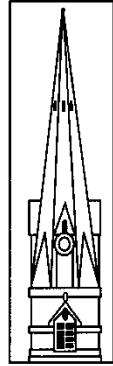


Higher Walton C.E. Primary School



Online Safety Policy

Agreed by Governing Board: September 2025

Review: September 2027

MISSION STATEMENT

Higher Walton CE Primary School aims to celebrate everyone's uniqueness, enabling our children to flourish and reach their true potential. We do this in a caring, supportive and stimulating environment, so that everyone has the very best opportunity to manifest, "Life in all its fullness" (John 10 v 10).

VISION

Our school vision is "Life in all its fullness" (John 10 v 10). Within this school each child is considered as a unique child of God. All members of our school family are welcomed into a safe and secure Christian environment where they are valued, included and accepted. Our Christian ethos promotes self-worth, self-respect and trust, so that everyone develops the confidence to ask questions, talk through problems and explore values and beliefs leading to responsible behaviour and citizenship.

AIMS

Our school works with the Church, parents and carers, and other partners to provide an effective teaching and learning environment, where everyone is:

- Happy, valued, secure and cared for.
- Confident in talking through problems, asking questions and exploring their own values and beliefs.
- Listened to with respect and supported.
- Safe from bullying and discrimination in a Christian school that respects and cares for others.
- Encouraged to develop self-regulation and accept responsibility for their own behaviour.

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1. Purpose of the policy

This policy reflects the aims and values of Higher Walton CE Primary School and covers our whole-school approach to online safety, ensuring compliance with:

- Keeping Children Safe in Education (KCSIE 2024)
- UKCIS Education for a Connected World
- Prevent Duty
- Data Protection / GDPR
- EYFS Statutory Framework

This policy is made available to all staff via the school network, and is available to parents/carers on our school website. It can also be made available in printed format if requested.

2. Subject vision

A high-quality online safety education empowers pupils to become responsible, respectful and resilient digital citizens. Teaching covers:

- Safe communication
- Critical thinking and evaluating online content
- Privacy and data protection
- Online bullying and respectful behavior
- Healthy online habits and screen time awareness
- Recognising and reporting concerns

3. Aims and outcomes

Pupils will:

- Understand a range of online risks and how to respond.
- Know how to report concerns to trusted adults.
- Protect personal information.
- Communicate respectfully online.
- Use school devices safely and appropriately.
- Recognise misleading or harmful online content.

4. Teaching and learning

Online safety at Higher Walton CE Primary School is taught using the ProjectEVOLVE curriculum, which is fully aligned with the UKCIS Education for a Connected World framework. One ProjectEVOLVE unit is taught at the beginning of every half term, ensuring a consistent, progressive approach across the school. Teaching covers all eight key strands of online safety: Self-Image and Identity, Online Relationships, Online Bullying, Managing Online Information, Health, Wellbeing and Lifestyle, Privacy and Security, Online Reputation, and Copyright and Ownership. Each unit provides clear age-appropriate knowledge, skills and vocabulary progression, ensuring that pupils develop the confidence, resilience and critical thinking needed to navigate the online world safely.

Online safety is taught through:

- Whole-class teaching
- Small group discussions
- Role play

5. Curriculum overview

Higher Walton CE Primary School follows the ProjectEVOLVE online safety curriculum, which aligns with the UKCIS Education for a Connected World framework. The curriculum is taught progressively from EYFS to Year 6, with one ProjectEVOLVE unit taught at the beginning of every half term, ensuring consistent coverage of key online safety knowledge and skills. Teaching is structured around the eight ProjectEVOLVE strands: Self-Image and Identity, Online Relationships, Online Bullying, Managing Online Information, Health, Wellbeing and Lifestyle, Privacy and Security, Online Reputation, and Copyright and Ownership.

This progressive curriculum ensures that pupils know more, remember more and can do more as safe, responsible and respectful digital citizens.

5.1 Early Years Foundation Stage (EYFS)

Pupils learn the basics of staying safe with technology, including understanding trusted adults, using devices sensibly, recognising simple online risks and knowing what to do if something worries them.

