
- Webcams include any camera on an electronic device which is capable of producing video.
- School policy should be followed regarding the use of such personal devices.
- Conference supervisors need to be familiar with how to use the video conferencing equipment, particularly how to end a call if at any point any person taking part becomes unhappy with the content of the conference.

School ICT equipment including portable and mobile ICT equipment and removable media

School ICT equipment

- As a user of the school ICT equipment, staff are responsible for their activity.
- It is recommended that schools log ICT equipment issued to staff and record serial numbers as part of the school's inventory.
- The school should ensure that all ICT equipment that is used is kept physically secure.
- Members of staff must not attempt unauthorised access or make unauthorised modifications to computer equipment, programs, files or data. This is an offence under the Computer Misuse Act 1990.
- It is imperative that data is saved on a frequent basis to the school's network. Staff are responsible for the backup and restoration of any of their data that is not held on the school's network.
- Personal or sensitive data should not be stored on the local drives of desktop PC, laptop, or other portable devices. If it is necessary to do so the local drive must be encrypted.
- It is recommended that a time locking screensaver is applied to all machines. Any device accessing personal data must have a locking screensaver as must any user profiles. Privately owned ICT equipment should not be used on a school network.
- On termination of employment, resignation or transfer, all ICT equipment should be returned to a manager. Details of all system logons must be provided so that they can be disabled.
- It is each member of staff's responsibility to ensure that any information accessed from their own PC or removable media equipment is kept secure, and that no personal, sensitive, confidential or classified information is disclosed to any unauthorised person.
- All ICT equipment allocated to staff must be authorised by the appropriate Line Manager. Authorising managers are responsible for:
  maintaining control of the allocation and transfer within their unit
  recovering and returning equipment when no longer needed

Portable and mobile ICT equipment

This section covers such items as laptops, mobile devices and removable data storage devices. Please refer to the relevant sections of this document when considering storing or transferring personal or sensitive data.

- All activities carried out on school systems and hardware will be monitored in accordance with the general policy.
- Staff must ensure that all school data is stored on the school network, and not kept solely on the laptop. Any equipment where personal data is likely to be stored must be encrypted.
- Equipment must be kept physically secure in accordance with this policy to be covered for insurance purposes. When travelling by car, best practice is to place the laptop in the boot of a car before starting the journey.
- All locally stored data should be synchronised (including diary entries), with the central school network server on a frequent basis.
- Portable and mobile ICT equipment should be made available as necessary for antivirus updates and software installations, patches or upgrades.
- The installation of any applications or software packages must be authorised by the ICT support team, fully licensed and only carried out by the ICT technicians.
- In areas where there are likely to be members of the general public, portable or mobile ICT equipment must not be left unattended and, wherever possible, must be kept out of sight.
- Portable equipment must be transported in its protective case if supplied.

Mobile technologies

Many emerging technologies offer new opportunities for teaching and learning including a move towards personalised learning and 1:1 device ownership for children and young people. Many existing mobile technologies such as portable media players, PDAs, gaming devices, iPads, mobile and Smart Phones are familiar to children outside of school too. They often provide a collaborative, well-known device with possible Internet access and thus open up risk and misuse associated with communication and Internet use. Emerging technologies will be examined for educational benefit and the risk assessed before use in school is allowed. Our school chooses to manage the use of these devices in the following ways so that users exploit them appropriately.

Personal mobile devices

- The school allows staff to bring in their own mobile phones for personal use during non-teaching periods such as before or after school and during break times.
- Personal mobile phones are only permitted for use during teaching time as part of the school's lockdown procedure.
- The school is not responsible for the loss, damage or theft of any personal mobile device.
- The sending of inappropriate text messages between any members of the school community is not allowed.
- Users bringing personal devices into school must ensure there is no inappropriate or illegal content on the device.
- Under no circumstances does the school allow a member of staff to contact a pupil or parent/carer using their personal device.
- Only in special circumstances are pupils allowed to bring personal mobile devices to school and they must be handed to the class teacher at the start of the school day and collected at the end of school.

School-provided mobile devices

- The sending of inappropriate text/I messages between any members of the school community is not allowed.

- Where the school provides mobile technologies such as phones, laptops and iPads for offsite visits and trips, only these devices should be used.
- Where the school provides a laptop for staff, only this device may be used to conduct school business outside of school and the laptop must be password protected.

Servers

- Servers should be kept in a locked and secure environment.
- Access rights to servers should be limited.
- The server should always be password protected and locked.
- Existing servers should have security software installed appropriate to the machine's specification.
- Backup tapes should be encrypted by appropriate software.
- Data must be backed up regularly.
- Backup tapes/discs must be securely stored in a fireproof container.
- Back up media stored off-site must be secure.

Emails

Access to and the use of emails will be managed in line with the Data Protection Policy and Acceptable Use Agreement Policies.

