St. Theresa's Catholic Primary School

Online Safety Policy

"We learn together, we play together, we pray together, we grow together in the love of God"

St.Theresa's
Catholic Primary School

Validation grid

Title	Online Safety Policy
Author	Barbara Costa
Associate Author	N/A
Committee	Wellbeing
Target Audience	All Staff, parents, Governors
Stakeholders Consulted	Staff and Governors
Curriculum / Non Curricular	Non Curricular
Associated Policies / Documents	Computing Policy, Staff Code of Conduct, Child Protection and Safeguarding Policy, Data Protection Policy, Behaviour Policy, Anti-Bullying Policy, Freedom of Information Publication Scheme, PSHE Policy, Relationships and Sex Education Policy
New Policy or Review of Existing Policy	Review
Date of Submission	September 2021
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Review Term	Annual

Executive Headteacher Barbara Costa Barbara Costa

Chair of Governors Fiona Kerin

Contents

1. Overview and Aims

This policy aims to:

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

2. Further Help and Support

Internal school channels should always be followed first for reporting and support, as documented in school policy documents, especially in response to incidents, which should be reported in line with our Safeguarding Policy. The DSL will handle referrals to local authority multi-agency safeguarding hubs (MASH) and normally the Executive Headteacher will handle referrals to the LA designated officer (LADO). The local authority, academy trust or third-party support organisations we work with may also have advisors to offer general support.

Beyond this, **reporting.lgfl.net** has a list of curated links to external support and helplines for both pupils and staff, including the Professionals' Online-Safety Helpline from the UK Safer Internet Centre and the new NSPCC Report Abuse Helpline for sexual harassment or abuse, as well as hotlines for hate crime, terrorism and fraud, and anonymous support for children and young people.

3. Scope

This policy applies to all members of the St. Theresa's community (including teaching and support staff, supply teachers and tutors engaged under the DfE National Tutoring Programme, governors, volunteers, contractors, students/pupils, parents/carers, visitors and community users) who have access to our digital technology, networks and systems, whether on-site or remotely, and at any time, or who use technology in their school role.

4. Roles and Responsibilities

This school is a community and all members have a duty to behave respectfully online and offline, to use technology for teaching and learning and to prepare for life after school, and to immediately report any concerns or inappropriate behaviour, to protect staff, pupils, families and the reputation of the school. We learn together, make honest mistakes together and support each other in a world that is online and offline at the same time.

Executive Headteacher – Barbara Costa

Key responsibilities:

- Support safeguarding leads and technical staff as they review protections for **pupils in the home** and **remote-learning** procedures, rules and safeguards
- Foster a culture of safeguarding where online safety is fully integrated into whole-school safeguarding
- Oversee the activities of the designated safeguarding lead and ensure that the DSL responsibilities listed in the section below are being followed and fully supported
- Ensure that policies and procedures are followed by all staff
- Undertake training in offline and online safeguarding, in accordance with statutory guidance and relevant Local Safeguarding Partnerships
- Liaise with the designated safeguarding lead on all online-safety issues which might arise and receive regular updates on school issues and broader policy and practice information
- Take overall responsibility for data management and information security ensuring the school's provision follows best practice in information handling; work with the DPO, DSL and governors to ensure a GDPR-compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information
- Ensure the school implements and makes effective use of appropriate ICT systems and services including school-safe filtering and monitoring, protected email systems and that all technology including cloud systems are implemented according to child-safety first principles
- Be responsible for ensuring that all staff receive suitable training to carry out their safeguarding and online safety roles
- Understand and make all staff aware of procedures to be followed in the event of a serious online safeguarding incident

- Ensure suitable risk assessments are undertaken so the curriculum meets the needs of pupils, including risk of children being radicalised
- Ensure that there is a system in place to monitor and support staff (e.g. network manager) who carry out internal technical online-safety procedures
- Ensure governors are regularly updated on the nature and effectiveness of the school's arrangements for online safety
- Ensure the school website meets statutory requirements

Designated Safeguarding Lead / Online Safety Lead – Barbara Costa

Key responsibilities:

- "The designated safeguarding lead should take lead responsibility for safeguarding and child protection [including online safety] … this lead responsibility should not be delegated"
- Work with the Head of School and technical staff to review protections for pupils in the home and remote-learning procedures, rules and safeguards
- Ensure "An effective approach to online safety [that] empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate."
- "Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs, or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies."
- Take day-to-day responsibility for online safety issues and be aware of the potential for serious child protection concerns
- Remind staff of safeguarding considerations as part of a review of remote learning procedures and technology, including that the same principles of online safety and behaviour apply
- Work with the Head of School, DPO and governors to ensure a GDPR-compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information
- Stay up to date with the latest trends in online safeguarding and undertake Prevent awareness training
- Review and update this policy, other online safety documents (e.g. Acceptable Use Policies) and the strategy on which they are based (in harmony with policies for behaviour, safeguarding, Prevent and others) and submit for review to the governors
- Receive regular updates in online safety issues and legislation, be aware of local and school trends
- Ensure that online safety education is embedded across the curriculum in line with the statutory RSHE guidance and beyond, in wider school life

- Promote an awareness of and commitment to online safety throughout the school community, with a strong focus on parents, but also including hard-to-reach parents
- Communicate regularly with the Senior Leadership Team (SLT) and the designated safeguarding and online safety governor/committee to discuss current issues (anonymised), review incident logs and filtering/change control logs and discuss how filtering and monitoring work and have been functioning/helping
- Ensure all staff are aware of the procedures that need to be followed in the event of an online safety incident, and that these are logged in the same way as any other safeguarding incident
- Ensure adequate provision for staff to flag issues when not in school and for pupils to disclose issues when off site, especially when in isolation/quarantine/lockdown
- Oversee and discuss 'appropriate filtering and monitoring' with governors and ensure staff are also aware. Key decisions on what should be allowed are the responsibility of the DSL who should be careful to keep children safe but "be careful that 'over blocking' does not lead to unreasonable restrictions" (KCSIE)
- Ensure the updated 2021 2021 DfE guidance on Sexual Violence & Sexual Harassment Between Children in Schools & Colleges Guidance is followed throughout the school and that staff adopt a zero-tolerance, whole school approach to this, as well as to bullying
- Facilitate training and advice for all staff, including supply teachers:
    - all staff must read KCSIE Part 1 and all those working with children Annex B
    - all staff should be aware of Annex D (online safety)
    - cascade knowledge of risks and opportunities throughout the organisation

Governing Body, led by Online Safety / Safeguarding Link Governor – Jane Goring

Key responsibilities (quotes are taken from Keeping Children Safe in Education 2021):

- Approve this policy and strategy and subsequently review its effectiveness, e.g. by asking the questions in the helpful document from the UK Council for Child Internet Safety (UKCIS) Online safety in schools and colleges: Questions from the Governing Board
- Ask about how the school has reviewed protections for pupils in the home and remote-learning procedures, rules and safeguards
- "Ensure an appropriate **senior member** of staff, from the school or college **leadership team**, is appointed to the role of DSL [with] **lead responsibility** for safeguarding and child protection (including online safety) [with] the appropriate status and authority [and] time, funding, training, resources and support…"
- Support the school in encouraging parents and the wider community to become engaged in online safety activities
- Have regular strategic reviews with the online-safety coordinator / DSL and incorporate online safety into standing discussions of safeguarding at governor meetings

- Where the online-safety coordinator is not the named DSL or deputy DSL, ensure that there is regular review and open communication between these roles and that the DSL's clear overarching responsibility for online safety is not compromised
- Work with the DPO, DSL and Executive Headteacher to ensure a GDPR-compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information
- Check all school staff have read Part 1 of KCSIE; SLT and all working directly with children have read Annex B; check that Annex D on Online Safety reflects practice in the school
- "Ensure that all staff undergo safeguarding and child protection training (including online safety) at induction. The training should be regularly updated […] in line with advice from the local three safeguarding partners […] integrated, aligned and considered as part of the overarching safeguarding approach."
- "Ensure appropriate filters and appropriate monitoring systems are in place [but…] be careful that 'overblocking' does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding".
- "Ensure that children are taught about safeguarding, including online safety […] as part of providing a broad and balanced curriculum […] Consider a whole school or college approach to online safety [with] a clear policy on the use of mobile technology."

