Thames View Primary School

Online Safety & Acceptable Use of Technology Policy

Designated Safeguarding Lead (s): (Mrs Deanne Daburn – Head of School)

Named Governor with lead responsibility: (Mrs Claire Passmore - Chair)

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Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Managing online safety
4. Cyberbullying
5. Peer-on-peer sexual abuse and harassment
6. Grooming and exploitation
7. Mental health
8. Online hoaxes and harmful online challenges
9. Cyber-crime
10. Online safety training for staff
11. Online safety and the curriculum
12. Use of technology in the classroom
13. Educating parents
14. Internet access
15. Filtering and monitoring online activity
16. Network security
17. Emails
18. Social networking
19. The school website
20. Use of devices
21. Remote learning
22. Monitoring and review

Appendices

A. Responding to an Online Safety Concern Flowchart
B. Useful Links
C. Acceptable Use of Technology Policy (AUP) Templates
D. Online harms and risks – curriculum coverage

Statement of intent

Thames View Primary School 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.

Thames View Primary School recognises that online safety is an essential part of safeguarding and acknowledges its duty to ensure that all learners and staff are protected from potential harm online.

Our Primary School identifies that the internet and associated devices, such as computers, tablets, mobile phones and games consoles are an important part of everyday life which present positive and exciting opportunities, as well as challenges and risks.

We will empower our learners to acquire the knowledge needed to use the internet and technology in a safe, considered and respectful way, and develop their resilience so they can manage and respond to online risks.

This policy applies to all staff, including the governing body, leadership team, teachers, support staff, external contractors, visitors, volunteers and other individuals who work for, or provide services on behalf of the setting (collectively referred to as "staff" in this policy) as well as learners and parents and carers.

This policy applies to all access to the internet and use of technology, including mobile technology, or where learners, staff or other individuals have been provided with setting issued devices for use, both on and off-site.

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 (2021) 'Harmful online challenges and online hoaxes'
- DfE (2021) 'Keeping children safe in education 2021'

- Department for Digital, Culture, Media and Sport and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2019) 'Teaching online safety in school'
- DfE (2018) 'Searching, screening and confiscation'
- National Cyber Security Centre (2018) 'Small Business Guide: Cyber Security'
- UK Council for Child Internet Safety (2020) 'Education for a Connected World – 2020 edition'

This policy operates in conjunction with the following school policies:

- Mobile Phone Policy
- Allegations of Abuse Against Staff Policy
- Acceptable Use Agreement
- Data and Cyber-security Breach Prevention and Management Plan
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- PSHE Policy
- Relationships and Health Education Policy
- Searching, Screening and Confiscation Policy
- Staff Code of Conduct
- Behaviour Policy
- Disciplinary Policy and Procedures
- Data Protection Policy
- Confidentiality Policy
- Use of Videos and Photographs at School Events Policy
- Device User Agreement
- Prevent Duty Policy
- Remote Learning Policy

Roles and responsibilities

The Local Academy 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 Head of School and Senior Leadership team 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 the deputy DSL 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 ICT technicians to conduct regular light-touch reviews of this policy.
- Working with the DSL and governing board to update this policy on an annual basis.

The DSL with the support of DDSL's 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 SENCO 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.
- Keeping 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.
- Ensuring all members of the school community understand the reporting procedure.
- 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 on a termly basis.
- Working with the headteacher and ICT technicians to conduct regular light-touch reviews of this policy.
- Working with the headteacher and governing board to update this policy on an annual basis.

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 headteacher.
- Ensuring that the school's filtering and monitoring systems are updated as appropriate.
- Working with the DSL and headteacher to conduct regular light-touch reviews of this policy.

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 the Acceptable Use Agreement and other relevant policies.
- Seeking help from school staff if they are concerned about something they or a peer have 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 importance of online safety is integrated across all school operations in the following ways:

- Staff 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 termly 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.

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, e.g. the Staff Code of Conduct, Allegations of Abuse Against Staff Policy, and Disciplinary Policy and Procedures. 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 Behavioural 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 online safety incidents and the school's response are recorded by the DSL.

Cyberbullying

Cyberbullying can include 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
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

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.

Peer-on-peer 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 and 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
- Upskirting, 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

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 responds to all concerns regarding online peer-on-peer sexual abuse and harassment, regardless of whether the incident took place on the school premises or using school-owned equipment. Concerns regarding online peer-on-peer abuse are reported to the DSL, who will investigate the matter in line with the Peer-on-peer 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, including the following:

- The pupil believes they are talking to another child, when they are actually talking to an adult masquerading as someone younger with the intention of gaining their trust to abuse them.
- The pupil does not want to admit to talking to someone they met on the internet for fear of judgement, feeling embarrassed, or a lack of understanding from their peers or adults in their life.
- The pupil may have been manipulated into feeling a sense of dependency on their groomer due to the groomer's attempts to isolate them from friends and family.
- Talking to someone secretly over the internet may make the pupil feel 'special', particularly if the person they are talking to is older.
- 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.
- 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

The internet, particularly social media, can be the root cause of a number of mental health issues in pupils, e.g. low self-esteem and suicidal ideation.

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, e.g. it encourages children to participate in age-inappropriate activities that could increase safeguarding risks or become a child protection concern, 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 even to individual children 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, and will ensure that pupils cannot access sites or areas of the

internet that may encourage them to stray from lawful use of technology, e.g. the 'dark web', on school-owned devices or on school networks through the use of appropriate firewalls.

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.

Information about the school's full responses to online safeguarding incidents can be found in the Anti-bullying Policy, the Peer-on-peer Abuse Policy and the Child Protection and Safeguarding Policy.

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
- Citizenship
- 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
- What healthy and respectful relationships, including friendships, look like
- Body confidence and self-esteem
- Consent, e.g. with relation to the sharing of indecent imagery or online coercion to perform sexual acts
- Acceptable and unacceptable online behaviour
- How to identify online risks
- How and when to seek support
- How to identify when something is deliberately deceitful or harmful
- How to recognise when something they are being asked to do puts them at risk or is age-inappropriate

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 D of this policy.

The DSL is 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.