Staff and pupils will be given approved school email accounts and will only be able to use these accounts at school and when doing school-related work outside of school hours. Prior to being authorised to use the email system, staff and pupils must agree to and sign the Acceptable Use Agreement. Personal email accounts will not be permitted to be used on the school site. Any email that contains sensitive or personal information will only be sent using secure and encrypted email.

Staff members and pupils will be required to block spam and junk mail, and report the matter to ICT technicians. The school's monitoring system can detect inappropriate links, malware and profanity within emails – staff and pupils will be made aware of this. Chain letters, spam and all other emails from unknown sources will be deleted without being opened.

Any cyber-attacks initiated through emails will be managed in line with the Cyber Response and Recovery Plan.

Managing e-mails

- All staff are provided with a school e-mail account. This is the only account that should be used for communicating school business.
- Prior to being authorised to use the e-mail system, staff and pupils must agree to, and sign the relevant Acceptable Use Agreement
- Staff should not use personal e-mail accounts during school hours or for professional purposes.
- Under no circumstances should staff contact pupils via e-mail.
- E-mails sent to an external organisation should be written carefully before sending, in the same way as a letter written on school headed paper.
- Staff sending e-mails to external organisations are advised to cc. the Headteacher or a member of SLT.
- Pupils may only use school approved accounts on the school system and only under direct teacher supervision for educational purposes.
- Pupils use a class/group e-mail address.
- All e-mail users are expected to adhere to the generally accepted rules of network etiquette (netiquette) particularly in relation to the use of appropriate language and not revealing any personal details about themselves or others in e-mail communication, or arrange to meet anyone without specific permission, virus checking attachments.

- Staff members and pupils are required to block spam and junk mail, and report the matter to the ICT technicians.
- Pupils must immediately tell a teacher/trusted adult if they receive an offensive e-mail.
- Staff must inform (a member of the SLT) if they receive an offensive e-mail.
- Pupils are introduced to e-mail as part of the Computing Scheme of Work

Sending e-mails

- All members of staff should use their own school e-mail account so that they are clearly identified as the originator of a message.
- Staff should keep the number and relevance of e-mail recipients, particularly those being copied, to the minimum necessary and appropriate.
- Staff should not send or forward attachments unnecessarily. Whenever possible, they should send the location path to the shared drive rather than sending attachments.

Receiving e-mails

- All members of staff should check their e-mail regularly.
- The 'out-of-office' notification should be activated when away for extended periods.
- Staff should never open attachments from an untrusted source; consult your network manager first.

E-mailing personal, sensitive, confidential or classified information

Where the conclusion is that e-mail must be used to transmit such data:

Staff should obtain express consent from the Headteacher to provide the information by e-mail and exercise caution when sending the e-mail and always follow the checks below before releasing the e-mail.

- Encrypt and password protect.
- Verify the details, including accurate e-mail address, of any intended recipient of the information.
- Verify (by phoning) the details of a requestor before responding to e-mail requests for information.
- Do not copy or forward the e-mail to any more recipients than is absolutely necessary.
- Do not send the information to any person whose details you have been unable to separately verify (usually by phone).
- Send the information as an encrypted document attached to an e-mail.
- Provide the encryption key or password by a separate contact with the recipient(s).
- Do not identify such information in the subject line of any e-mail.
- Request confirmation of safe receipt.

Generative artificial intelligence (AI)

When deciding whether to use generative AI, safety will be the top priority. Any use of AI tools by staff and pupils will be carefully considered and assessed, evaluating the benefits and risks of its use in the school.

AI tools will only be used in situations where there are specified clear benefits that outweigh the risks, e.g. where it can reduce teacher workload, and the school will ensure that any use of AI tools comply with wider statutory obligations, including those outlined in KCSIE.

Pupils will only be permitted to use generative AI in the school with appropriate safeguards in place, e.g. close supervision and the use of tools with appropriate filtering and monitoring features in place.

For any use of AI, the school will:

- Comply with age restrictions set by AI tools and open access large language models (LLMs).

- Consider online safety, including AI, when creating and implementing the school's approach to safeguarding and related policies and procedures.
- Consult KCSIE to ensure all statutory safeguarding obligations and AI tools are used safely and appropriately.
- Refer to the **DfE's generative AI product safety expectations** and **filtering and monitoring standards.**

The school will take steps to prepare pupils for changing and emerging technologies, e.g. generative AI and how to use them safely and appropriately with consideration given to pupils' age.

The school will ensure its IT system includes appropriate filtering and monitoring systems to limit pupils' ability to access or create harmful or inappropriate content through generative AI.

The school will ensure that pupils are not accessing or creating harmful or inappropriate content, including through generative AI.

The school will take steps to ensure that personal and sensitive data is not entered into generative AI tools and that it is not identifiable.