All Staff

Key responsibilities:

- Recognise that **RSHE** is now statutory and that it is a whole-school subject requiring the support of all staff; online safety has become core to this new subject
- Understand that online safety is a core part of safeguarding; as such it is part of everyone's job – never think that someone else will pick it up
- Know who the Designated Safeguarding Lead (DSL) and Online Safety Lead (OSL) are (Barbara Costa – Executive Headteacher)
- Read Part 1, Annex B and Annex D of Keeping Children Safe in Education
- Read and follow this policy in conjunction with the school's main safeguarding policy
- Record online-safety incidents in the same way as any safeguarding incident and report in accordance with school procedures
- Understand that safeguarding is often referred to as a jigsaw puzzle – you may have discovered the missing piece so do not keep anything to yourself
- Sign and follow the staff acceptable use policy, Staff Code of Conduct and the Staff Handbook
- Notify the DSL/OSL if policy does not reflect practice in your school and follow escalation procedures if concerns are not promptly acted upon
- Identify opportunities to thread online safety through all school activities as part of a whole school approach in line with the RSHE curriculum, both outside the classroom and within

the curriculum, supporting curriculum/stage/subject leads, and making the most of unexpected learning opportunities as they arise (which have a unique value for pupils)

- Whenever overseeing the use of technology in school or for homework or remote teaching, encourage and talk about appropriate behaviour and how to get help and consider potential risks and the age-appropriateness of websites (find out what appropriate filtering and monitoring systems are in place)
- When supporting pupils remotely, be mindful of additional safeguarding considerations
- Carefully supervise and guide pupils when engaged in learning activities involving online technology, supporting them with search skills, critical thinking, age appropriate materials and signposting, and legal issues such as copyright and GDPR
- Be aware of security best-practice at all times, including password hygiene and phishing strategies
- Prepare and check all online source and resources before using
- Encourage pupils/students to follow their acceptable use policy at home as well as at school, remind them about it and enforce school sanctions
- Notify the DSL/OSL of new trends and issues before they become a problem
- Take a zero-tolerance approach to bullying and sexual harassment
- Be aware that you are often most likely to see or overhear online-safety issues (particularly relating to bullying and sexual harassment and violence) in the playground, corridors, toilets and other communal areas outside the classroom – let the DSL/OSL know
- Receive regular updates from the DSL/OSL and have a healthy curiosity for online safeguarding issues
- Model safe, responsible and professional behaviours in their own use of technology. This includes outside the school hours and site, and on social media, in all aspects upholding the reputation of the school and of the professional reputation of all staff.

PSHE / RSHE Lead/s – (Carmen Decuseara and Barbara Costa)

Key responsibilities:

- As listed in the 'all staff' section, plus:
- Embed consent, mental wellbeing, healthy relationships and staying safe online into the PSHE / Relationships education, relationships and sex education (RSE) and health education curriculum. "This will include being taught what positive, healthy and respectful online relationships look like, the effects of their online actions on others and knowing how to recognise and display respectful behaviour online. Throughout these subjects, teachers will address online safety and appropriate behaviour in an age appropriate way that is relevant to their pupils' lives."

- This will complement the computing curriculum, which covers the principles of online safety at all key stages, with progression in the content to reflect the different and escalating risks that pupils face. This includes how to use technology safely, responsibly, respectfully and securely, and where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- Work closely with the DSL/OSL and all other staff to ensure an understanding of the issues, approaches and messaging within PSHE / RSHE.
- Ensure that the RSHE policy is on the school website.
- Work closely with the Computing subject leader to avoid overlap but ensure a complementary whole-school approach, and with all other lead staff to embed the same whole-school approach

Computing Lead

Key responsibilities:

- As listed in the 'all staff' section, plus:
- Oversee the delivery of the online safety element of the Computing curriculum in accordance with the national curriculum
- Work closely with the RSHE lead to avoid overlap but ensure a complementary whole-school approach
- Work closely with the DSL/OSL and all other staff to ensure an understanding of the issues, approaches and messaging within Computing
- Collaborate with technical staff and others responsible for ICT use in school to ensure a common and consistent approach, in line with acceptable-use agreements

Subject Lead

Key responsibilities:

- As listed in the 'all staff' section, plus:
- Look for opportunities to embed online safety in your subject or aspect, especially as part of the new RSHE curriculum, and model positive attitudes and approaches to staff and pupils alike
- Consider how the UKCIS framework Education for a Connected World and Teaching Online Safety in Schools can be applied in your context
- Work closely with the DSL/OSL and all other staff to ensure an understanding of the issues, approaches and messaging within Computing
- Ensure subject specific action plans also have an online-safety element

Network Manager/technician – (ICT Inspire)

Key responsibilities:

- As listed in the 'all staff' section, plus:
- Support the HT and DSL team as they review protections for pupils in the home remote-learning procedures, rules and safeguards
- Keep up to date with the school's online safety policy and technical information in order to effectively carry out their online safety role and to inform and update others as relevant
- Work closely with the designated safeguarding lead / online safety lead / data protection officer / LGfL nominated contact to ensure that school systems and networks reflect school policy
- Ensure the above stakeholders understand the consequences of existing services and of any changes to these systems (especially in terms of access to personal and sensitive records / data and to systems such as YouTube mode, web filtering settings, sharing permissions for files on cloud platforms etc.)
- Support and advise on the implementation of 'appropriate filtering and monitoring' as decided by the DSL and senior leadership team
- Maintain up-to-date documentation of the school's online security and technical procedures
- To report online-safety related issues that come to their attention in line with school policy
- Manage the school's systems, networks and devices, according to a strict password policy, with systems in place for detection of misuse and malicious attack, with adequate protection, encryption and backup for data, including disaster recovery plans, and auditable access controls
- Work with the Executive Headteacher to ensure the school website meets statutory DfE requirements

Data Protection Officer (DPO) – (Chorus Advisers)

Key responsibilities:

- Be aware of the references to the relationship between data protection and safeguarding in key Department for Education documents 'Keeping Children Safe in Education' and 'Data protection: a toolkit for schools' (August 2018), especially this quote from the latter document:
    - "GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Lawful and secure information sharing between schools, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need. **The Data Protection Act 2018 introduced 'safeguarding' as a reason to be able to process sensitive, personal information, even without consent** (DPA, Part 2,18; Schedule 8, 4) When Designated Safeguarding Leads in schools are considering whether, or not, to share safeguarding information (especially with other agencies) it is considered best practice for them to record who they are sharing that information with and for what reason. If they have taken a decision not to seek consent from the data subject and/or parent/carer that should also be recorded within the safeguarding file. All relevant information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information **must not be allowed** to stand in the way of promoting the welfare and protecting the safety of children."
- Work with the DSL, Executive Headteacher and governors to ensure frameworks are in place for the protection of data and of safeguarding information sharing as outlined above
- Ensure that all access to safeguarding data is limited as appropriate, and also monitored and audited

LGfL TRUSTnet Nominated contacts – (Inspire ICT)

Key responsibilities:

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

Volunteers and contractors (including tutors)

Key responsibilities:

- Read, understand, sign and adhere to the Visitor's Briefing Document

- Report any concerns, no matter how small, to the designated safety lead / online safety coordinator
- Maintain an awareness of current online safety issues and guidance
- Model safe, responsible and professional behaviours in their own use of technology at school and as part of remote teaching or any online communications
- A contractor will never attempt to arrange any meeting, **including tutoring session**, without the full prior knowledge and approval of the school, and will never do so directly with a pupil. The same applies to any private/direct communication with a pupil.

