



## St Margaret Mary's RC Primary School

2023-2024

### Our Mission:

**We try to follow Jesus in everything we do.**

We help everybody in our school family and we try to let our light shine as the light of Jesus shines.

Everyone at St. Margaret Mary's is special. We feel happy and safe.  
We are encouraged to value ourselves and each other in an atmosphere of trust, good humour, acceptance and enjoyment.

Saint Margaret Mary's school is where we come to learn through exciting and fun lessons. We try to always be welcoming and caring to all. We want to do our best, even if we find it difficult.

## Online Safety Policy

Author	M. Sutton / M. Handrick
Date agreed by Governing Body	
Review Date	Annually
Chair of Governors	A Ager

St Margaret Mary's 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.

## Roles and responsibilities

The governing board will be 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 and at regular intervals.
- Ensuring that there are appropriate filtering and monitoring systems in place.
- Ensuring that all relevant school policies have an effective approach to planning for, and responding to, online challenges and hoaxes embedded within them.

The headteacher will be 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.
- 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 **half-termly** light-touch reviews of this policy.
- Working with the DSL and governing board to update this policy on an **annual** basis.

The DSL and Computing lead will be responsible for:

- Taking the lead responsibility for online safety in the school.
- 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.
- Establishing a procedure for reporting online safety incidents and inappropriate internet use, both by pupils and staff, and ensuring all members of the school community understand this procedure.
- 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 **half-termly** light-touch reviews of this policy.
- Working with the headteacher and governing board to update this policy on an **annual** basis.

ICT technicians will be 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 **half-termly** light-touch reviews of this policy.

All staff members will be 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 will be 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.

## Teaching and Learning

The Internet is an essential element in life for education, business and social interaction. We have a duty to provide pupils with quality internet access as part of their learning experience. Internet use is a part of the statutory curriculum and a necessary tool for staff and pupils. The internet will enhance learning. School internet access is designed expressly for pupils use and uses filtering appropriate to the age of pupils. Pupils will be taught what internet use is acceptable and what is not and given clear objectives for internet use. Pupils will be educated in the effective use of the internet in research, including the skills of knowledge location, retrieval and evaluation.

The EYFS model and The National Curriculum states that pupils should be taught to:

EYFS: Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.
Key Stage 1: Digital Literacy	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Key Stage 2: Digital Literacy	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

The children are taught to 'Be SMART' to keep safe online:

**S - SAFE:** Keep safe by being careful not to give out personal information to people, including your full name, address and phone number.

**M - MEETING:** Meeting someone you have only been in touch with online can be dangerous, you should never meet up with someone you have met online.

**A - ACCEPTING:** Accepting emails and instant messages or opening files, pictures or texts from people you don't know or trust can lead to problems and they may contain dangerous viruses. If you are not sure about something you have received, delete it and then find a grown up you trust and tell them.

**R - RELIABLE:** Remember that information you find on the internet may not be true, and that someone you are talking to online may be lying about who they are.

**T - TELL:** Tell your parents or a trusted adult if someone or something makes you feel uncomfortable or worried online. Tell your parents or a trusted adult if someone or something makes you feel uncomfortable

or worried online. There are lots of people who will be able to help you like your teachers, parents, carers or contact Childline – 0800 11 11 or [www.childline.org.uk](http://www.childline.org.uk)

## **Digital Leaders**

Digital Leaders are children who want to share their knowledge with others and promote the use of all things digital throughout the school. Being a Digital Leader is a fantastic opportunity for children and it enables them to take on responsibility, learn new skills, develop and demonstrate leadership skills and be a real help to staff and children. Digital leaders will help share with children how to stay safe online and lead assemblies that promote being 'SMART' online.