The school will make use of any guidance and support that enables it to have a safe, secure and reliable foundation in place before using more powerful technology such as generative AI.

Social networking

Social networking sites, if used responsibly both inside and outside of an educational context can provide easy to use, creative and free facilities. However, it is important to recognise that there are issues regarding the appropriateness of some content, contact, culture and commercialism. To this end, we encourage pupils to think carefully about the way that information can be added and removed by all users, including themselves, from these sites.

- At present, the school endeavours to deny access to social networking sites to pupils in school and are reminded about age restrictions on sites that may be used at home.
- All pupils are advised to be cautious about the information given by others on sites, for example users not being who they say they are.
- Pupils are taught to avoid placing images of themselves (or details in images that could give background details) on such sites and to consider the appropriateness of any images they post due to the difficulty of removing an image once online.
- Pupils are always reminded to avoid giving out personal details on such sites which may identify them or where they are (full name, address, mobile/ home phone numbers, school details, IM/e-mail address, specific hobbies/ interests).
- Pupils are advised to set and maintain profiles on such sites to maximum privacy and deny access to unknown individuals.
- Pupils are encouraged to be wary about publishing specific and detailed private thoughts online.
- Pupils are asked to report any incidents of bullying to the school.
- Services such as Facebook and Instagram have a 13+ age rating which should not be ignored.

The use of social media by staff and pupils will be managed in line with the school's Social Media Policy.

The school website

The Headteacher will be responsible for the overall content of the school website – they will ensure the content is appropriate, accurate, up-to-date and meets government requirements.

Systems and access

- Members of staff are responsible for all activity on school systems carried out under any access/account rights assigned to them, whether accessed via school ICT equipment or their own PC.
- Visitors / contractors who come to school are required to sign the Visitor / Contractor Acceptable Use Policy.
- Any unauthorised person should not be allowed to use school ICT facilities and services that have been provided to members of staff.
- Portable media should be removed from a computer when it is left unattended.
- Staff should only use personal logons, account IDs and passwords and must not allow them to be used by anyone else.
- Screen displays should be kept out of direct view of any third parties when accessing personal, sensitive, confidential or classified information.
- The screen should be locked before moving away from a computer during a normal working day to protect any personal, sensitive, confidential or otherwise classified data and to prevent unauthorised access.
- Members of staff should ensure that they logoff from the PC completely when they are going to be away from the computer for a longer period of time.
- Viruses should not be introduced or propagated.
- It is imperative that staff do not access, load, store, post or send from school any ICT material that is, or may be considered to be, illegal, offensive, libellous, pornographic, obscene, defamatory, intimidating, misleading or disruptive to the school or may bring the school into disrepute. This includes, but is not limited to, jokes, chain letters, files, e-mails, clips or images that are not part of the school's business activities; sexual comments or images, nudity, racial slurs, gender specific comments, or anything that would offend someone on the basis of their age, sexual orientation, religious or political beliefs, national origin, or disability (in accordance with the Sex Discrimination Act, the Race Relations Act and the Disability Discrimination Act).
- Any information held on School systems, hardware or used in relation to School business may be subject to The Freedom of Information Act.
- Where necessary, permission must be obtained from the owner or owning authority and pay any relevant fees before using, copying or distributing any material that is protected under the Copyright, Designs and Patents Act 1998.
- It is essential that any hard drives which may have held personal or confidential data are 'scrubbed' in way that means the data can no longer be read. It is not sufficient to simply delete the files or reformat the hard drive. Whoever is appointed to dispose of the equipment must provide a written guarantee that they will irretrievably destroy the data by multiple over writing the data.

Remote learning

All remote learning will be delivered in line with the school's Remote Learning Policy. This policy specifically sets out how online safety will be considered when delivering remote education.

Information asset owner/GDPR

Any information that is sensitive needs to be protected. This will include the personal data of learners and staff; such as assessment records, medical information and special educational needs data. A responsible member of staff should be able to identify across the school:

- what information is held, and for what purposes
- what information needs to be protected, how information will be amended or added to over time
- who has access to the data and why

- how information is retained and disposed of

As a result of this the responsible member of staff is able to manage and address risks to the information and make sure that information handling complies with legal requirements.

However, it should be clear to all staff that the handling of secured data is everyone's responsibility – whether they are an employee, consultant, software provider or managed service provider. Failing to apply appropriate controls to secure data could amount to gross misconduct or even legal action.

Equal opportunities

Pupils with additional needs

The school endeavours to create a consistent message with parents/carers for all pupils and this in turn should aid establishment and future development of the schools' online safety rules.

However, staff are aware that some pupils may require additional support or teaching including reminders, prompts and further explanation to reinforce their existing knowledge and understanding of online issues.

Where a pupil has poor social understanding, careful consideration is given to group interactions when raising awareness of online safety. Internet activities are planned and well managed for these children and young people.