The school recognises that, while any pupil can be vulnerable online, there are some pupils who may be more susceptible to online harm or have less support from family and friends in staying safe online, e.g. pupils with SEND and LAC. Relevant members of staff, e.g. the SENCO and designated teacher for LAC, work together to ensure the curriculum is tailored so these pupils 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 review external resources prior to using them for the online safety curriculum, to ensure they are appropriate for the cohort of pupils. When reviewing these resources, the following questions are asked:

- Where does this organisation get their information from?
- What is their evidence base?
- Have they been externally quality assured?
- What is their background?
- Are they age-appropriate for pupils?
- Are they appropriate for pupils' developmental stage?

External visitors may be invited into school to help with the delivery of certain aspects of the online safety curriculum. The headteacher and DSL 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 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 advises the staff member on how to best support any pupil who may be especially impacted by a lesson or activity. Lessons and activities are 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 ensures 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 is used during lessons, including the following:

- Computers
- Laptops
- Tablets
- Email
- Cameras

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 always reviews and evaluates the resource. Class teachers ensure that any internet-derived materials are used in line with copyright law.

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

Educating parents

The school works in partnership with parents to ensure pupils stay safe online at school and at home. Parents are provided with information about the school's approach to online safety and their role in protecting their children. Parents are sent a copy of the Acceptable Use Agreement at the beginning of each academic year and 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 is raised in the following ways:

- Parents' evenings
- Twilight training sessions
- Newsletters
- Online resources

Internet access

Pupils, staff and other members of the school community are only granted access to the school's internet network once they have read and signed the Acceptable Use Agreement. A record is kept of users who have been granted internet access in the school office.

All members of the school community are encouraged to use the school's internet network, instead of 3G, 4G and 5G networks, as the network has appropriate filtering and monitoring to ensure individuals are using the internet appropriately.

Filtering and monitoring online activity

The governing board ensures the school's ICT network has appropriate filters and monitoring systems in place. The governing board ensures '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 undertake a risk assessment to determine what filtering and monitoring systems are required. The filtering and monitoring systems the school implements are appropriate to pupils' ages, the number of pupils using the network, how often pupils access the network, and the proportionality of costs compared to the risks. ICT technicians undertake monthly checks on the filtering and monitoring systems to ensure they are effective and appropriate.

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

Deliberate breaches of the filtering system are 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 Behavioural 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 are appropriately monitored. All users of the network and school-owned devices are informed about how and why they are monitored. Concerns identified through monitoring are reported to the DSL who manages the situation in line with the Child Protection and Safeguarding Policy.

Network security

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

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

All members of staff have their own unique usernames and private passwords to access the school's systems. Pupils in Year R and above are provided with their own unique username and private passwords. Staff members and pupils are responsible for keeping their passwords private. Passwords have a minimum and maximum length and require a mixture of letters, numbers and symbols to ensure they are as secure as possible. Passwords expire after 90 days, after which users are required to change them.

Users inform ICT technicians if they forget their login details, who will arrange for the user to access the systems under different login details. Users are not permitted to share their login details with others and are not 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 is informed and decides the necessary action to take.

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

Full details of the school's network security measures can be found in the Data and Cyber-security Breach Prevention and Management Plan.

Emails

Access to and the use of emails is managed in line with the Data Protection Policy, Acceptable Use Agreement, and the Pupil Confidentiality Policy and Staff and Volunteer Confidentiality Policy.

Staff and pupils are given approved school email accounts and are only 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 are not permitted to be used on the school site. Any email that contains sensitive or personal information is only sent using secure and encrypted email.

Staff members and pupils are 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 are made aware of this. Chain letters, spam and all other emails from unknown sources are deleted without being opened.

Social networking

Personal use

Access to social networking sites is filtered as appropriate. Staff and pupils are not permitted to use social media for personal use during lesson time. Staff and pupils can use personal social media during break and lunchtimes; however, inappropriate or excessive use of personal social media during school hours may result in the removal of internet access or further action. Staff members are advised that their conduct on social media can have an impact on their role and reputation within the school. The Staff Code of Conduct contains information on the acceptable use of social media – staff members are required to follow these expectations at all times.

Staff receive annual training on how to use social media safely and responsibly. Staff are not permitted to communicate with pupils or parents over social networking sites and are reminded to alter their privacy settings to ensure pupils and parents are not able to contact them on social media. Where staff have an existing personal relationship with a parent or pupil, and thus are connected with them on social media, e.g. they are friends with a parent at the school, they will disclose this to the DSL and headteacher and will ensure that their social media conduct relating to that parent is appropriate for their position in the school.

Pupils are taught how to use social media safely and responsibly through the online safety curriculum.

Concerns regarding the online conduct of any member of the school community on social media are reported to the DSL and managed in accordance with the relevant policy, e.g. Anti-Bullying Policy, Staff Code of Conduct and Behavioural Policy.

Use on behalf of the school

The use of social media on behalf of the school is conducted in line with the Social Media Policy. The school's official social media channels are only used for official educational or engagement purposes. Staff members must be authorised by the headteacher to access to the school's social media accounts.

All communication on official social media channels by staff on behalf of the school is clear, transparent and open to scrutiny.

The school website

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

The website complies with guidelines for publications including accessibility, data protection, respect for intellectual property rights, privacy policies and copyright law. Personal information relating to staff and pupils is not published on the website. Images and videos are only posted on the website if the provisions in the Photography Policy are met.

Use of devices

School-owned devices

Staff members are issued with laptops to assist with their work.

Pupils are provided with school-owned devices as necessary to assist in the delivery of the curriculum, e.g. tablets to use during lessons.

School-owned devices are used in accordance with the Device User Agreement. Staff and pupils are not permitted to connect school-owned devices to public Wi-Fi networks. All school-owned devices are password protected. All mobile school-owned devices are fitted with tracking software to ensure they can be retrieved if lost or stolen. All school-owned devices are fitted with software to ensure they can be remotely accessed, in case data on the device needs to be protected, retrieved or erased.

ICT technicians review all school-owned devices on a monthly basis to carry out software updates and ensure there is no inappropriate material or malware on the devices. No software, apps or other programmes can be downloaded onto a device without authorisation from ICT technicians.

Cases of staff members or pupils found to be misusing school-owned devices will be managed in line with the Disciplinary Policy and Procedure and Behavioural Policy respectively.