5.2 Key Stage 1

In KS1, pupils will:

- Explore what personal information is
- Understand how to communicate kindly online
- Learn how to recognise unkind or unsafe online behaviour
- Discuss what actions to take if they feel unsure or uncomfortable.
- Begin to understand that information online may not always be reliable.

5.3 Key Stage 2

In KS2, pupils will:

- Build more sophisticated skills including recognising online grooming, cyberbullying, misinformation, digital footprints and secure password use.
- Learn how to evaluate online content
- Understand privacy and data protection
- Manage online relationships safely
- Make responsible decisions about technology use.

5.4 Programmes of study

EYFS

		Autumn	Spring	Summer
Yearly	Project Evolve Unit <small>(1 unit to be completed at the beginning of each half term)</small>	<u>Project evolve: Self Image and Identity</u> I can recognise online or offline, that anyone can say no	<u>Project evolve: Online Relationships</u> I can recognise some ways in which the internet can be used to communicate. <u>Online Reputation</u> I can identify ways that I can put information on the internet	<u>Project evolve: Online Bullying</u> I can describe ways that some people can be unkind online <u>Managing Online Information</u> I can talk about how to use the internet as a way of finding information online.

KS1

		Autumn	Spring	Summer
Cycle A	Project Evolve Unit <small>1 unit to be completed at the beginning of each half term)</small>	<u>Image and Identity</u> I can recognise that there may be people online who can make people feel sad or upset. <u>Online Relationships</u> I can explain why I should ask before sharing things about myself or others	<u>Online Reputation</u> I can explain how information put online about someone can last for a long time <u>Online Bullying</u> I can explain what bullying is, how people may bully online.	<u>Privacy and security</u> I can recognise more detailed examples of information that is personal to someone. <u>Health, Well-being and Lifestyle</u> I can explain rules to keep myself safe when using

				technology.
Cycle B	Project Evolve Unit (1 unit to be completed at the beginning of each half term)	<u>Image and Identity</u> I can explain how other people may look and act differently online and offline. <u>Online Relationships</u> I can identify who can help me if something happens online without consent.	<u>Online Reputation</u> I can describe what information I should not put online without asking a trusted adult first. <u>Online Bullying</u> I can describe how to behave online in ways that do not upset others.	<u>Privacy and security</u> I can explain how passwords can be used to protect information, accounts and devices. <u>Health, Well-being and Lifestyle</u> I can explain simple guidance for using technology in different environments.

LKS2

		Autumn	Spring	Summer
Cycle A	Project Evolve Unit (1 unit to be completed at the beginning of each half term)	<u>Image and Identity</u> I can explain ways in which someone might change their identity online. <u>Online Relationships</u> I can explain the importance of giving and gaining permission before sharing things.	<u>Online Reputation</u> I can explain ways some information could have been created, copied and shared. <u>Online Bullying</u> I can give examples of how bullying behaviour could appear online.	<u>Privacy and security</u> I know what the digital age of consent is and the impact this has on online services. <u>Health, Well-being and Lifestyle</u> I can explain how using technology can be a distraction from other things.
Cycle B	Project Evolve Unit (1 unit to be completed at the beginning of each half term)	<u>Image and Identity</u> I can explain that others can pretend to be someone else. . <u>Online Relationships</u> I can explain what it means to 'know someone' online.	<u>Online Reputation</u> I can explain who someone can ask if they are unsure about putting something online. <u>Online Bullying</u> I can explain why people need to think carefully about how content they post might affect others.	<u>Privacy and security</u> I can describe how connected devices can collect and share anyone's information. <u>Health, Well-being and Lifestyle</u> I can explain why spending too much time using technology can sometime have a negative impact.

UKS2

		Autumn	Spring	Summer
Cycle A	Project Evolve Unit (1 unit to be completed at the beginning of each half term)	<u>Image and Identity</u> I can explain how identity online can be copied, modified or altered. . <u>Online Relationships</u> I can explain that there are some people I communicate with online who may want to do me harm.	<u>Online Reputation</u> I can explain the ways in which anyone can develop a positive online reputation <u>Online Bullying</u> I can describe how to capture bullying content as evidence to share with others who can help me.	<u>Privacy and security</u> I can explain how many free apps may read and share private information. <u>Health, Well-being and Lifestyle</u> I can assess and action different strategies to limit the impact of technology on health.