Aintree Davenhill Primary School

Aintree Lane, Aintree Village, Merseyside L10 8LE

Tel: 0151 526 1162

Headteacher Miss E Clay

Dear Parent/Carer,

Digital technologies have become integral to the lives of children and young people, both within schools and outside school. These technologies provide powerful tools, which open new opportunities for everyone. They can stimulate discussion, promote creativity, and stimulate awareness of context to promote effective learning. Young people should have an entitlement to safe internet access at all times.

This acceptable use policy is intended to ensure:

- that young people will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.
- that school systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- that parents and carers are aware of the importance of online safety and are involved in the education and guidance of young people with regard to their on-line behaviour.

The school will try to ensure that learners have good access to digital technologies to enhance their learning and will, in return, expect the learners to agree to be responsible users. A copy of the learner acceptable use agreement is attached to this permission form, so that parents/carers will be aware of the school expectations of the young people in their care.

Parents are requested to sign the permission form below to show their support of the school in this important aspect of the school's work.

Please keep the copy of the rules to help you to reinforce being safe online at home. If you have any concerns or would like some explanation, please contact school.

Kind Regards

Miss E Clay

AINTREE DAVENHILL PRIMARY SCHOOL
EYFS & KS1 Pupil & Parent Acceptable Use Agreement

At **Aintree Davenhill**, we know that it is important to use technology as part of your learning experience. We want everyone to be able to use technology, like computers and tablets, but it is important that you **agree to use the school's digital systems safely and responsibly to protect yourself, other learners and the school.**

Staying Safe

- ✓ My teacher will watch what I do on computers, tablets and the internet to keep me safe.
- ✓ I will keep my passwords secret and tell my teacher if I need help.
- ✓ I understand that people online are not always who they say they are. I will only talk to people online if my teacher or a trusted adult says it's OK.
- ✓ I will not share my name, address, or pictures without asking my teacher or a trusted adult first.
- ✓ If I see something that makes me feel worried or upset, I will tell my teacher or a trusted adult straight away.
- ✓ I will only use apps, games or websites my teacher says are safe.

Using Technology Kindly

- ✓ I will be kind when using technology, just like I am in real life.
- ✓ I will take care of the computers and tablets I use.
- ✓ I will only look at things my teacher says are OK.

Making Good Choices

- ✓ I will ask my teacher before I use someone else's pictures or work.
- ✓ I will take breaks from screens and do other fun things too.
- ✓ I know that I can say no / please stop to anyone online who makes me feel sad, uncomfortable, embarrassed or upset.
- ✓ I will ask for help from a trusted adult if I am not sure what to do or if I think I may have done something wrong.

What Happens If I Forget the Rules

- ✘ If I forget the rules, my teacher will help me learn to make better choices next time.

- ✓ I will follow these rules to use computers, tablets and the internet safely at school.
- ✓ I understand that these rules help us all stay safe and have fun using devices in school and at home.
- ✓ I have read and understand the above and agree to follow these guidelines when I use the school systems and devices (both in and out of school).

Pupil Name:	**Class:**	**Date:**

EYFS & KS1 Parental Consent for Internet Access

As the parent/carer of the above pupil, I give permission for my child to have access to the digital technologies at school.

- ✓ I understand that the school has discussed the acceptable use agreement with my child and that they have received, or will receive, online safety education to help them understand the importance of safe use of technology and the internet – both in and out of school.
- ✓ I understand that the school will take every reasonable precaution, including monitoring and filtering systems, to ensure that young people will be safe when they use the internet and systems. I also understand that the school cannot ultimately be held responsible for the nature and content of materials accessed on the internet and using mobile technologies.
- ✓ I understand that my son's/daughter's activity on the systems will be monitored and that the school will contact me if they have concerns about any possible breaches of the acceptable use agreement.
- ✓ 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 online safety.

Parent/Carer's Name & Signature:	**Date:**

AINTREE DAVENHILL PRIMARY SCHOOL
KS2 Pupil & Parent Acceptable Use Agreement

At **Aintree Davenhill**, we know that it is important to use technology as part of your learning experience. We want everyone to be able to use technology, like computers and tablets, but it is important that you **agree to use the school's digital systems safely and responsibly to protect yourself, other learners and the school.**

Keeping Safe Online

- ✓ The school will check how I use devices and the internet to keep everyone safe.
- ✓ I will keep my usernames and passwords private and tell a trusted adult if someone else knows them.
- ✓ I will be careful when talking to people online and will only talk to people I know and trust.
- ✓ I will not share personal information like my name, address, or photos without asking a trusted adult.
- ✓ I will only take or share images of myself, or others, when fully dressed.
- ✓ If I see or hear something online that worries or upsets me, I will tell a trusted adult straight away.
- ✓ I will only meet people I have spoken to online if a trusted adult is with me.