Personal devices

Personal devices are used in accordance with the Staff Code of Conduct and the Acceptable Use of Technology Policy. Any personal electronic device that is brought into school is the responsibility of the user.

Personal devices can be used in the staffroom during staff breaks.

Mobile phones and personal devices are not permitted to be used in specific areas within the site such as classrooms, swimming pools, changing rooms and toilets.

The sending of abusive or inappropriate messages or content via mobile phones or personal devices is forbidden by any member of the community; any breaches will be dealt with in line with our anti-bullying and behaviour policies.

All members of Thames View Primary School community are advised to ensure that their mobile phones and personal devices do not contain any content which may be offensive, derogatory or would otherwise contravene our behaviour or child protection policies.

Staff members are not permitted to use their personal devices during lesson time, other than in an emergency. Staff members are not permitted to use their personal devices to take photos or videos of pupils.

Staff members report concerns about their colleagues' use of personal devices on the school premises in line with the Allegations of Abuse Against Staff Policy. If a member of staff is thought to have illegal content saved or stored on a personal device, or to have committed an offence using a personal device, the headteacher will inform the police and action will be taken in line with the Allegations of Abuse Against Staff Policy.

Pupils are not permitted to use their mobile phones or personal devices during school time. If a pupil needs to contact their parents during the school day, they are allowed to use the phone in the school office. The headteacher may authorise the use of mobile devices by a pupil for safety or precautionary use. Pupils and parents must abide by the Mobile Phone Use Policy.

Where a pupil uses accessibility features on a personal device to help them access education, e.g. where a pupil who is deaf uses their mobile phone to adjust the settings on an internal hearing aid in response to audible stimuli during class, the arrangements and rules for conduct for this are developed and managed on a case-by-case basis.

Pupils' devices can be searched, screened and confiscated in accordance with the Searching, Screening and Confiscation Policy. If a staff member reasonably believes a pupil's personal device has been used to commit an offence or may provide evidence relating to an offence, the device will be handed to the police.

Appropriate signage is displayed to inform visitors to the school of the expected use of personal devices. Any concerns about visitors' use of personal devices on the school premises are reported to the DSL.

Remote learning

All remote learning is delivered in line with the school's Remote Learning Policy.

The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use. The school will consult with parents prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.

- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

Monitoring and review

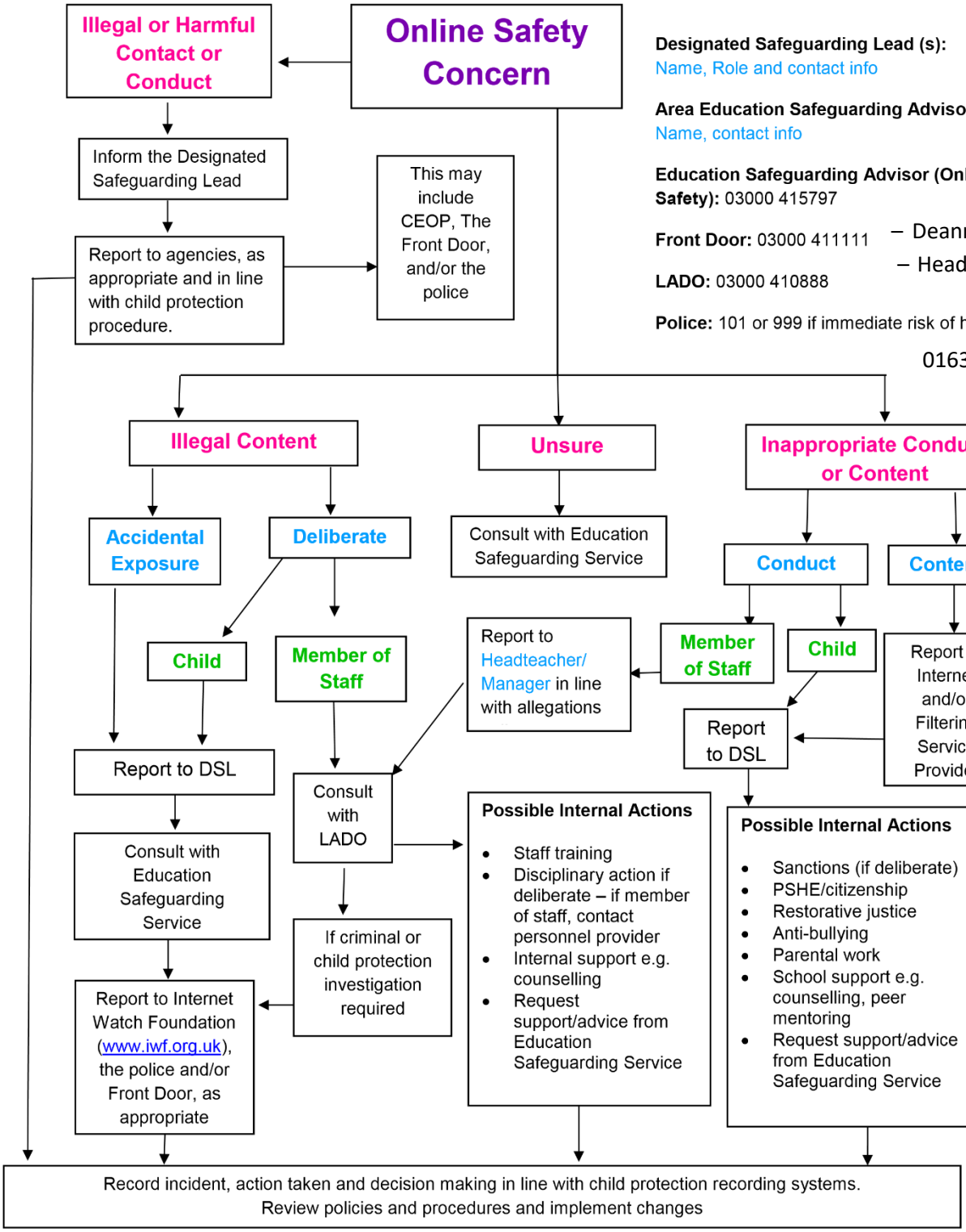
The school recognises that the online world is constantly changing; therefore, the DSL, ICT technicians and the headteacher conduct regular light-touch reviews of this policy to evaluate its effectiveness.