Cycle B	<p>Project Evolve Unit (1 unit to be completed at the beginning of each half term)</p>	<p><u>Image and Identity</u> I can identify and evaluate online content relating to gender, race and other groups.</p> <p><u>Online Relationships</u> I can describe how things shared privately online can have unintended consequences for others.</p>	<p><u>Online Reputation</u> I can describe ways that information about anyone online can be used by others</p> <p><u>Online Bullying</u> I can recognise online bullying can be different to bullying in the physical world.</p>	<p><u>Privacy and security</u> I can describe how and why people should keep their software and apps up to date.</p> <p><u>Health, Well-being and Lifestyle</u> I can describe ways technology can affect health and well-being</p>
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6. Cross-curricular links

Online safety is embedded across the curriculum at Higher Walton CE Primary School and reinforced through a wide range of subjects and school experiences. Examples include:

➤ Computing

Pupils learn how to use technology safely, responsibly and respectfully. This includes understanding private information, secure passwords, safe searching, and recognising online risks while developing digital skills.

➤ PSHE

Online safety concepts link directly to healthy relationships, personal wellbeing and emotional regulation. Pupils learn how to recognise cyberbullying, manage online conflict, understand peer influence, and make safe choices when communicating online.

➤ RSE

Pupils learn about respectful communication, consent, personal boundaries and how these apply online. Discussions include recognising inappropriate contact, staying safe on messaging apps and knowing when and how to seek help.

➤ RE

Online safety supports values such as respect, kindness, honesty and responsibility. Pupils reflect on how Christian values influence their behaviour online, including compassion and integrity in digital interactions.

➤ English

Pupils evaluate online texts, consider the reliability of information and explore how authorship affects meaning. They also practise respectful communication when using digital tools for writing or research.

➤ PE

Discussions around healthy lifestyles include balancing screen time with physical activity, understanding the impact of online gaming on sleep, and recognising safe online behaviour within sports-related apps or platforms.

➤ Worship and Collective Worship

Themes such as respect, trust, compassion and responsibility are linked to safe online behaviour. Worship may explore topics such as the impact of words online, kindness in digital spaces and making wise choices.

7. Assessment and recording

7.1 Assessment

Higher Walton CE Primary School uses assessment for learning to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next. Part of the assessment process involves formative assessment which is ongoing and will be used to inform planning, learning activities and adaptive strategies and summative assessment which will be completed termly, based on the knowledge and skills that the medium-term plan specifies as key learning. At the end of each unit, pupils will be assessed within one of the following bands:

- Below (B)
- Just At (JA)
- Secure (S)
- Above (A)

Marking and feedback

Children receive regular feedback and marking in line with following the school's marking policy.

7.2 Recording

In Online Safety lessons, pupils will record their learning in the following ways:

- Books
- Reception - Individual Learning Journey

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

8. Resources

8.1 Digital Systems, Filtering and Child-Safe Controls

Higher Walton CE Primary School uses a range of secure systems and resources to ensure that pupils and staff can use technology safely and responsibly.

Filtering and Monitoring

- The school uses Netsweeper as its internet filtering system. This automatically blocks access to inappropriate, harmful or unsafe content while allowing educational resources to be accessed.
- Filtering is reviewed regularly and adjusted as needed to respond to new risks, recommended updates or safeguarding concerns.
- The school carries out ongoing monitoring of internet use to identify potential risks, safeguard pupils and ensure compliance with acceptable use rules.
- Any filtering issues, blocked content concerns or suspicious activity are reported to the Headteacher and DSL team.

Child-Safe Restrictions on Devices

- All school-owned iPads and Windows laptops are protected by **child-safe restrictions**, age-appropriate permissions and safe browsing settings.

- Pupils cannot install apps, change settings or access unauthorised features on school devices.
- Devices used by pupils have appropriate **screen time, privacy and content restrictions** enabled.
- Updates, restrictions and safety settings are overseen by school IT support to ensure they remain effective and secure.
- Staff devices also include monitoring and safeguarding controls to ensure safe and appropriate use for professional purposes.

Safeguarding and Incident Reporting

- The school uses **CPOMS** to record all safeguarding concerns, including online safety incidents.
- Any concerns regarding online behaviour, filtering alerts or device misuse are logged promptly and reviewed by the DSL team.