Pupils

Key responsibilities:

- Read, understand, sign and adhere to the student/pupil acceptable use policy and review this annually
- Treat **home learning during any isolation/quarantine or bubble/school lockdown** in the same way as regular learning in school and behave as if a teacher or parent were watching the screen
- Avoid any private communication or use of personal logins/systems to communicate with or arrange meetings with school staff or tutors
- Understand the importance of reporting abuse, misuse or access to inappropriate materials, including any concerns about a member of school staff or supply teacher or online tutor
- Know what action to take if they or someone they know feels worried or vulnerable when using online technology, at school, home or anywhere else
- To understand the importance of adopting safe and responsible behaviours and good online safety practice when using digital technologies outside of school and realise that the school's acceptable use policies cover actions out of school, including on social media
- Remember the rules on the misuse of school technology – devices and logins used at home should be used as if they were in full view of a teacher
- Understand the benefits/opportunities and risks/dangers of the online world and know who to talk to at school or outside school if there are problems

Parents/carers

Key responsibilities:

- Read, sign and promote the school's parental acceptable use policy (AUP) and read the pupil AUP and encourage their children to follow it
- Consult with the school if they have any concerns about their children's and others' use of technology

- Promote positive online safety and model safe, responsible, respectful and positive behaviours in their own use of technology, including on social media: not sharing other's images or details without permission and refraining from posting negative, threatening or violent comments about others, including the school staff, volunteers, governors, contractors, pupils or other parents/carers
- Encourage children to engage fully in home-learning during any period of isolation/quarantine or bubble/school closure and flag any concerns
- Support the child during remote learning to avoid video calls in a bedroom if possible and if not, to ensure the child is fully dressed and not in bed, with the camera pointing away from beds/bedding/personal information etc. and the background blurred or changed where possible.
- If organising private online tuition, remain in the room if possible, ensure the child knows tutors should not arrange new sessions directly with the child or attempt to communicate privately.

External groups– Parent Staff Association

Key responsibilities:

- Any external individual/organisation will sign an acceptable use policy prior to using technology or the internet within school
- Support the school in promoting online safety and data protection
- Model safe, responsible, respectful and positive behaviours in their own use of technology, including on social media: not sharing other's images or details without permission and refraining from posting negative, threatening or violent comments about others, including the school staff, volunteers, governors, contractors, pupils or other parents/carers

5. Education and Curriculum

The following subjects have the clearest online safety links (see the relevant role descriptors above for more information):

- Relationships education, relationships and sex education (RSE) and health (also known as RSHE or PSHE)
- Computing
- Citizenship

However, as stated in the role descriptors above, it is the role of all staff to identify opportunities to thread online safety through all school activities, both outside the classroom and within the curriculum, supporting curriculum/stage/subject leads, and making the most of unexpected learning opportunities as they arise (which have a unique value for pupils)

Whenever overseeing the use of technology (devices, the internet, new technology such as augmented reality, etc.) in school or setting as homework tasks, all staff should encourage sensible use, monitor what pupils/students are doing and consider potential dangers and the age appropriateness of websites

Equally, all staff should carefully supervise and guide pupils when engaged in learning activities involving online technology (including extra-curricular, extended school activities if relevant and remote teaching), supporting them with search skills, critical thinking (e.g. fake news), age appropriate materials and signposting, and legal issues such as copyright and data law

At St. Theresa's, we recognise that online safety and broader digital resilience must be thread throughout the curriculum

6. Handling Online Safety Concerns and Incidents

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

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

Support staff will often have a unique insight and opportunity to find out about issues first in the playground, corridors, toilets and other communal areas outside the classroom (particularly relating to bullying and sexual harassment and violence).

School procedures for dealing with online-safety will be mostly detailed in the following policies (primarily in the first key document):

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Behaviour Policy
- Acceptable Use Policies (see Appendices)
- Data Protection Policy

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

Any suspected online risk or infringement should be reported to the online safety lead / designated safeguarding lead on the same day – where clearly urgent, it will be made by the end of the lesson.

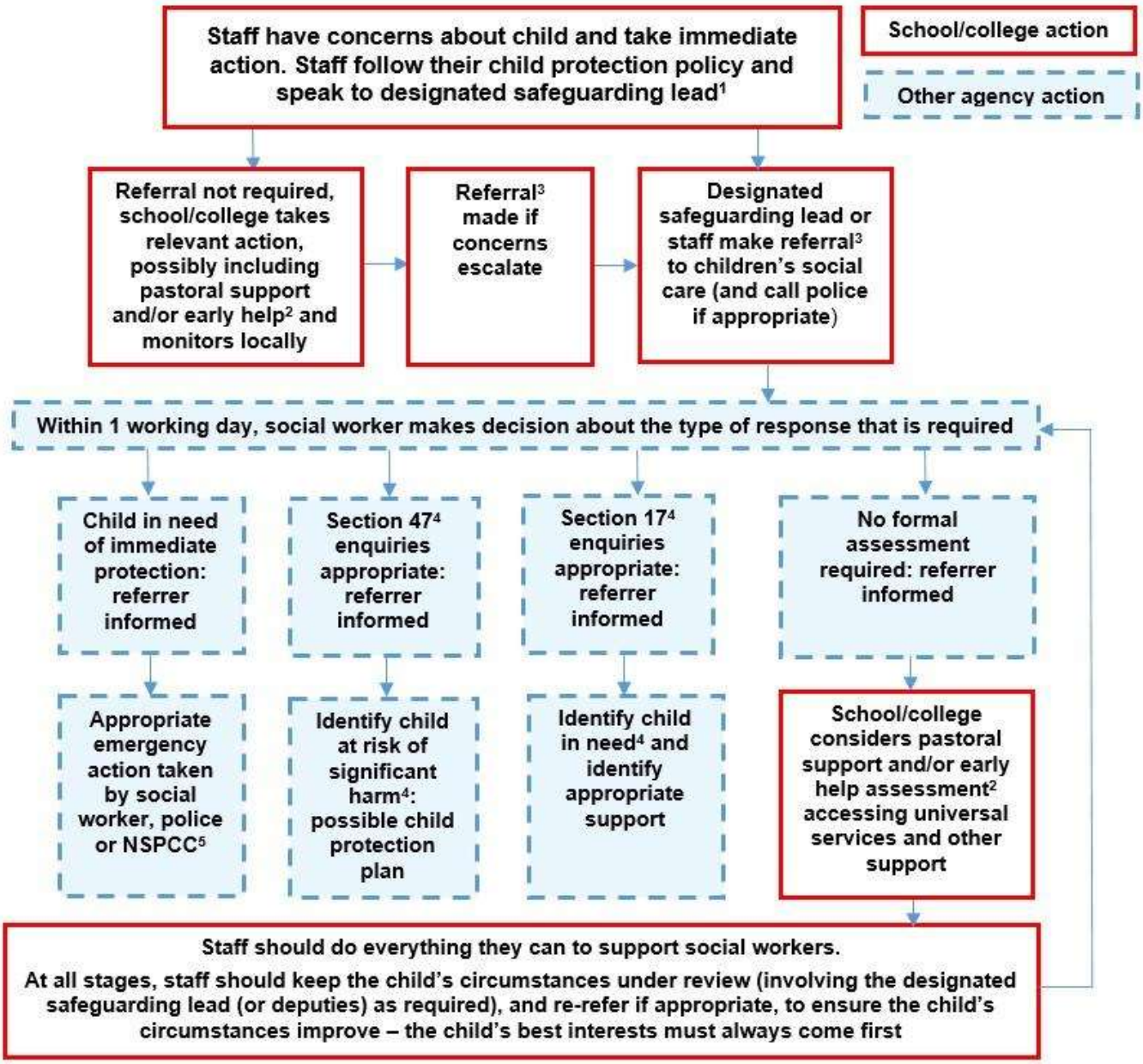
Any concern/allegation about staff misuse is always referred directly to the Executive Headteacher, unless the concern is about the Executive Headteacher in which case the complaint is referred to the Chair of Governors and the LADO (Local Authority's Designated Officer). Staff may also use the NSPCC Whistleblowing Helpline 0808 800 500

The school will actively seek support from other agencies as needed (i.e. the local authority, LGfL, UK Safer Internet Centre's Professionals' Online Safety Helpline (POSH), NCA CEOP, Prevent Officer, Police, IWF). We will inform parents/carers of online-safety incidents involving their children, and the Police where staff or pupils engage in or are subject to behaviour which we consider is particularly disturbing or breaks the law (particular procedures are in place for sexting and upskirting; see section below).