The governing board, headteacher and DSL review this policy in full on an annual basis and following any online safety incidents.

The next scheduled review date for this policy is September 2022.

Any changes made to this policy are communicated to all members of the school community.

Appendix A: Responding to an Online Safety Concern Flowchart - Key Local Contacts



Education Safeguarding Advisor /Online Safety – Kate Barry - 01634 331017

Front Door – 01634 334466

LADO - 01634 331 065

Appendix B: Useful Links

Medway Safeguarding Children Partnership
https://www.medwayscp.org.uk/mscb//info/5/mscb-1/34/worriedchild

Local Authority Designated Officer https://www.medwayscp.org.uk/mscb/info/4/advice-resource
Tel 01634 331065 (Admin)
LADO 01634 331 307/01634 336204

KSCMP: www.kscb.org.uk
Police:

- www.kent.police.uk or www.kent.police.uk/internetsafety
- In an emergency (a life is in danger or a crime in progress) dial 999. For non-urgent enquiries, contact Medway Police via 101

Other:

- CEOP:
  - www.thinkuknow.co.uk
  - www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/uk-council-for-internet-safety
- UK Safer Internet Centre: www.saferinternet.org.uk
  - Professional Online Safety Helpline: www.saferinternet.org.uk/about/helpline
  - Report Harmful Content: https://reportharmfulcontent.com/
- 360 Safe Self-Review tool for schools: www.360safe.org.uk
- Childnet: www.childnet.com
  - Step Up Speak Up – Online Sexual Harassment Guidance: www.childnet.com/resources/step-up-speak-up/guidance-and-training-for-schools-and-professionals
  - Cyberbullying Guidance: www.childnet.com/resources/cyberbullying-guidance-for-schools
- Internet Matters: www.internetmatters.org
- Parent Zone: https://parentzone.org.uk
- Parent Info: https://parentinfo.org
- NSPCC: www.nspcc.org.uk/onlinesafety
  - ChildLine: www.childline.org.uk
  - Net Aware: www.net-aware.org.uk
- Lucy Faithfull Foundation: www.lucyfaithfull.org
- The Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Action Fraud: www.actionfraud.police.uk
- Get Safe Online: www.getsafeonline.org

Appendix C: Acceptable Use of Technology Policy (AUP) Templates

Learner Acceptable Use of Technology Statements

Early Years and Key Stage 1 (0-6)

- I only use the internet when an adult is with me
- I only click on links and buttons online when I know what they do
- I keep my personal information and passwords safe
- I only send messages online which are polite and friendly
- I know the school can see what I am doing online
- I always tell an adult if something online makes me feel unhappy or worried
- I can visit www.thinkuknow.co.uk to learn more about keeping safe online
- I know that if I do not follow the rules, I may not be able to use the internet
- I have read and talked about these rules with my parents/carers

Shortened version (for use on posters)

- I only go online with a grown up
- I am kind online
- I keep information about me safe online
- I tell a grown up if something online makes me unhappy or worried

Key Stage 2 (7-11)

Safe

- I only send messages which are polite and friendly
- I will only post pictures or videos on the internet if they are appropriate, and if I have permission
- I only talk with and open messages from people I know, and I only click on links if I know they are safe
- I know that people I meet online may not always be who they say they are. If someone online suggests meeting up, I will immediately talk to an adult

Trust

- I know that not everything or everyone online is honest or truthful
- I will check content on other sources like other websites, books or with a trusted adult
- I always credit the person or source that created any work, image or text I use

Responsible

- I always ask permission from an adult before using the internet on a tablet, laptop or a computer.
- I only use websites and search engines that my teacher has chosen
- I use school computers/tablets for school work, unless I have permission otherwise
- I keep my personal information safe and private online
- I will keep my passwords safe and not share them with anyone
- I will not access or change other people's files or information
- I will only change the settings on the computer if a teacher has allowed me to
- I will not use my own personal devices/mobile phone in school unless a teacher has allowed me to

Understand

- I understand that the school internet filter is there to protect me, and I will not try to bypass it.
- I know that my use of school devices/computers and internet access will be monitored
- I have read and talked about these rules with my parents/carers
- I can visit www.thinkuknow.co.uk and www.childline.org.uk to learn more about being safe online
- I know that if I do not follow the school rules then I may to be able to use the internet.

Tell

- If I am aware of anyone being unsafe with technology, I will report it to an adult
- I always talk to an adult if I'm not sure about something or if something happens online that makes me feel worried or frightened
- If I see anything online that I shouldn't or that makes me feel worried or upset then I will minimise the page / shut the laptop lid / turn off the screen and tell an adult straight away

Shortened KS2 version (for use on posters)

- I ask a teacher about which websites I can use
- I will not assume information online is true
- I know there are laws that stop me copying online content
- I know I must only open online messages that are safe. If I'm unsure I won't open it without speaking to an adult first
- I know that people online are strangers and they may not always be who they say they are
- If someone online suggests meeting up, I will always talk to an adult straight away
- I will not use technology to be unkind to people
- I will keep information about me and my passwords private
- I always talk to an adult if I see something which makes me feel worried

Learner Acceptable Use Policy Agreement Form

Thames View Primary School Acceptable Use of Technology Policy – Learner Agreement

I, with my parents/carers, have read and understood the Acceptable Use of Technology Policy (AUP).

I agree to follow the AUP when:

1. I use school systems and devices, both on and offsite
2. I use my own devices, including mobile phones in school, ONLY if allowed.
3. I use my own equipment out of school in a way that is related to me being a member of the school community, including communicating with other members of the school.

Name…… Signed…….