8.2 Educational Resources and Curriculum Support

To support teaching and learning, the school uses a range of high-quality online safety resources, including:

- ProjectEVOLVE curriculum for progressive online safety teaching
- Childnet, UK Safer Internet Centre (UKSIC) and NSPCC materials
- Age-appropriate videos, stories and scenarios linked to online safety
- Posters and visual reminders in classrooms and shared spaces
- Guidance sheets and communication with parents to promote safe use at home

These resources ensure that pupils receive consistent, relevant and age-appropriate online safety education throughout their time at Higher Walton CE Primary School.

9. Roles and responsibilities

9.1 Headteacher

The headteacher will:

- Ensure the school meets statutory requirements for online safety, including KCSIE and Prevent Duty.
- Oversee the effectiveness of filtering and monitoring systems (Netsweeper and CPOMS).
- Ensure all staff receive appropriate safeguarding and online safety training.
- Support the Online Safety Leader and DSLs in their roles.
- Ensure online safety is embedded across the curriculum and wider school life.
- Review online safety incidents and ensure policy compliance.
- Ensure the Online Safety Policy is reviewed regularly and approved by governors.

9.2 Subject Leader

The Online Safety Leader will:

- Lead and coordinate the online safety curriculum across the school.
- Ensure ProjectEVOLVE units are taught consistently each half term.
- Monitor online safety teaching, progression and pupil understanding.
- Review Netsweeper filtering reports and raise concerns where needed.
- Liaise with DSLs regarding online safety incidents logged on CPOMS.

- Provide guidance, support and CPD for staff.
- Keep up to date with national developments, training and resources.
- Report regularly to the headteacher and governing body.

9.3 DSL

The DSL will:

- Respond promptly to online safety concerns or incidents.
- Record all concerns on CPOMS and follow safeguarding procedures.
- Assess risk and determine appropriate actions, including contacting parents or external agencies.
- Support pupils affected by online harm, bullying or inappropriate contact.
- Monitor patterns or trends in online incidents.
- Ensure staff understand how to report concerns effectively.
- Coordinate training and updates related to online safety and digital safeguarding.

9.4 Governing Body

The governing body will:

- Monitor the effectiveness of the school's online safety provision.
- Ensure the Online Safety Policy meets statutory safeguarding requirements.
- Review filtering and monitoring systems and ensure they are effective.
- Ensure staff receive suitable training and that it remains up to date.
- Support and challenge the headteacher and Online Safety Leader.
- Review online safety action plans and safeguarding reports.

9.5 Class Teachers

Class teachers will:

- Deliver online safety lessons in line with the ProjectEVOLVE curriculum.
- Model safe, responsible and respectful behaviour when using technology.
- Supervise pupils when using digital devices and ensure safe use.
- Promptly report concerns via CPOMS to the DSL team.
- Follow all school policies, including the Staff Acceptable Use Agreement.
- Encourage pupils to speak openly about online concerns or experiences.

9.6 Parents and Carers

Parents and carers will:

- Support the school's approach to online safety and reinforce messages at home.
- Monitor their child's online activity and use parental controls where appropriate.
- Encourage open conversations about safe and respectful online behaviour.
- Report any concerns relating to online behaviour or safety to the school.
- Use guidance provided by the school (e.g., newsletters, website information).
- Model positive and responsible use of technology.

10. Inclusion

The curriculum at Higher Walton CE Primary school is inclusive and ambitious for all of our children. Classroom practice takes into account age, ability, SEND and cultural backgrounds to ensure that all pupils can fully access our online safety curriculum to achieve their full potential. Teachers set

high expectations for all pupils in online safety and use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with disadvantage/SEND/EAL can study online safety wherever possible, and ensure that there are no barriers to every pupil achieving. Reasonable adjustments may include:

- Additional support from an adult or specialist teacher
- Use of coloured backgrounds, paper or overlays
- Visual representations such as Wigits or graphic texts
- Concrete resources
- Subsidies for school visits and trips

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking and feedback policy
- SEND policy
- Safeguarding
- Behaviour
- Anti-Bullying
- Computing,
- PSHE
- Data Protection

12. Monitoring and review

This policy will be reviewed by staff and governors every 3 years.