The school should evaluate whether reporting procedures are adequate for any future closures/lockdowns/isolation etc. and make alternative provisions in advance where these might be needed.

7. Actions where there are concerns about a child

The following flow chart is taken from page 22 of Keeping Children Safe in Education 2021 as the key education safeguarding document. As outlined previously, online safety concerns are no different to any other safeguarding concern.

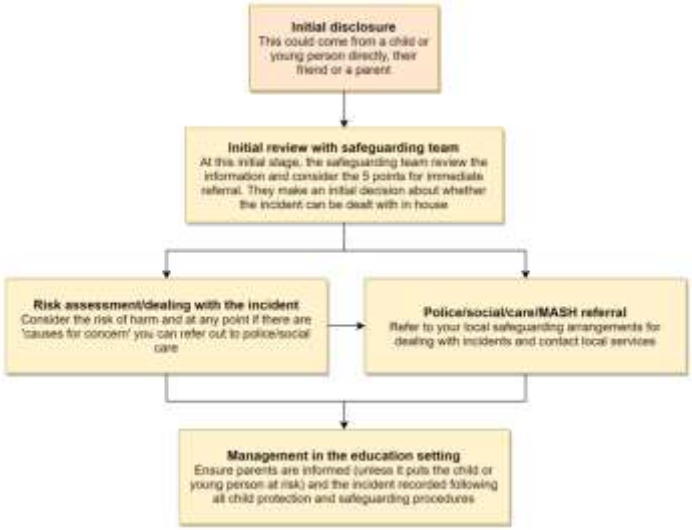


8. Sexting – sharing nudes and semi-nudes

All schools (regardless of phase) should refer to the updated UK Council for Internet Safety (UKCIS) guidance on sexting - now referred to as Sharing nudes and semi-nudes: advice for education settings to avoid unnecessary criminalisation of children. NB - where one of the parties is over 18, this is no longer sexting but child sexual abuse.

Staff other than the DSL must not attempt to view, share or delete the image or ask anyone else to do so, but to go straight to the DSL.

The school DSL will in turn use the full guidance document, Sharing nudes and semi-nudes – advice for educational settings to decide next steps and whether other agencies need to be involved.



*Consider the 5 points for immediate referral at initial review:

1. The incident involves an adult
2. There is reason to believe that a child or young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs)
3. What you know about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
4. The images involves sexual acts and any pupil in the images or videos is under 13
5. You have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming

It is important that everyone understands that whilst sexting is illegal, pupils/students can come and talk to members of staff if they have made a mistake or had a problem in this area.

9. Upskirting

It is important that everyone understands that upskirting (taking a photo of someone under their clothing, not necessarily a skirt) is now a criminal offence, as highlighted in Keeping Children Safe in Education and that pupils/students can come and talk to members of staff if they have made a mistake or had a problem in this area.

10. Bullying

Online bullying should be treated like any other form of bullying and the school bullying policy should be followed for online bullying, which may also be referred to as cyberbullying, including issues arising from banter.

Materials to support teaching about bullying and useful Department for Education guidance and case studies are at bullying.lgfl.net

11. Sexual Violence and Harassment

DfE guidance on sexual violence and harassment is referenced in Keeping Children Safe in Education and also a document in its own right. It would be useful for all staff to be aware of this guidance: paragraphs 45-49 cover the immediate response to a report and confidentiality which is highly relevant for all staff; the case studies section provides a helpful overview of some of the issues which may arise.

Any incident of sexual harassment or violence (online or offline) should be reported to the DSL who will follow the full guidance. Staff should work to foster a zero-tolerance culture. The guidance stresses that schools must take all forms of sexual violence and harassment seriously, explaining how it exists on a continuum and that behaviours incorrectly viewed as 'low level' are treated seriously and not allowed to perpetuate. The document makes specific reference to behaviours such as bra-strap flicking and the careless use of language.

12. Misuse of School Technology (devices, systems, networks or platforms)

Clear and well communicated rules and procedures are essential to govern pupil and adult use of school networks, connections, internet connectivity and devices, cloud platforms and social media (both when on school site and outside of school).

These are defined in the relevant Acceptable Use Policy as well as in this document, for example in the sections relating to the professional and personal use of school platforms/networks/clouds, devices and other technology, as well as to BYOD (bring your own device) policy.

Where pupils contravene these rules, the school behaviour policy will be applied; where staff contravene these rules, action will be taken as outlined in the Staff Code of Conduct and the Staff Handbook

It will be necessary to reinforce these as usual at the beginning of any school year but also to remind pupils that **the same applies for any home learning** that may take place in future periods of absence/ closure/quarantine etc.

Further to these steps, the school reserves the right to withdraw – temporarily or permanently – any or all access to such technology, or the right to bring devices onto school property.

13. Social Media Incidents

See the social media section later in this document for rules and expectations of behaviour for children and adults in the St. Theresa's community. These are also governed by school Acceptable Use Policies.

Breaches will be dealt with in line with the school Behaviour Policy (for pupils) or Code of Conduct/Disciplinary Policy (for staff).

Further to this, where an incident relates to an inappropriate, upsetting, violent or abusive social media post by a member of the school community, the school will request that the post be deleted and will expect this to be actioned promptly.

Where an offending post has been made by a third party, the school may report it to the platform it is hosted on, and may contact the Professionals' Online Safety Helpline, POSH, (run by the UK Safer Internet Centre) for support or help to accelerate this process.

14. Data Protection and Data Security

All pupils, staff, governors, volunteers, contractors and parents are bound by the school's Data Protection Policy and agreements.

Rigorous controls on the LGfL TRUSTnet network, USO sign-on for technical services, firewalls and filtering all support data protection. USO sign on for LGfL TRUSTnet services and Sophos Anti-Virus are used to protect the integrity of data, which in turn supports data protection.

The Executive Headteacher, Data Protection Officer and governors work together to ensure a GDPR-compliant framework for storing data, but which ensures that child protection is always put first and data-protection processes support careful and legal sharing of information.

Staff are reminded that all safeguarding data is highly sensitive and should be treated with the strictest confidentiality at all times, and only shared via approved channels to colleagues or agencies with appropriate permissions. The use of myUSO to encrypt all non-internal emails is compulsory for sharing pupil data. If this is not possible, the DPO and DSL should be informed in advance.

15. Appropriate Filtering and Monitoring

Keeping Children Safe in Education obliges schools to "ensure appropriate filters and appropriate monitoring systems are in place [and] not be able to access harmful or inappropriate material [but at the same time] be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding."

At this school, the internet connection is provided by LGfL. This means we have a dedicated and secure, school safe connection that is protected with firewalls and multiple layers of security, including a web filtering system called WebScreen 3, which is made specifically to protect children in schools.

There are three types of appropriate monitoring identified by the Safer Internet Centre. These are:

1. Physical monitoring (adult supervision in the classroom, at all times)
2. Internet and web access

3. Active/Pro-active technology monitoring services

The OSL can schedule and/or request reports on internet pages visited by groups of, or individual, pupils and staff from LGfL WebScreen.

16. Electronic Communications

Email and Seesaw

- Pupils at this school use the LondonMail / PupilMail system from LGfL for all school emails
- Staff at this school use the StaffMail system for all school emails
- Governors at this school use LGfLmail for communicating with each other

Both these systems are linked to the USO authentication system and are fully auditable, trackable and managed by LGfL on behalf of the school. This is for the mutual protection and privacy of all staff, pupils and parents, as well as to support data protection.