Class…… Date……

Parent/Carers Name……

Parent/Carers Signature…….. Date: ……

Acceptable Use of Technology Statements/Forms for Parents/Carers

Parent/Carer Acknowledgement Form

Thames View Primary School Learner Acceptable Use of Technology Policy:
Parental Acknowledgment

1. I, with my child, have read and discussed the Thames View Primary School Online Safety and Acceptable Use of Technology Policy, Online Safety Leaflet (KS2) and Online Safety Age Restrictions information. I understand that this information applies to the use of the internet and other related devices and services, inside and outside of the setting.
2. I am aware that any internet and IT use, using school equipment may be monitored for safety and security reason to safeguard both my child and the school systems. This monitoring will be proportionate and will take place in accordance with data protection, privacy and human rights legislation.
3. I understand that the school will take every reasonable precaution, including monitoring and filtering systems, to ensure my child will be safe when they use the internet and other associated technologies. I understand that the school cannot ultimately be held responsible for the nature and content of materials accessed on the internet and using mobile technologies.
4. I with my child, am aware of the importance of safe online behaviour and will not deliberately upload or add any images, video, sounds or text that could upset, threaten the safety of or offend any member of the school community.
5. I understand that the school will contact me if they have concerns about any possible breaches of the Online Policy/Information or have any concerns about my child's safety.
6. I will inform the school or other relevant organisations if I have concerns over my child's or other members of the school communities' safety online.
7. I know that my child will receive online safety education to help them understand the importance of safe use of technology and the internet – both in and out of the school setting.
8. I will support the school online safety approaches and will encourage my child to adopt safe use of the internet and other technology at home.

Child's Name……. Child's Signature ……

Class…….. Date……

Parent/Carer Name……

Parent/Carer Name Signature…… Date……

Parent/Carer Acceptable Use of Technology Policy

1. I know that my child will be provided with internet access and will use a range of IT systems in order to access the curriculum and be prepared for modern life whilst at Thames View Primary School.
2. I am aware that learners use of mobile technology and devices, such as mobile phones, is not permitted at Thames View Primary School (unless specifically authorised and an agreement is signed and returned).
3. I am aware that any internet and technology use using school equipment may be monitored for safety and security reasons, to safeguard both my child and the school systems. This monitoring will take place in accordance with data protection (including GDPR) and human rights legislation.
4. I understand that the school will take every reasonable precaution, including monitoring and filtering systems, to ensure that learners are safe when they use the school internet and systems. I understand that the school cannot ultimately be held responsible for the nature and content of materials accessed on the internet and using mobile technologies.
5. I am aware that my child 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.
6. I have read and discussed Thames View Primary School Online Safety and Acceptable Use of Technology Policy and information leaflets with my child.
7. I will support school safeguarding policies and will ensure that I appropriately monitor my child's use of the internet outside of school and discuss online safety with them when they access technology at home.
8. I know I can seek support from the school about online safety, to help keep my child safe online at home.
9. I will support the school approach to online safety. I will role model safe and positive online behaviour for my child by sharing images, text and video online responsibly.
10. I, together with my child, will not deliberately upload or add any images, video, sounds or text that could upset, threaten the safety of or offend any member of the school community.
11. I understand that a partnership approach to online safety is required. If the school has any concerns about either my or my child's behaviour or safety online, then I will be contacted.
12. I understand that if I or my child do not abide by the Thames View Primary School Policy, advise and guidance, appropriate action will be taken. This could include sanctions being applied in line with the school Behaviour, Anti-Bullying, Peer on Peer Abuse and Online Safety policies, and if a criminal offence has been committed, the police being contacted.
13. I know that I can speak to the Designated and Deputy Designated Safeguarding Leads, my child's teacher or the Head of School if I have any concerns about online safety.

I have read, understood and agree to comply with the Thames View Primary School Parent/Carer Acceptable Use of Technology Policy.

Child's Name……. Class……

Parent/Carer Name…….....

Parent/Carer Signature…….. Date: ……..

Acceptable Use of Technology for Staff, Visitors and Volunteers Statements

Staff Acceptable Use of Technology Policy

As a professional organisation with responsibility for safeguarding, all members of staff are expected to use Thames View Primary School IT systems in a professional, lawful, and ethical manner. To ensure that members of staff understand their professional responsibilities when using technology and provide appropriate curriculum opportunities for learners, they are asked to read and sign the staff Acceptable Use of Technology Policy (AUP).

Our AUP is not intended to unduly limit the ways in which members of staff teach or use technology professionally, or indeed how they use the internet personally, however the AUP will help ensure that all staff understand Thames View Primary School expectations regarding safe and responsible technology use, and can manage the potential risks posed. The AUP will also help to ensure that school systems are protected from any accidental or deliberate misuse which could put the safety and security of our systems or members of the community at risk.

Policy Scope

1. I understand that this AUP applies to my use of technology systems and services provided to me or accessed as part of my role within Thames View Primary School both professionally and personally. This may include use of laptops, mobile phones, tablets, digital cameras and email as well as IT networks, data and data storage and online and offline communication technologies**.**

2. I understand that Thames View Primary School Acceptable Use of Technology Policy (AUP) should be read and followed in line with the school staff Code of Conduct policy.

3. I am aware that this AUP does not provide an exhaustive list; all staff should ensure that technology use is consistent with the school ethos, school Online Safety, Behaviour and Safeguarding policies, national and local education and child protection guidance, and the law.

Use of School/Setting Devices and Systems

4. I will only use the equipment and internet services provided to me by the school, for example, school provided laptops, tablets, mobile phones, cameras and internet access, when working with learners.

5. I understand that any equipment and internet services provided by my workplace is intended for educational use and should only be accessed by members of staff.

Data and System Security

6. To prevent unauthorised access to systems or personal data, I will not leave any information system unattended without first logging out or securing/locking access.
    - I will use a ‘complex’ password containing numbers, letters and symbols, to access school systems.
    - I will protect the devices in my care from unapproved access or theft.

7. I will respect school system security and will not disclose my password or security information to others.

8. I will not open any hyperlinks or attachments in emails unless they are from a known and trusted source. If I have any concerns about email content sent to me, I will report them to the IT system manager.

9. I will not attempt to install any personally purchased or downloaded software, including browser toolbars, or hardware without permission from the IT system manager.

10. I will ensure that any personal data is kept in accordance with the Data Protection legislation, including GDPR in line with the school/Trust information security policies.
    - All personal data will be obtained and processed fairly and lawfully, only kept for specific purposes, held no longer than necessary and will be kept private and secure with appropriate security measures in place, whether used in the workplace, hosted online or accessed remotely.