Using Computers and the Internet Sensibly

- ✓ I will only use devices, apps and sites that I am allowed to, and will check if I am unsure.
- ✓ I will always ask permission and check with a trusted adult before using someone else's work or pictures.
- ✓ I will make sure the information I find online is true by checking carefully.
- ✓ I will only use apps or tools, like AI, that my teacher has said are OK, and I will ask for help if I'm unsure.
- ✓ I will not copy or use music, videos, or games unless I have permission.
- ✓ I will tell a trusted adult about any damage to devices or if anything else goes wrong.
- ✓ I will check with trusted adults before clicking on any unexpected messages or links (even if these look as though they are from people that I already know).

Being Respectful and Responsible

- ✓ I will treat others kindly online, just as I do in real life.
- ✓ I will make good choices about what I share online to protect myself and others.
- ✓ I will spend a healthy amount of time using devices and make time for other activities too.
- ✓ I will always think about how my behaviour online could affect me, my friends, and my school.

What Happens If I Break These Rules

- ✘ If I don't follow these rules, my teacher may stop me from using computers or devices, speak to my parents, or take other actions to help me make better choices in the future.

By following these rules, I can enjoy using technology safely and responsibly.

I have read and understand the above and agree to follow these guidelines when:

- ✓ I use the school systems and devices (both in and out of school).
- ✓ I am out of school and involved in any online behaviour that might affect the school or other members of the school.

Pupil Name:	**Class:**	**Date:**

KS2 Parental Consent for Internet Access

As the parent/carer of the above pupil, I give permission for my child to have access to the digital technologies at school.

- ✓ I understand that the school has discussed the acceptable use agreement with my child and that they have received, or will receive, online safety education to help them understand the importance of safe use of technology and the internet – both in and out of school.
- ✓ I understand that the school will take every reasonable precaution, including monitoring and filtering systems, to ensure that young people will be safe when they use the internet and systems. I also understand that the school cannot ultimately be held responsible for the nature and content of materials accessed on the internet and using mobile technologies.
- ✓ I understand that my son's/daughter's activity on the systems will be monitored and that the school will contact me if they have concerns about any possible breaches of the acceptable use agreement.
- ✓ 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 online safety.

Parent/Carer's Name & Signature:	**Date:**

Aintree Davenhill Primary School
Online Safety Rules

Only use technology, such as a computer, when an adult has given me permission.

Only use technology for the reason that I have been asked to use it.

Only use the internet when an adult has given me permission.

Ask for help when I have a problem using the technology.

Look after the device and try not to damage it.

Tell an adult if a device is not working or damaged.

Tell an adult if I think someone else is not using technology safely or correctly.

Tell an adult if I see something online that I think is inappropriate or that makes me upset.

We NEVER tell another pupil our username or password.

We DO NOT share personal information such as our age, where we live, about ourselves or our friends online.

We DO NOT access social media such as Facebook, TikTok or Instagram.

We DO NOT speak to strangers on the internet.

We DO NOT use school devices to take photos of ourselves or friends, or take screenshots unless it is part of a learning activity.

Think then Click

AINTREE DAVENHILL PRIMARY SCHOOL
Staff Acceptable Use Agreement

School Policy

Digital technologies have become integral to the lives of everyone, including children and young people, both within schools and in their lives outside school. The internet and digital technologies are powerful tools, which can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. They also bring opportunities for staff to be more creative and productive in their work. The school has the right to protect itself and its systems and all users should have an entitlement to safe access to the internet and digital technologies at all times.

This acceptable use policy is intended to ensure:

- that staff and volunteers will be responsible users and stay safe while online and using digital technologies for educational, personal and recreational use
- that school systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk
- that staff members are protected from potential risk in their use of technology in their everyday work.

The school will try to ensure that staff and volunteers will have good access to digital technology to enhance their work, to enhance learning opportunities and will, in return, expect staff and volunteers to agree to be responsible users.

Acceptable Use Policy Agreement

I understand that I must use school systems in a responsible way, to minimise the risk to the safety, privacy or security of the school community and its systems. I acknowledge the potential of digital technologies for enhancing learning and will endeavour to integrate them in a way that aligns with the school's policy, ethos and values.

For my professional and personal safety:

- I understand that the school will monitor my use of school devices and digital technology systems.
- I understand that the rules set out in this agreement also apply to use of these devices and technologies out of school, and to the transfer of personal / sensitive data (digital or paper based) out of the school.
- I understand that the school devices and digital technology systems are primarily intended for educational use and that I will only use them **for personal or recreational use within relevant school policies.**
- I will not disclose my username or password to anyone else, nor will I try to use any other person's username and password.
- I will store my passwords securely and in line with school's security policy.
- I will immediately report any illegal, inappropriate or harmful material or incident, I become aware of, to the appropriate person.