- The staff, pupils and parents may also use Seesaw to communicate with each other

General principles for email use are as follows:

- Email and Seesaw are the only means of electronic communication to be used between staff and pupils / staff and parents (in both directions). Use of a different platform must be approved in advance by the data-protection officer / Executive Headteacher in advance. Any unauthorised attempt to use a different system may be a safeguarding concern or disciplinary matter and should be notified to the DSL (if by a child) or to the Executive Headteacher (if by a staff member).
- Email may only be sent using the email systems above. There should be no circumstances where a private email is used; if this happens by mistake, the DSL/Executive Headteacher/DPO (the particular circumstances of the incident will determine whose remit this is) should be informed immediately
- Staff or pupil personal data should never be sent/shared/stored on email.
    - If data needs to be shared with external agencies, the LGFl myUSO will be used
- Appropriate behaviour is expected at all times, and the system should not be used to send inappropriate materials or language which is or could be construed as bullying, aggressive, rude, insulting, illegal or otherwise inappropriate, or which (for staff) might bring the school into disrepute or compromise the professionalism of staff

Pupils are taught about the safety and 'netiquette' of using e-mail both in school and at home i.e. they are taught:

- not to give out their e-mail address unless it is part of a school managed project or to someone they know and trust and is approved by their teacher or parent/carer;
- that an e-mail is a form of publishing where the message should be clear, short and concise;
- that any e-mail sent to an external organisation should be written carefully and authorised before sending, in the same way as a letter written on school headed paper;

- they must not reveal private details of themselves or others in e-mail, such as address, telephone number, etc.;
- to 'Stop and Think Before They Click' and not open attachments unless sure the source is safe;
- that they should think carefully before sending any attachments;
- embedding adverts is not allowed;
- that they must immediately tell a teacher / responsible adult if they receive an e-mail which makes them feel uncomfortable, is offensive or bullying in nature;
- not to respond to malicious or threatening messages;
- not to delete malicious of threatening e-mails, but to keep them as evidence of bullying;
- not to arrange to meet anyone they meet through e-mail without having discussed with an adult and taking a responsible adult with them;
- that forwarding 'chain' e-mail letters is not permitted.

Staff should be aware that all email use is monitored, their emails may be read and the same rules of appropriate behaviour apply at all times. Emails using inappropriate language, images, malware or to adult sites may be blocked and not arrive at their intended destination.

School Website

The school website is a key public-facing information portal for the school community (both existing and prospective stakeholders) with a key reputational value. The Executive Headteacher and Governors have delegated the day-to-day responsibility of updating the content of the website to James Troy. The site is managed by / hosted by Indigo Tree.

The DfE has determined information which must be available on a school website.

Where other staff submit information for the website, they are asked to remember:

- Schools have the same duty as any person or organisation to respect and uphold copyright law – schools have been fined thousands of pounds for copyright breaches. Sources must always be credited and material only used with permission. Pupils and staff at LGfL schools also have access to licences for music, sound effects, art collection images and other at curriculum.lgfl.net
- Where pupil work, images or videos are published on the website, their identities are protected and full names are not published (remember also not to save images with a filename that includes a pupil's full name).

Cloud Platforms

For online safety, basic rules of good password hygiene (Treat your password like your toothbrush –never share it with anyone!), expert administration and training can help to keep staff and pupils safe, and to avoid incidents. The Executive Headteacher and network manager analyse and document systems and procedures before they are implemented, and regularly review them.

The following principles apply:

- Privacy statements inform parents and children (13+) when and what sort of data is stored in the cloud
- The DPO approves new cloud systems, what may or may not be stored in them and by whom. This is noted in a DPIA (data-protection impact statement) and parental permission is sought
- Regular training ensures all staff understand sharing functionality and this is audited to ensure that pupil data is not shared by mistake. Open access or widely shared folders are clearly marked as such
- Pupils and staff are only given access and/or sharing rights when they can demonstrate an understanding of what data may be stored and how it can be seen
- Two-factor authentication is used for access to staff or pupil data
- Pupil images/videos are only made public with parental permission
- Only school-approved platforms are used by students or staff to store pupil work
- All stakeholders understand the difference between consumer and education products (e.g. a private Gmail account or Google Drive and those belonging to a managed educational domain)

Digital Images and Video

When a pupil/student joins the school, parents/carers are asked if they give consent for their child's image to be captured in photographs or videos, for what purpose (beyond internal assessment, which does not require express consent) and for how long. Parents answer as follows:

- For use within the school premises (i.e. pictures around the school)
- For the school community (i.e. newsletter, Christmas/Easter show etc.)
- For the school website
- For the school Twitter account

Whenever a photo or video is taken/made, the member of staff taking it will check the latest database before using it for any purpose.

Any pupils shown in public facing materials are never identified with more than first name (and photo file names/tags do not include full names to avoid accidentally sharing them).

All staff are governed by their contract of employment and the school's Acceptable Use Policy, which covers the use of mobile phones/personal equipment for taking pictures of pupils, and where these are stored. At St. Theresa's, no member of staff will ever use their personal phone to capture photos or videos of pupils.

Photos are stored on the school network in line with the retention schedule of the school Data Protection Policy.

Staff and parents are reminded annually about the importance of not sharing without permission, due to reasons of child protection (e.g. looked-after children often have restrictions for their own protection), data protection, religious or cultural reasons, or simply for reasons of personal privacy.

We encourage young people to think about their online reputation and digital footprint, so we should be good adult role models by not oversharing (or providing embarrassment in later life – and it is not for us to judge what is embarrassing or not).

Pupils are taught about how images can be manipulated in their online safety education programme and also taught to consider how to publish for a wide range of audiences which might include governors, parents or younger children

Pupils are advised to be very careful about placing any personal photos on social media. They are taught to understand the need to maintain privacy settings so as not to make public, personal information.

Pupils are taught that they should not post images or videos of others without their permission. We teach them about the risks associated with providing information with images (including the name of the file), that reveals the identity of others and their location. We teach them about the need to keep their data secure and what to do if they / or a friend are subject to bullying or abuse.

17. Social Media

St Theresa's Social Media Prescence

St. Theresa's works on the principle that if we don't manage our social media reputation, someone else will.

Online Reputation Management (ORM) is about understanding and managing our digital footprint (everything that can be seen or read about the school online). Few parents will apply for a school place without first 'googling' the school, and the Ofsted pre-inspection check includes monitoring what is being said online (Mumsnet is a favourite).

Negative coverage almost always causes some level of disruption. Up to half of all cases dealt with by the Professionals Online Safety Helpline (POSH: helpline@saferinternet.org.uk) involve schools' (and staff members') online reputation.

Accordingly, we manage and monitor our social media footprint carefully to know what is being said about the school and to respond to criticism and praise in a fair, responsible manner.

James Troy is responsible for managing the school's Twitter accounts.

Staff, Pupils', Parents' / Carers' Social Media Prescence

Social media (including here all apps, sites and games that allow sharing and interaction between users) is a fact of modern life, and as a school, we accept that many parents, staff and pupils will use it. However, as stated in the acceptable use policies which all members of the school community sign, we expect everybody to behave in a positive manner, engaging respectfully with the school and each other on social media, in the same way as they would face to face.

This positive behaviour can be summarised as not making any posts which are or could be construed as bullying, aggressive, rude, insulting, illegal or otherwise inappropriate, or which might bring the school or (particularly for staff) teaching profession into disrepute. This applies both to public pages and to private posts, e.g. parent chats, pages or groups.

If parents have a concern about the school, we would urge them to contact us directly and in private to resolve the matter. If an issue cannot be resolved in this way, the school Complaints Policy (which can be found on the school website) should be followed. Sharing complaints on social media is unlikely to help resolve the matter, but can cause upset to staff, pupils and parents, also undermining staff morale and the reputation of the school (which is important for the pupils we serve).

Many social media platforms have a minimum age of 13 (note that WhatsApp is 16+), but the school regularly deals with issues arising on social media with pupils/students under the age of 13. We ask parents to respect age ratings on social media platforms wherever possible and not encourage or condone underage use. It is worth noting that Online Harms regulation is likely to require more stringent age verification measures over the coming years.

However, the school has to strike a difficult balance of not encouraging underage use at the same time as needing to acknowledge reality in order to best help our pupils/students to avoid or cope with issues if they arise. Online safety lessons will look at social media and other online behaviour, how to be a good friend online and how to report bullying, misuse, intimidation or abuse. However, children will often learn most from the models of behaviour they see and experience, which will often be from adults.

Parents can best support this by talking to their children about the apps, sites and games they use (you don't need to know them – ask your child to explain it to you), with whom, for how long, and when (late at night / in bedrooms is not helpful for a good night's sleep and productive teaching and learning at school the next day).

The school has an official Twitter account (managed by James Troy) and will respond to general enquiries about the school, but asks parents/carers not to use these channels to communicate about their children.