    - Any data being removed from the school site, such as via email or on memory sticks or CDs, will be suitably protected. This may include data being encrypted by a method approved by the school.

11. I will not keep documents which contain school related sensitive or personal information, including images, files, videos and emails, on any personal devices, such as laptops, digital cameras, and mobile phones. Where possible, I will use the school shared servers to upload any work documents and files in a password protected environment.

12. I will not store any personal information on the school IT system, including school laptops or similar device issued to members of staff, which is unrelated to school activities, such as personal photographs, files or financial information.

13. I will ensure that school owned information systems are used lawfully and appropriately. I understand that the Computer Misuse Act 1990 makes the following criminal offences: to gain unauthorised access to computer material; to gain unauthorised access to computer material with intent to commit or facilitate commission of further offences or to modify computer material without authorisation.

14. I will not attempt to bypass any filtering and/or security systems put in place by the school.

15. If I suspect a computer or system has been damaged or affected by a virus or other malware, I will report this to the IT Support Provider as soon as possible.

16. If I have lost any school related documents or files, I will report this to the IT Support Provider and school Data Protection Officer, Sarah Horne, as soon as possible.

17. Any images or videos of learners will only be used as stated in the school camera and image use policy.
    - I understand images of learners must always be appropriate and should only be taken with school provided equipment and taken/published where learners and their parent/carer have given explicit consent. They will be deleted when no longer current and not stored on devices.

Classroom Practice

I am aware of safe technology use in the classroom and other working spaces, including appropriate supervision of learners, as outlined in the school online safety policy.

18. I have read and understood the school online safety policy which covers expectations for learners regarding mobile technology and social media.

19. I will promote online safety with the learners in my care and will help them to develop a responsible attitude to safety online, system use and to the content they access or create by:
    - exploring online safety principles as part of an embedded and progressive curriculum and reinforcing safe behaviour whenever technology is used on site.
    - creating a safe environment where learners feel comfortable to say what they feel, without fear of getting into trouble and/or be judged for talking about something which happened to them online.
    - involving the Designated Safeguarding Lead (DSL) or a deputy DSLs as part of planning online safety lessons or activities to ensure support is in place for any learners who may be impacted by the content.
    - make informed decisions to ensure any online safety resources used with learners is appropriate.

20. I will report any filtering breaches (such as access to illegal, inappropriate or harmful material) to the DSL in line with the school Online Safety/Child Protection and Safeguarding policies.

21. I will respect copyright and intellectual property rights; I will obtain appropriate permission to use content, and if videos, images, text or music are protected, I will not copy, share or distribute or use them.

Use of Social Media and Mobile Technology

22. I have read and understood the school Online Safety policy which covers expectations regarding staff use of mobile technology and social media.

23. I will ensure that my online reputation and use of IT and information systems are compatible with my professional role and in line with the staff Code of Conduct Policy when using school and personal systems. This includes my use of email, text, social media and any other personal devices or mobile technology.
    - I will take appropriate steps to protect myself online when using social media as outlined in the online safety/social media policy.
    - I am aware of the school expectations with regards to use of personal devices and mobile technology, including mobile phones as outlined in the online safety/mobile technology policy.
    - I will not discuss or share data or information relating to learners, staff, school business or parents/carers on social media.

- I will ensure that my use of technology and the internet does not undermine my professional role or interfere with my work duties and is in accordance with the school Behaviour policy/code of conduct and the law.

24. My electronic communications with current and past learners and parents/carers will be transparent and open to scrutiny and will only take place within clear and explicit professional boundaries.
    - I will ensure that all electronic communications take place in a professional manner via school approved and/or provided communication channels, such as a school email address or telephone number.
    - I will not share any personal contact information or details with learners, such as my personal email address or phone number.
    - I will not add or accept friend requests or communications on personal social media with current or past learners and/or parents/carers.
    - If I am approached online by a learner or parents/carer, I will not respond and will report the communication to my line manager and Designated Safeguarding Lead (DSL).
    - Any pre-existing relationships or situations that compromise my ability to comply with the AUP will be discussed with the DSL and/or Head of School.
25. If I have any queries or questions regarding safe and professional practise online either in school or off site, I will raise them with the DSLs and/or the Head of School.
26. I will not upload, download or access any materials which are illegal, such as child sexual abuse images, criminally racist material, adult pornography covered by the Obscene Publications Act.
27. I will not attempt to access, create, transmit, display, publish or forward any material or content online that is inappropriate or likely to harass, cause offence, inconvenience or needless anxiety to any other person.
28. I will not engage in any online activities or behaviour that could compromise my professional responsibilities or bring the reputation of the school into disrepute.

Policy Compliance

I understand that the school may exercise its right to monitor the use of information systems, including internet access and the interception of emails, to monitor policy compliance and to ensure the safety of learners and staff. This monitoring will be proportionate and will take place in accordance with data protection, privacy and human rights legislation.

Policy Breaches or Concerns

29. I will report and record concerns about the welfare, safety or behaviour of learners or parents/carers to the DSL in line with the school online safety/child protection policy.
30. I will report concerns about the welfare, safety or behaviour of staff to the Head of School, in line with the allegations against staff policy.

31. I understand that if the school believe that unauthorised and/or inappropriate use of school systems or devices is taking place, the school may invoke its disciplinary procedures as outlined in the staff code of conduct.

32. I understand that if the school believe that unprofessional or inappropriate online activity, including behaviour which could bring the school into disrepute, is taking place online, the school may invoke its disciplinary procedures as outlined in the staff code of conduct.

33. I understand that if the school suspects criminal offences have occurred, the police will be informed.

I have read, understood and agreed to comply with Thames View Primary School Staff Acceptable Use of Technology Policy when using the internet and other associated technologies, both on and off site.

Name of staff member: ……

Signed: ……..... Date: .....

Visitor and Volunteer Acceptable Use of Technology Policy

As a professional organisation with responsibility for children's safeguarding, it is important that all members of the community, including visitors and volunteers, are aware of their professional responsibilities when using technology. This AUP will help Thames View Primary School ensure that all visitors and volunteers understand the schools expectations regarding safe and responsible technology use.