I will be professional in my communications and actions when using digital technologies and systems:

- I will not access, copy, remove or otherwise alter any other user's files, without their express permission.
- I will communicate with others in a professional manner. I will not use aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will ensure that when I take and/or publish images of others I will do so with their permission and in accordance with the school's policy on the use of digital/video images, and taking account of parental permissions. I will not use my personal equipment to record these images, unless I have permission to do so. Where these images are published (e.g. on the school website) it will not be possible to identify by name, or other personal information, those who are featured.
- I will only use social networking sites in the school in accordance with school policies.
- I will only communicate with learners and parents/carers using official school systems. Any such communication will be professional in tone and manner.
- I will not engage in any online activity that may compromise my professional responsibilities.

The school has the responsibility to provide safe and secure access to technologies and ensure the smooth running of the school:

- I will abide by all relevant guidance and legislation (e.g. Keeping Children Safe in Education / UK GDPR).
- I will ensure that I am aware of cyber-security risks and that I will not respond to any communications that might put my / school data or systems at risk from attack.
- When using AI systems in my professional role I will use these responsibly and:
  - will only use AI technologies approved by the school
  - will be aware of the risks of bias and discrimination, critically evaluating the outputs of AI systems for such risks
  - to protect personal and sensitive data, I will ensure that I have explicit authorisation when uploading sensitive school-related information into AI systems
  - will take care not to infringe copyright or intellectual property conventions – care will be taken to avoid intellectual property, including that of the learners, being used to train generative AI models without appropriate consent
  - ensure that documents, emails, presentations, and other outputs influenced by AI include clear labels or notes indicating AI assistance
  - critically evaluate AI-generated outputs to ensure that all AI-generated content is fact-checked and reviewed for accuracy before sharing or publishing
  - will use generative AI tools responsibly to create authentic and beneficial content, ensuring respect for individuals' identity and well-being.
- When I use my personal mobile devices in school, I will follow the rules set out by the school, in the same way as if I was using school equipment. I will ensure that any such devices are protected by up to date anti-virus / anti-malware software and are free from viruses.
- When communicating in a professional capacity, I will only use technology and systems sanctioned by the school.

- I will not use personal accounts on school systems.
- I will exercise informed safe and secure practice when accessing links to content from outside of my organisation to reduce the risk of cyber security threats.
- I will ensure that my data is regularly backed up, in accordance with relevant school policies.
- I will not access illegal, inappropriate or harmful content on school systems.
- I will not bypass any filtering or security systems that are used to prevent access to such content.
- I will not install or attempt to install unauthorised programmes of any type on a school device , nor will I try to alter device settings, unless this is allowed in school policies.
- I will not disable or cause any damage to school equipment, or the equipment belonging to others.
- I will only transport, hold, disclose or share personal information about myself or others, as outlined in the school Data Security Policy (or other relevant policy). Where digital personal data is transferred outside the secure local network, it must be encrypted. Paper based documents containing personal data must be held in lockable storage.
- I understand that the data protection policy requires that any staff or learner data to which I have access, will be kept private and confidential, except when it is deemed necessary that I am required by law or by school policy to disclose such information to an appropriate authority.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.

When using the internet in my professional capacity or for school sanctioned personal use:

- I will ensure that I have appropriate permissions to use the original work of others in my own work and will reflect this with appropriate acknowledgements, particularly where AI has been used to generate content
- Where content is protected by copyright, I will not download or distribute copies (including music and videos).

I understand that I am responsible for my actions in and out of the school:

- I understand that this acceptable use agreement applies to my use of digital technologies related to my professional responsibilities within or outside of the school.
- I will ensure my use of technologies and platforms is in line with the school's agreed codes of conduct.
- I understand that if I fail to comply with this acceptable use agreement, I could be subject to disciplinary action. This could include a warning, a suspension, referral to Governors and/or the Local Authority and in the event of illegal activities the involvement of the police.

I have read and understand the above and agree to use the school digital technology systems (both in and out of the school) and my own devices (in the school and when carrying out communications related to the school) within these guidelines.

Name:	**Role:**
Signed:	**Date:**

Online harms and risks – curriculum coverage

The table below contains information from the DfE's 'Teaching online safety in schools' guidance about what areas of online risk schools should teach pupils about. This is used as a point of reference when developing our school online safety curriculum to ensure that it meets the local needs and the needs of our pupils in our school.