Email, Teachers 2 Parents and Seesaw are the official electronic communication channels between parents and the school, and between staff and pupils.

Pupils/students are not allowed* to be 'friends' with or make a friend request** to any staff, governors, volunteers and contractors or otherwise communicate via social media.

Pupils/students are discouraged from 'following' staff, governor, volunteer or contractor public accounts (e.g. following a staff member with a public Instagram account). However, we accept that this can be hard to control (but this highlights the need for staff to remain professional in their private lives). In the reverse situation, however, staff must not follow such public student accounts.

* Exceptions may be made, e.g. for pre-existing family links, but these must be approved by the Executive Headteacher, and should be declared upon entry of the pupil or staff member to the school.

** Any attempt to do so may be a safeguarding concern or disciplinary matter and should be notified to the DSL (if by a child) or to the Executive Headteacher (if by a staff member).

Staff are reminded that they are obliged not to bring the school or profession into disrepute and the easiest way to avoid this is to have the strictest privacy settings and avoid inappropriate sharing and oversharing online. They should never discuss the school or its stakeholders on social media and be careful that their personal opinions might not be attributed to the school, trust or local authority, bringing the school into disrepute.

The serious consequences of inappropriate behaviour on social media are underlined by the fact that during the last 5 years, there have been 263 Prohibition Orders issued by the Teacher Regulation Agency to teaching staff that involved misuse of social media/technology.

All members of the school community are reminded that particularly in the context of social media, it is important to comply with the school policy and permission is sought before uploading photographs, videos or any other information about other people.

The statements of the Acceptable Use Policies (AUPs) which all members of the school community have signed are also relevant to social media activity, as is the school's Data Protection Policy.

18. Device Usage

Please read the following in conjunction with acceptable use policies and the following sections of this document which all impact upon device usage: copyright, data protection, social media, misuse of technology, and digital images and video.

Personal Devices including wearable technology and bring your own devices (BYOD)

Pupils/students

- The School accepts that there may be particular circumstances in which a parent of a Year 5 or Year 6 child wishes their child to have a mobile phone for their own safety.
- Students in Y5 and Y6 must turn off and hand over their phones to the class teacher upon arrival to school. Mobile phones and devices will be released back to pupils at the end of the school day.
- If a pupil in any other class is found to have a mobile phone, it will be confiscated until the end of the day and released to the parents.
- If a student needs to contact his or her parents or carers, they will be allowed to use a school phone. Parents are advised not to contact their child via their mobile phone during the school day, but to contact the school office.
- Students should protect their phone numbers by only giving them to trusted friends and family members. Students will be instructed in safe and appropriate use of mobile phones and personally-owned devices and will be made aware of boundaries and consequences.

All staff

- Staff are not permitted to use their own mobile phones or devices for contacting children, young people or their families within or outside of the setting in a professional capacity.
- Mobile phones and personally-owned devices will be switched off or switched to 'silent' mode. Bluetooth communication should be 'hidden' or switched off and mobile phones or personally-owned devices will not be used during teaching periods unless permission has been granted by a member of the senior leadership team in emergency circumstances.
- Members of staff are strictly prohibited from allowing children to use mobile phones or a personally-owned device as part of an educational activity.
- Staff are not permitted to use personally-owned devices, such as mobile phones or cameras, to take photos or videos of students. Staff must use school cameras/iPads only.

- If a member of staff breaches the school policy then disciplinary action may be taken.
- Where staff members are required to use a mobile phone for school duties, for instance in case of emergency during off-site activities, or for contacting students or parents, then use of their mobile phone will be permitted. In an emergency where a staff member doesn't have access to a school-owned device, they should use their own device and hide (by inputting 141) their own mobile number for confidentiality purposes.
- Staff should leave their mobile phones on silent and only use them in private staff areas during school hours.

Volunteers, contractors, governors should leave their phones in their pockets and turned off. Under no circumstances should they be used in the presence of children or to take photographs or videos. If this is required (e.g. for contractors to take photos of equipment or buildings), permission of the Executive Headteacher should be sought) and this should be done in the presence of a member of staff.

Parents / carers are asked to leave their phones in their pockets and turned off when they are on site. They should ask permission before taking any photos, e.g. of displays in corridors or classrooms, and avoid capturing other children. When at school events, please refer to the Digital images and video section of this document. If parents need to contact their child during the school day, they can leave a message with the school office.

Network / Internet access on school devices

- **Pupils/students** are not allowed networked file access via personal devices. However, they are allowed to access the school wireless internet network
- All internet traffic is monitored
- **All staff** who work directly with children should leave their mobile phones on silent and only use them in private staff areas during school hours. Child/staff data should never be downloaded onto a private phone.
- **Volunteers, contractors, governors** can access the guest wireless network but have no access to networked files/drives. Internet traffic is monitored.
- **Parents** can access the guest wireless network but have no access to networked files/drives. Internet traffic is monitored.

19. Trips / Events away from School

For school trips/events away from school, teachers will be issued a school duty phone and this number used for any authorised or emergency communications with pupils/students and parents. Any deviation from this policy (e.g. by mistake or because the school phone will not work) will be notified immediately to the Executive Headteacher. Teachers using their personal phone in an emergency will ensure that the number is hidden to avoid a parent or student accessing a teacher's private phone number.

20. Searching and Confiscation

In line with the DfE guidance 'Searching, screening and confiscation: advice for schools', the Executive Headteacher and staff authorised by them have a statutory power to search pupils/property on school premises. This includes the content of mobile phones and other devices, for example as a result of a reasonable suspicion that a device contains illegal or undesirable material, including but not exclusive to sexual images, pornography, violence or bullying.

Full details of the school's search procedures are available in the school Behaviour Policy (available on the school website).

21. Remote Learning

The preferred platform for communication with pupils during any lockdown, will be Seesaw.

Video communication between staff and pupils will not be the preferred method of communication.

With the permission of the Executive Headteacher, should staff and pupils need to use video communication, the pupils must adhere to the following:

- Communication in groups – one-to-one sessions are only carried out where necessary
- Wear suitable clothing – this includes others in their household
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication
- Use appropriate language – this includes others in their household
- Maintain the standard of behaviour expected in school
- Use the necessary equipment and computer programs as intended
- Not record, store, or distribute video material without permission
- Ensure they have a stable connection to avoid disruption to lessons
- Always remain aware that they are visible

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household
- Maintain the standard of behaviour expected in school
- Use the necessary equipment and computer programs as intended
- Not record, store or distribute audio material without permission
- Ensure they have a stable connection to avoid disruption to lessons
- Always remains aware that they can be heard

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCo.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour 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 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.

The school will communicate to parents in writing about any precautionary measures that need to be put in place if their child is learning remotely using their own/family owned equipment and technology, e.g. ensuring that their internet connection is secure.

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

Appendix I

Acceptable Use Policy (AUP) for KS1 PUPILS

My name is _____

This is how I keep **SAFE online and on my devices:**	✓
1. I only **USE** devices, apps, sites or games if a trusted adults says so	
2. I **ASK** for help if I'm stuck or not sure	
3. I **TELL** a trusted adult if I'm upset, worried, scared or confused	
4. If I get a **FUNNY FEELING** in my tummy, I talk to an adult	
5. I look out for my **FRIENDS** and tell someone if they need help	
6. I **KNOW** people online aren't always who they say they are	
7. Anything I do online can be shared and might stay online **FOREVER**	
8. I don't keep **SECRETS OR DO DARES AND CHALLENGES** just because someone asks me I have to	
9. I don't change **CLOTHES** or get undressed in front of a camera	
10. I always check before **SHARING** personal information	
11. I am **KIND** and polite to everyone	

My trusted adults are:

_____ at school

_____ at home

_____

Appendix II

Acceptable Use Policy (AUP) for KS2 PUPILS

This agreement will help keep me safe and help me to be fair to others

1. ***I learn online*** – I use the school's internet, devices and logins for schoolwork, homework and other activities to learn and have fun. All school devices and systems are monitored, including when I am using them at home.
2. ***I learn even when I can't go to school because of coronavirus*** – I don't behave differently when I'm learning at home, so I don't say or do things I wouldn't do in the classroom and nor do teachers. If I get asked or told to do anything that I would find strange in school, I will tell another teacher.
3. ***I ask permission*** – At home or school, I only use apps, sites and games I am allowed to and when I am allowed to.
4. ***I am creative online*** – I don't just spend time on apps, sites and games looking at things from other people.
5. ***I am a friend online*** – I won't share anything that I know would upset another person or they wouldn't want shared. If friend is worried or needs help, I will remind them to talk to an adult, or even do it for them.
6. ***I am a secure online learner*** – I keep my passwords to myself and reset them if anyone finds them out. Friends don't share passwords!
7. ***I am careful what I click on*** – I don't click on links I don't expect to see and only download or install things when I know it is safe or has been agreed by trusted adults. Sometimes app add-ons can cost money, so it is important I always check.
8. ***I ask for help if I am scared or worried*** – I will talk to a trusted adult if anything upsets me or worries me on an app, site or game – it often helps. If I get a funny feeling, I talk about it.
9. ***I know it's not my fault if I see or someone sends me something bad*** – I won't get in trouble but I mustn't share it. Instead, I will tell a trusted adult. If I make a mistake, I don't try to hide it but ask for help.
10. ***I communicate and collaborate online*** – with people I know and have met in real life or that a trusted adult knows about.
11. ***I know new friends aren't always who they say they are*** – I am careful when someone wants to be my friend. Unless I have met them face to face, I can't be sure who they are.
12. ***I check with a parent/carer before I meet an online friend*** the first time; I never go alone.
13. ***I don't do live videos (livestreams) on my own*** – and always check if it is allowed. I check with a trusted adult before I video chat with anybody for the first time.

14. ***I keep my body to myself online*** – I never get changed or show what's under my clothes when using a device with a camera. I remember that my body is mine and no-one should tell me that to do with it; I don't send any photos or videos without checking with a trusted adult.
15. ***I say no online if I need to*** – I don't have to do something just because someone dares or challenges me to do it, or to keep a secret. If I get asked anything that makes me worried or upset or just confused, I say no, stop chatting and tell a trusted adult immediately.
16. ***I tell my parents/carers what I do online*** – they might not know the app, site or game, but they can still help me when things go wrong, and they want to know what I'm doing.
17. ***I follow age rules*** – 13+ games and apps aren't good for me so I don't use them – they may be scary, violent or unsuitable. 18+ games are not more difficulty but very unsuitable.
18. ***I am private online*** – I only give out private information if a trusted adult says it's okay. This might be my address, phone number, location or anything else that could identify me or my family; if I turn on my location, I will remember to turn it off again.
19. ***I am careful what I share and protect my online reputation*** – I know anything I do can be shared and might stay online forever (even on Snapchat if I delete it).
20. ***I am a rule-follower online*** – I know that apps, sites and games have rules on how to behave, and some have age restrictions. I follow the rules, block bullies and report bad behaviour, at home and at school.
21. ***I am not a bully*** – I do not post, make or share unkind, hurtful or rude messages/comments and tell my trusted adults if I see these.
22. ***I am part of a community*** – I do not make fun of anyone or exclude them because they are different to me. If I see anyone doing this, I tell a trusted adult and/or report it.
23. ***I respect people's work*** – I only edit or delete my own digital work and only use words, pictures or videos from other people if I have their permission or if it is copyright free or has a Creative Commons licence.
24. ***I am a researcher online*** – I use safe search tools approved by my trusted adults. I know I can't believe everything I see online, know which sites to trust, and know how to double check information I find. If I am not sure I ask a trusted adult.
25. ***I will hand my phone into the school office, or to my class teacher, and if I do not my card will be changed to red.***

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I have read and understood this agreement.

If I have any questions, I will speak to a trusted adult: at school that includes Miss Costa and Mr Troy. I know I can also get in touch with Childline.

Outside school, my trusted adults are_____

Signed: _____ Date: _____

Appendix III

Acceptable Use Policy (AUP) for PARENTS

What is an AUP?

We ask all children, young people and adults involved in the life of St. Theresa's Primary School to sign an Acceptable Use* Policy (AUP), which is a document that outlines how we expect them to behave when they are online, and/or using school networks, connections, internet connectivity and devices, cloud platforms and social media (both when on school site and outside of school).

Your child has also signed an AUP which has been sent home.

Why do we need an AUP?

These rules have been written to help keep everyone safe and happy when they are online or using technology. Sometimes things go wrong and people can get upset, but these rules should help us avoid it when possible, and be fair to everybody.

School systems and users are protected and monitored by security and filtering services to provide safe access to digital technologies. This means anything on a school device or using school networks/platforms/internet may be viewed by one of the staff members who are here to keep your children safe.

We tell your children that they should not behave any differently when they are out of school or using their own device or home network. What we tell pupils about behaviour and respect applies to all members of the school community:

Treat yourself and others with respect at all times; treat people in the same way when you are online or on a device as you would face to face.

Where can I find out more?

You can read the school's full Online Safety Policy on the school website here: https://www.st-theresas.barnet.sch.uk/school/policies/

There you can also find links to relevant policies (e.g. Child Protection and Safeguarding Policy, Behaviour Policy, etc.). If you have any questions about this AUP or our approach to online safety, please speak to Barbara Costa (Executive Headteacher).

What am I agreeing to?

1. I understand that St. Theresa's Primary School uses technology as part of the daily life of the school when it is appropriate to support teaching & learning and the smooth running of the school, and to help prepare the children and young people in our care for their future lives.

2. I understand that the school takes every reasonable precaution to keep pupils safe and to prevent pupils from accessing inappropriate materials, including behaviour policies and agreements, physical and technical monitoring, education and support and web filtering. However, the school cannot be held responsible for the nature and content of materials accessed through the internet and mobile technologies, which can sometimes be upsetting.
3. I understand that internet and device use in school, and use of school-owned devices, networks and cloud platforms out of school may be subject to filtering and monitoring. These should be used in the same manner as when in school, including during any remote learning periods.
4. I will promote positive online safety and model safe, responsible and positive behaviours in my own use of technology, including on social media: not sharing other's images or details without permission and refraining from posting negative, threatening or violent comments about others, including the school staff, volunteers, governors, contractors, pupils or other parents/carers.
5. The impact of social media use is often felt strongly in schools, which is why we expect certain behaviours from pupils when using social media. I will not encourage my child to join any platform where they are below the minimum age.
6. I will follow the school's digital images and video policy, which outlines when I can capture and/or share images/videos. I will not share images of other people's children on social media and understand that there may be cultural or legal reasons why this would be inappropriate or even dangerous. The school sometimes uses images/video of my child for internal purposes such as recording attainment, but it will only do so publicly if I have given my consent on the relevant form
7. I understand that for my child to grow up safe online, s/he will need positive input from school and home, so I will talk to my child about online safety.
8. I will ensure my child reads, understands and adheres to the school Code of Conduct for Zoom sessions (Appendix V)
9. I understand that whilst home networks are much less secure than school ones, I can apply child safety settings to my home internet. Internet Matters provides guides to help parents do this easily for all the main internet service providers in the UK.
10. I understand and support the commitments made by my child in the Acceptable Use Policy (AUP) which s/he has signed, and I understand that s/he will be subject to sanctions if s/he does not follow these rules.
11. I can find out more about online safety at St. Theresa's School by reading the full Online Safety Policy and can talk to the members of staff and the Executive Headteacher if I have any concerns about my child/ren's use of technology, or about that of others in the community, or if I have questions about online safety or technology use in school.
12. I will let the school know my child has a phone and I understand that if my child does not hand in their phone every morning, they will receive a red card.

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I/we have read, understood and agreed to this policy.