Policy Scope

1. I understand that this Acceptable Use of Technology Policy (AUP) applies to my use of technology systems and services provided to me or accessed as part of my role within Thames View Primary School both professionally and personally. This may include use of laptops, mobile phones, tablets, digital cameras and email as well as IT networks, data and data storage and communication technologies**.**

2. I understand that Thames View Primary School AUP should be read and followed in line with the school staff code of conduct.

3. I am aware that this AUP does not provide an exhaustive list; visitors and volunteers should ensure that all technology use is consistent with the school ethos, school staff code of conduct and safeguarding policies, national and local education and child protection guidance, and the law.

Data and Image Use

4. I will ensure that any access to personal data is kept in accordance with Data Protection legislation, including GDPR.

5. Any images or videos of learners will only be taken in line with the school camera and image use policy (and only if permitted)

Classroom Practice

6. I am aware of the expectations regarding safe use of technology in the classroom and other working spaces, including appropriate supervision of learners, as outlined in the school online safety policy.

7. I will support teachers in reinforcing safe behaviour whenever technology is used on site and I will promote online safety with the children in my care.

8. I will immediately report any filtering breaches (such as access to illegal, inappropriate or harmful material) to the Designated Safeguarding Lead (DSL) in line with the school online safety/child protection policy.

9. I will respect copyright and intellectual property rights; I will obtain appropriate permission to use content, and if videos, images, text or music is protected, I will not copy, share or distribute or use it.

Use of Social Media and Mobile Technology

10. I have read and understood the school online safety policy which covers expectations regarding staff use of social media and mobile technology.

11. I will ensure that my online reputation and use of technology and is compatible with my role within the school. This includes my use of email, text, social media, social networking, gaming and any other personal devices or websites.

    - I will take appropriate steps to protect myself online as outlined in the online safety policy***.***

    - I will not discuss or share data or information relating to learners, staff, school/setting business or parents/carers on social media.

    - I will ensure that my use of technology and the internet will not undermine my role, interfere with my duties and will be in accordance with the school code of conduct/behaviour policy and the law.

12. My electronic communications with learners, parents/carers and other professionals will only take place within clear and explicit professional boundaries and will be transparent and open to scrutiny.

    - All communication will take place via school approved communication channels such as via a school provided email address or telephone number and not via personal devices or communication channels such as via my personal email, social networking account or mobile phone number.

    - Any pre-existing relationships or situations that may compromise this will be discussed with the DSLs and/or Head of School.

13. If I have any queries or questions regarding safe and professional practise online either in school or off site, I will raise them with the Designated Safeguarding Leads and/or the Head of School.

14. I will not upload, download or access any materials which are illegal, such as child sexual abuse images, criminally racist material, adult pornography covered by the Obscene Publications Act.

15. I will not attempt to access, create, transmit, display, publish or forward any material or content online that is inappropriate or likely to harass, cause offence, inconvenience or needless anxiety to any other person.

16. I will not engage in any online activities or behaviour that could compromise my professional responsibilities or bring the reputation of the school into disrepute.

Policy Breaches or Concerns

I will report and record concerns about the welfare, safety or behaviour of learners or parents/carers to the Designated Safeguarding Lead in line with the school online safety/child protection policy.

17. I will report concerns about the welfare, safety or behaviour of staff to the Head of School, in line with the allegations against staff policy.
18. I understand that if the school believes that if unauthorised and/or inappropriate use, or unacceptable or inappropriate behaviour is taking place online, the school may invoke its disciplinary procedures.
19. I understand that if the school suspects criminal offences have occurred, the police will be informed.

I have read, understood and agreed to comply with Thames View Primary School visitor/volunteer Acceptable Use of Technology Policy when using the internet and other associated technologies, both on and off site.

Name of visitor/volunteer: ……

Signed: ……..... Date: .....

Wi-Fi Acceptable Use Policy - *For those using school Wi-Fi setting.*

As a professional organisation with responsibility for children's safeguarding it is important that all members of the school community are fully aware of the school boundaries and requirements when using the school Wi-Fi systems, and take all possible and necessary measures to protect data and information systems from infection, unauthorised access, damage, loss, abuse and theft.

This is not an exhaustive list and all members of the school community are reminded that technology use should be consistent with our ethos, other appropriate policies and the law.

1. The school provides Wi-Fi for certain people, where they may need to access the internet during their work within school, such as a supply teacher or Ofsted inspector.

2. I am aware that the school will not be liable for any damages or claims of any kind arising from the use of the wireless service. The school takes no responsibility for the security, safety, theft, insurance and ownership of any device used within the school premises that is not the property of the school.

3. The use of technology falls under Thames View Primary School Acceptable Use of Technology Policy (AUP), online safety policy and behaviour policy which all learners/staff/visitors and volunteers must agree to and comply with.

4. The school reserves the right to limit the bandwidth of the wireless service, as necessary, to ensure network reliability and fair sharing of network resources for all users.

5. School owned information systems, including Wi-Fi, must be used lawfully; I understand that the Computer Misuse Act 1990 makes the following criminal offences: to gain unauthorised access to computer material; to gain unauthorised access to computer material with intent to commit or facilitate commission of further offences or to modify computer material without authorisation.

6. I will take all practical steps necessary to make sure that any equipment connected to the school service is adequately secure, such as up-to-date anti-virus software, systems updates.

7. The school wireless service is not secure, and the school cannot guarantee the safety of traffic across it. Use of the school wireless service is done at my own risk. By using this service, I acknowledge that security errors and hacking are an inherent risk associated with any wireless network. I confirm that I knowingly assume such risk.

8. The school accepts no responsibility for any software downloaded and/or installed, email opened, or sites accessed via the school wireless service's connection to the internet. Any damage done to equipment for any reason including, but not limited to, viruses, identity theft, spyware, plug-ins or other internet-borne programs is my sole responsibility; and I indemnify and hold harmless the school from any such damage.

9. The school accepts no responsibility regarding the ability of equipment, owned by myself, to connect to the school wireless service.

10. I will respect system security; I will not disclose any password or security information that is given to me. To prevent unauthorised access, I will not leave any information system unattended without first logging out or locking my login as appropriate.

11. I will not attempt to bypass any of the school security and filtering systems or download any unauthorised software or applications.