Subject area	Description and teaching content	Curriculum area the harm or risk is covered in
How to navigate the internet and manage information		
Age restrictions	Some online activities have age restrictions because they include content which is not appropriate for children under a specific age. Teaching will include the following: • That age verification exists and why some online platforms ask users to verify their age • Why age restrictions exist • That content that requires age verification can be damaging to under-age consumers • What the age of digital consent is (13 for most platforms) and why it is important	This risk or harm will be covered in the following curriculum areas: • Health education • Computing
How content can be used and shared	Knowing what happens to information, comments or images that are put online. Teaching will include the following: • What a digital footprint is, how it develops and how it can affect pupils' futures • How cookies work • How content can be shared, tagged and traced • How difficult it is to remove something once it has been shared online • What is illegal online, e.g. youth-produced sexual imagery (sexting)	This risk or harm will be covered in the following curriculum areas: • Relationships education • Computing
Disinformation, misinformation and hoaxes	Some information shared online is accidentally or intentionally wrong, misleading or exaggerated. Teaching will include the following: • Disinformation and why individuals or groups choose to share false information in order to deliberately deceive • Misinformation and being aware that false and misleading information can be shared inadvertently • Mal-information and understanding that some genuine information can be published with the deliberate intent to harm, e.g. releasing private information or photographs • Online hoaxes, which can be deliberately and inadvertently spread for a variety of reasons	This risk or harm will be covered in the following curriculum areas: • Relationships and health education • Computing (KS2)

	• That the widespread nature of this sort of content can often appear to be a stamp of authenticity, making it important to evaluate what is seen online • How to measure and check authenticity online • The potential consequences of sharing information that may not be true	
Fake websites and scam emails	Fake websites and scam emails are used to extort data, money, images and other things that can either be used by the scammer to harm the person targeted or sold on for financial, or other, gain. Teaching will include the following: • How to recognise fake URLs and websites • What secure markings on websites are and how to assess the sources of emails • The risks of entering information to a website which is not secure • What pupils should do if they are harmed, targeted, or groomed as a result of interacting with a fake website or scam email • Who pupils should go to for support • The risk of 'too good to be true' online offers, advertising and fake product sales designed to persuade people to part with money for products and services that do not exist	This risk or harm will be covered in the following curriculum areas: • Relationships education • Computing
Online fraud	Fraud can take place online and can have serious consequences for individuals and organisations. Teaching will include the following: • What identity fraud, scams and phishing are • That online fraud can be highly sophisticated and that anyone can be a victim • How to protect yourself and others against different types of online fraud • How to identify 'money mule' schemes and recruiters • The risk of online social engineering to facilitate authorised push payment fraud, where a victim is tricked into sending a payment to the criminal • The risk of sharing personal information that could be used by fraudsters • That children are sometimes targeted to access adults' data • What 'good' companies will and will not do when it comes to personal details • How to report fraud, phishing attempts, suspicious websites and adverts	This risk or harm will be covered in the following curriculum areas: • Relationships education • Computing
Password phishing	Password phishing is the process by which people try to find out individuals' passwords so they can access protected content. Teaching will include the following:	This risk or harm will be covered in the following curriculum areas:

	• Why passwords are important, how to keep them safe and that others might try to get people to reveal them • How to recognise phishing scams • The importance of online security to protect against viruses that are designed to gain access to password information • What to do when a password is compromised or thought to be compromised	• Relationships education • Computing
Personal data	Online platforms and search engines gather personal data – this is often referred to as 'harvesting' or 'farming'. Teaching will include the following: • How cookies work • How data is farmed from sources which look neutral • How and why personal data is shared by online companies • How pupils can protect themselves and that acting quickly is essential when something happens • The rights children have with regards to their data • How to limit the data companies can gather	This risk or harm will be covered in the following curriculum areas: • Relationships education • Computing
Persuasive design	Many devices, apps and games are designed to keep users online for longer than they might have planned or desired. Teaching will include the following: • That the majority of games and platforms are designed to make money, and that their primary driver is to encourage people to stay online for as long as possible to encourage them to spend money or generate advertising revenue • How notifications are used to pull users back online	This risk or harm will be covered in the following curriculum areas: • Health education • Computing
Privacy settings	Almost all devices, websites, apps and other online services come with privacy settings that can be used to control what is shared. Teaching will include the following: • How to find information about privacy settings on various sites, apps, devices and platforms • That privacy settings have limitations	This risk or harm will be covered in the following curriculum areas: • Relationships education • Computing
Targeting of online content	Much of the information seen online is a result of some form of targeting. Teaching will include the following: • How adverts seen at the top of online searches and social media have often come from companies paying to be on there and different people will see different adverts • How the targeting is done • The concept of clickbait and how companies can use it to draw people to their sites and services	This risk or harm will be covered in the following curriculum areas: • Relationships education • Computing