Signature/s: _____

Name/s of parent / guardian: _____

Parent / guardian of: _____

Date: _____
~~~~~~~~~~~~~~~~~~~~~

Appendix IV

Acceptable Use Policy (AUP) for

STAFF, GOgovernors, CONTRACTORS & VOLUNTEERS

What is an AUP?

We ask all children, young people and adults involved in the life of St. Theresa's Primary School to sign an Acceptable Use* Policy (AUP), which outlines how we expect them to behave when they are online, and/or using school networks, connections, internet connectivity and devices, cloud platforms and social media (both when on school site and outside of school).

This AUP is reviewed annually, and I will be asked to sign it upon entry to the school and every time changes are made.

Why do we need an AUP?

All staff, governors, contractors and volunteers have particular legal / professional obligations and it is imperative that all parties understand that online safety is part of safeguarding as well as part of the curriculum, and it is everybody's responsibility to uphold the school's approaches, strategy and policy as detailed in the full Online Safety Policy. The Online Safety Policy can be found on the school website https://www.st-theresas.barnet.sch.uk/school/policies/

Where can I find out more?

All staff, governors, contractors and volunteers should read the school's full Online Safety Policy for more detail on our approach to online safety and links to other relevant policies (e.g. Safeguarding Policy, Behaviour Policy, etc.). If you have any questions about this AUP or our approach to online safety, please speak to the Executive Headteacher (Barbara Costa).

What am I agreeing to?

1. (This point for staff and governors): I have read and understood St. Theresa's full Online Safety policy and agree to uphold the spirit and letter of the approaches outlined there, both for my behaviour as an adult and enforcing the rules for pupils/students. I will report any breaches or suspicions (by adults or children) in line with the policy without delay.
2. I understand it is my duty to support a whole-school safeguarding approach and will report any behaviour which I believe may be inappropriate or concerning in any way to the Designated Safeguarding Lead – Barbara Costa (if by a child) or the Executive Headteacher – Barbara Costa (if by an adult).
3. (for teachers only) I will adhere to the school's Code of Conduct during Zoom sessions
4. I understand that in past and potential future remote learning and lockdowns, there is a greater risk for grooming and exploitation as children spend more time at home and on devices; I must play a role in supporting educational and safeguarding messages to help with this.
5. I understand the responsibilities listed for my role in the school's Online Safety policy (staff please note that the 'all staff' section applies as well as any other category) and agree to abide by these.
6. I understand that internet and device use in school, and use of school-owned devices, networks and cloud platforms out of school may be subject to filtering and monitoring. These should be used in the same manner as when in school.
7. I understand that I am a role model and will promote positive online safety and model safe, responsible and positive behaviours in my own use of technology, including on social media: not sharing other's images or details without permission and refraining from posting negative, threatening or violent comments about others, including the school staff, volunteers, governors, contractors, pupils or other parents/carers.
8. I will not contact or attempt to contact any pupil or to access their contact details (including their usernames/handles on different platforms) in any way other than school-approved and school-monitored ways, which are detailed in the school's Online Safety Policy.I will report any breach of this by others or attempts by pupils to do the same.
9. Details on social media behaviour, the general capture of digital images/video and on my use of personal devices is stated in the full Online Safety policy. If I am not sure if I am allowed to do something in or related to school, I will not do it and seek guidance from the DSL.
10. I understand the importance of upholding my online reputation, that of the school and of the teaching profession), and I will do nothing to impair either.
11. I understand that school systems and users are protected by security, monitoring and filtering services, so my use of school devices (regardless of time, location or internet connection) and networks/platforms/internet/other technologies, including encrypted content, may be monitored/captured/viewed by these systems and/or relevant/authorised staff members.
12. I agree to adhere to all provisions of the school Data Protection Policy at all times, whether or not I am on site or using a school device, platform or network, and will ensure I do not access, attempt to access, store or share any data which I do not have express permission for. I will protect my passwords/logins and other access, never share credentials and immediately change passwords and notify the Executive Headteacher (Barbara Costa) if I suspect a breach. I will not store school-related data on personal devices, storage or cloud platforms. USB keys, where allowed, will be

encrypted, and I will only use safe and appropriately licensed software, respecting licensing, intellectual property and copyright rules at all times.

13. I will use school devices and networks/internet/platforms/other technologies for school and I will never use these to access material that is illegal or in any way inappropriate for an education setting. I will not attempt to bypass security or monitoring, will look after devices loaned to me, and will notify the school of *significant personal use* as defined by HM Revenue & Customs.
14. I will not support or promote extremist organisations, messages or individuals, nor give them a voice or opportunity to visit the school. I will not browse, download or send material that is considered offensive or of an extremist nature.
15. I understand and support the commitments made by pupils/students, parents and fellow staff, governors and volunteers in their Acceptable Use Policies and will report any infringements in line with school procedures.
16. I will follow the guidance in the Online Safety Policy for reporting incidents but also any concerns I might think are unimportant – I understand the principle of 'safeguarding as a jigsaw' where my concern might complete the picture, but only if I tell somebody. I have read the sections on handing incidents and concerns about a child in general, sexting, bullying, sexual violence and harassment, misuse of technology and social media.
17. I understand that breach of this AUP and/or of the school's full Online Safety Policy may lead to appropriate staff disciplinary action or termination of my relationship with the school and where appropriate, referral to the relevant authorities.
18. I will have a pin code on my phone
19. I will use GDPR recommended compliant passwords

To be completed by the user

I have read, understood and agreed to this policy. I understand that it is my responsibility to ensure I remain up to date and read and understand the school's most recent online safety / safeguarding policies. I understand that failure to comply with this agreement could lead to disciplinary action.

Signature: _____

Name: _____

Role: _____

Date: _____

To be completed by the Executive Headteacher

I approve this user to be allocated credentials for school systems as relevant to their role.

Systems: _____

Additional permissions (e.g. admin) _____

Signature: _____

Name: _____

Role: _____

Date: _____

Appendix V

Pupils and Staff

Code of Conduct for participating in Zoom sessions

Zoom will be used by teachers for the primary purpose of pupil motivation and engagement.

Staff, pupils and parents must abide by this code of conduct.

1. The lawful basis for processing data using Zoom will be in the execution of a "Public Task" as defined in the DPA 2018.
2. The host will always be a teacher employed by St. Theresa's School; only members of staff will be present on Zoom meetings.
3. Teachers will use their LGfL staff email Zoom account when scheduling meetings with pupils.
4. All meetings on Zoom will be automatically password protected and 'waiting rooms' enabled.
5. Each meeting will have a different password.
6. The nine-digit ID Zoom meeting code will be sent out at least one day before the Zoom meet.
7. Pupils and parents **MUST NOT** share Zoom links with anybody other than their class peers.
8. All screen names must be the child's name (forenames only); the teacher will not allow any one whose name is not recognised into the meeting. If you have a Zoom account you must edit the screen name in settings; if you do not have a Zoom account, you will be asked to provide your name as you log into the meeting.
9. The Zoom meeting will be locked by teacher 5 minutes after the start time so that it can only be accessed by authorised participants. Unfortunately, anyone arriving late to the meeting will not be able to gain access even with meeting ID.
10. Pupils are expected to remain for the entire session.
11. The host will ensure that virtual backgrounds for the pupils are switched off (this will prevent pupils sharing words, images or videos that others may find upsetting).
12. The host will ensure that their own background is neutral: no bedrooms, no personal or family pictures in background.
13. The host and child may decide themselves whether or not to turn their own camera on.
14. The Zoom meeting will be recorded by the host teacher to safeguard the member of staff and the pupils (who may all be participating from home); the recording will be kept for one month.
15. Recording, photos or screenshots of the Zoom meeting are not allowed by participants. This can lead to serious consequences.
16. The host will mute the children as they arrive into the meeting.

17. The host will unmute pupils to allow them to talk to the group where appropriate.
18. Pupils are to use the chat box for questions and comments – pupils must show respect for each other.
19. Pupils must use the "Raise your Hand" icon to speak to the teacher.
20. Pupils and staff must dress and talk appropriately.
21. Zoom must be accessed in a family communal space (not from bedrooms etc.)
22. The Zoom recording will not be made available to watch at another date.
23. For the infant children, it should ideally be supervised by an adult to deal with any technical difficulties.
24. The same behaviour expectations that are set within a classroom apply to the Zoom meeting and the teacher retains the right to terminate a pupil's participation and contact the parent. Any abuse or misuse of the Zoom meeting will be dealt with under the school's behaviour policy. A pupil may be subsequently removed permanently from any future Zooms.
25. Teachers will not be offering one-to-one sessions.