12. My use of school Wi-Fi will be safe and responsible and will always be in accordance with the school AUP and the law including copyright and intellectual property rights. This includes the use of email, text, social media, social networking, gaming, web publications and any other devices or websites.

13. I will not upload, download, access or forward any material which is illegal or inappropriate or may cause harm, distress or offence to any other person, or anything which could bring the school into disrepute.

14. I will report any online safety concerns, filtering breaches or receipt of inappropriate materials to the Designated Safeguarding Lead (Deanne Daburn) as soon as possible.

15. If I have any queries or questions regarding safe behaviour online, I will discuss them with Designated Safeguarding Lead and/or the Head of School.

16. I understand that my use of the school Wi-Fi may be monitored and recorded to ensure policy compliance in accordance with privacy and data protection legislation. If the school suspects that unauthorised and/or inappropriate use or unacceptable or inappropriate behaviour may be taking place, then the school may terminate or restrict usage. If the school suspects that the system may be being used for criminal purposes, the matter will be brought to the attention of the relevant law enforcement organisation.

I have read, understood and agreed to comply with Thames View Primary School Wi-Fi acceptable Use Policy.

Name ……...

Signed: …….....Date: …..……..

Appendix D: 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. You can use this to assist your school in developing its own online safety curriculum; however, you must develop your curriculum in line with your local needs and the needs of your pupils.]

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 includes 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 is 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 includes 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 is covered in the following curriculum areas: • Relationships education • Health education • Computing

Disinformation, misinformation and hoaxes	Some information shared online is accidentally or intentionally wrong, misleading or exaggerated. Teaching includes 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 • Online hoaxes, which can be deliberately and inadvertently spread for a variety of reasons • 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	This risk or harm is covered in the following curriculum areas: • Relationships and health education • Health education • **KS2** Computing
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 includes 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	This risk or harm is covered in the following curriculum areas: • Relationships education • Health education • Computing

Online fraud	Fraud can take place online and can have serious consequences for individuals and organisations. Teaching includes the following: • What identity fraud, scams and phishing are • That children are sometimes targeted to access adults' data • What 'good' companies will and will not do when it comes to personal details	This risk or harm is covered in the following curriculum areas: • Relationships education • Health 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 includes the following: • 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	This risk or harm is covered in the following curriculum areas: • Relationships education • Health education • Computing
Personal data	Online platforms and search engines gather personal data – this is often referred to as 'harvesting' or 'farming'. Teaching includes 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 is covered in the following curriculum areas: • Relationships education • Health 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 includes 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 • How notifications are used to pull users back online	This risk or harm is 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 includes the following: • How to find information about privacy settings on various devices and platforms • That privacy settings have limitations	This risk or harm is covered in the following curriculum areas: • Relationships education • Health education • Computing
Targeting of online content	Much of the information seen online is a result of some form of targeting. Teaching includes 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 is covered in the following curriculum areas: • Relationships education • Health 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 includes 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 is covered in the following curriculum areas: • Relationships education • Health education • Computing
Challenges	Online challenges acquire mass followings and encourage others to take part in what they suggest. Teaching includes 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 is covered in the following curriculum areas: • Relationships education • Health education
Content which incites violence	Knowing that violence can be incited online and escalate very quickly into offline violence. Teaching includes the following: • That online content (sometimes gang related) can glamorise the possession of weapons and drugs	This risk or harm is covered in the following curriculum areas:

	• 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	• Relationships education • Health education
Fake profiles	Not everyone online is who they say they are. Teaching includes 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 is covered in the following curriculum areas: • Relationships education • Health education • Computing
Grooming	Knowing about the different types of grooming and motivations for it, e.g. radicalisation, child sexual abuse and exploitation, and gangs and county lines. Teaching includes 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 is covered in the following curriculum areas: • Relationships education
Livestreaming	Livestreaming (showing a video of yourself in real-time online, either privately or to a public audience) can be popular with children, but it carries a risk when carrying out and watching it. Teaching includes the following:	This risk or harm is covered in the following curriculum areas:

	• What the risks of carrying out livestreaming are, e.g. the potential for people to record livestreams and share the content • The importance of thinking carefully about who the audience might be and if pupils would be comfortable with whatever they are streaming being shared widely • That online behaviours should mirror offline behaviours and that this should be considered when making a livestream • That pupils should not feel pressured to do something online that they would not do offline • Why people sometimes do and say things online that they would never consider appropriate offline • The risk of watching videos that are being livestreamed, e.g. there is no way of knowing what will be shown next • The risks of grooming	• Health education (Secondary)
Pornography	Knowing that sexually explicit material presents a distorted picture of sexual behaviours. Teaching includes the following: • That pornography is not an accurate portrayal of adult sexual relationships • That viewing pornography can lead to skewed beliefs about sex and, in some circumstances, can normalise violent sexual behaviour • That not all people featured in pornographic material are doing so willingly, i.e. revenge porn or people trafficked into sex work	This risk or harm is covered in the following curriculum areas: • RSE (Secondary)
Unsafe communication	Knowing different strategies for staying safe when communicating with others, especially people they do not know or have not met. Teaching includes 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	This risk or harm is covered in the following curriculum areas: • Relationships education • Computing

	• 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	
Wellbeing		
Impact on confidence (including body confidence)	Knowing about the impact of comparisons to 'unrealistic' online images. Teaching includes the following: • The issue of using image filters and digital enhancement • The role of social media influencers, including that they are paid to influence the behaviour of their followers • The issue of photo manipulation, including why people do it and how to look out for it	This risk or harm is covered in the following curriculum areas: • Health education (secondary)
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 includes 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 • 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	This risk or harm is covered in the following curriculum areas: • Health education

Online vs. offline behaviours	People can often behave differently online to how they would act face to face. Teaching includes the following: • How and why people can often portray an exaggerated picture of their lives (especially online) and how that can lead to pressures around having perfect or curated lives • 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 is covered in the following curriculum areas: • Relationships education
Reputational damage	What users post can affect future career opportunities and relationships – both positively and negatively. Teaching includes the following: • Strategies for positive use • How to build a professional online profile	This risk or harm is covered in the following curriculum areas: • RSE (Secondary)
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.	