How to stay safe online		
Online abuse	Some online behaviours are abusive. They are negative in nature, potentially harmful and, in some cases, can be illegal. Teaching will include the following: • The types of online abuse, including sexual harassment, bullying, trolling and intimidation • When online abuse can become illegal • How to respond to online abuse and how to access support • How to respond when the abuse is anonymous • The potential implications of online abuse • What acceptable and unacceptable online behaviours look like	This risk or harm will be covered in the following curriculum areas: • Relationships education • Computing
Radicalisation	Pupils are at risk of accessing inappropriate and harmful extremist content online, including terrorist material. Extremist and terrorist groups use social media to identify and target vulnerable individuals. Teaching will include the following: • How to recognise extremist behaviour and content online • Which actions could be identified as criminal activity • Techniques used for persuasion • How to access support from trusted individuals and organisations	All areas of the curriculum
Challenges	Online challenges acquire mass followings and encourage others to take part in what they suggest. Teaching will include the following: • What an online challenge is and that, while some will be fun and harmless, others may be dangerous and even illegal • How to assess if the challenge is safe or potentially harmful, including considering who has generated the challenge and why • That it is okay to say no and to not take part in a challenge • How and where to go for help • The importance of telling an adult about challenges which include threats or secrecy, such as 'chain letter' style challenges	This risk or harm will be covered in the following curriculum areas: • Relationships education
Content which incites violence	Knowing that violence can be incited online and escalate very quickly into offline violence. Teaching will include the following: • That online content (sometimes gang related) can glamorise the possession of weapons and drugs • That to intentionally encourage or assist in an offence is also a criminal offence • How and where to get help if they are worried about involvement in violence	This risk or harm will be covered in the following curriculum areas: • Relationships education

Fake profiles	Not everyone online is who they say they are. Teaching will include the following: • That, in some cases, profiles may be people posing as someone they are not or may be 'bots' • How to look out for fake profiles	This risk or harm will be covered in the following curriculum areas: • Relationships education • Computing
Grooming	Knowing about the different types of grooming and motivations for it, e.g. radicalisation, child sexual abuse and exploitation, gangs and financial exploitation. Teaching will include the following: • Boundaries in friendships with peers, in families, and with others • Key indicators of grooming behaviour • The importance of disengaging from contact with suspected grooming and telling a trusted adult • How and where to report grooming both in school and to the police At all stages, it is important to balance teaching pupils about making sensible decisions to stay safe whilst being clear it is never the fault of the child who is abused and why victim blaming is always wrong.	This risk or harm will be covered in the following curriculum areas: • Relationships education
Unsafe communication	Knowing different strategies for staying safe when communicating with others, especially people they do not know or have not met. Teaching will include the following: • That communicating safely online and protecting your privacy and data is important, regardless of who you are communicating with • How to identify indicators of risk and unsafe communications • The risks associated with giving out addresses, phone numbers or email addresses to people pupils do not know, or arranging to meet someone they have not met before • What online consent is and how to develop strategies to confidently say no to both friends and strangers online	This risk or harm will be covered in the following curriculum areas: • Relationships education • Computing
Wellbeing		
Impact on quality of life, physical and mental health and relationships	Knowing how to identify when online behaviours stop being fun and begin to create anxiety, including that there needs to be a balance between time spent online and offline. Teaching will include the following: • How to evaluate critically what pupils are doing online, why they are doing it and for how long (screen time) • How to consider quality vs. quantity of online activity	This risk or harm will be covered in the following curriculum areas: • Health education

	• The need for pupils to consider if they are actually enjoying being online or just doing it out of habit, due to peer pressure or due to the fear or missing out • That time spent online gives users less time to do other activities, which can lead some users to become physically inactive • The impact that excessive social media usage can have on levels of anxiety, depression and other mental health issues • That isolation and loneliness can affect pupils and that it is very important for them to discuss their feelings with an adult and seek support • Where to get help	
Online vs. offline behaviours	People can often behave differently online to how they would act face to face. Teaching will include the following: • How and why people can often portray an exaggerated picture of their lives (especially online) and how that can lead to pressure How and why people are unkind or hurtful online when they would not necessarily be unkind to someone face to face	This risk or harm will be covered in the following curriculum areas: • Relationships education
Suicide, self-harm and eating disorders	Pupils may raise topics including eating disorders, self-harm and suicide. Teachers must be aware of the risks of encouraging or making these seem a more viable option for pupils and should take care to avoid giving instructions or methods and avoid using language, videos and images.	

Writing and reviewing this policy

Staff and pupil involvement in policy creation

- Staff and pupils have been involved in making/reviewing the Online Safety policy through Online Safety lessons, school council and staff meetings.

Review procedure

- There will be an on-going opportunity for staff to discuss with the Senior Leadership Team / Computing Team any issue of Online Safety that concerns them.
- This policy will be reviewed every 12 months and consideration given to the implications for future whole school development planning.
- The policy will be amended if new technologies are adopted or Central Government change the orders or guidance in any way.
- The next scheduled review date for this policy is June 2026.
- Any changes made to this policy will be communicated to all staff, pupils and parents.