Sandylands Community Primary School

Online Safety Policy

September 2025

Sandylands

Contents

Section	Page
Introduction	Page 3
Intent	Page 4
Key Roles	Page 4
Teaching Online Safety	Page 6
Artificial Intelligence	Page 7
Monitoring, Filtering and Management	Page 8
Published Content including Media	Page 11
Supporting Vulnerable Pupils	Page 12
Remote Learning	Page 12
Monitoring and Review	Page 13
Appendix 1 – Acceptable Use Agreement	Page 15
Appendix 2 – Reporting a Concern	Page 18
Appendix 3 – National Curriculum	Page 19
Appendix 4 – Education for a Connected World	Page 20
Appendix 5 – Initial Pupil Information	Page 21
Appendix 6 – Equipment Home Loan Agreement – Child	Page 23
Appendix 7 – Equipment Home Loan Agreement - Parent	Page 25

Introduction

Computing in the 21st Century is seen as an essential resource to support learning and teaching, as well as playing an important role in everyday lives of children, young people and adults. Consequently, schools need to build in the use of these technologies in order to arm our children with the skills to access life-long learning and employment. Pupils are growing up in a world where they are in living their lives seamlessly online and offline.

Information and Communications Technology (Computing) covers a wide range of resources including; web-based and mobile and, on occasion, remote learning. It is also important to recognise the constant and fast paced evolution of computing within our society as a whole. Our whole school approach at Sandylands Community Primary School, we are preparing children to make the best use of the internet and technology in a safe, considered and respectful way. Currently the internet technologies children and young people are using both inside and outside of the classroom include, but are not limited to; websites, apps, learning platforms, virtual learning environments, email and instant messaging, social networking, streaming of TV, music and videos, media including social, news and advertising, blogs, vlogs and podcasts, gaming, mobile and smart technologies like phones and watches with text, video and/or web functionality.

Whilst exciting and beneficial both in and out of the context of education, many areas of accessing technology, particularly web-based resources, are not consistently policed. All users need to be aware of the range of risks associated with the use of these internet technologies. At Sandylands Community Primary School, we understand the responsibility to educate our pupils in online safety issues; teaching them the appropriate behaviours and critical thinking to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom.

Supporting Policies

This policy is linked closely with Safeguarding and Child Protection. Please see page 38 for more information on Online Safety in relation to safeguarding.

- Keeping Children Safe in Education (DfE, 2025)
- Teaching Online Safety in School (updated 2023)
- Safeguarding and Child Protection Policy
- Behaviour Policy
- PSHE Policy including Relationships and Sex Education
- Computing Policy
- Use of Social Networking and Social Media Sites

Intent

1. Enhance their natural curiosity by giving them access to a wide variety of information in different contexts through a progressive sequence of work.
2. Solve problems in today's digital world and discuss their learning and thought process to talk about their learning fluently with correct technical vocabulary.
3. Become confident, familiar and proficient in using a variety of computing equipment both in school and the outside world.
4. To connect with others safely, positively and respectfully through different hardware, software and media.
5. To understand the effects of their own online actions on others and knowing how to display and recognise respectful behaviour online.
6. To navigate the online world safely and confidently regardless of device, app or platform.

Key Roles

Online Safety leader:

- Promote the importance of online safety throughout all teaching and learning with technology
- Share regular information and deliver training on online safety issues
- Attend and implement training from external sources e.g. Local Authority
- Write, update and implement policies for Computing.
- Support implementation of new curriculum, software, hardware and policies
- Design school's internet access expressly for pupil use and will include filtering systems (Smoothwall) appropriate to the age of pupils that are regularly monitored

DSL:

- Share regular information and deliver training on online safety issues
- Attend and implement training from external sources e.g. Local Authority
- Write, update and implement policies for Online Safety and Acceptable Use (appendix 1)
- Alongside technical support and DSLs, monitor technological usage
- Support actions related to online safety concerns alongside Safeguarding Team

Governors:

- Foster and embed a high profile of online safety throughout school which is maintained by all staff
- Monitor the implementation of new curriculum, software, hardware and policies
- Have a designated governor to support the teaching of computing
- Designate a member of staff to lead computing

Staff:

- All staff will be provided with online safety information and training at induction.
- All staff will be provided with CPD-accredited online safety training:
    - L1 Online safety training for non-teaching staff and parents/carers
    - L2 Online safety training for Governors and teaching staff

    - L3 Online safety training for DSLs, Computing Lead and SENDCOs.
- Promote and maintain high visibility for online safety
- Embed online safety teaching throughout all teaching with technology
- Receive regular information and training on online safety issues
- Online Safety training as part of induction of new staff
- Read, understand, sign and apply the Acceptable Use agreement (appendix 1)
- Request training where there is a lack of knowledge or support needed
- Deliver a broad and balanced curriculum with full coverage
- Monitor pupils' usage of technology when teaching
- Report any concerns of breach of online safety (appendix 2) to Safeguarding Team and log on CPOMS under 'Online Safety' category
- Following advice from the safeguarding team, where issues relate to individual children, inform parents that day of any concerns
- Make sure that all copyright laws are adhered to in materials used in the classroom and published publicly, e.g. on the school website
- Communicate with external agencies appropriately e.g. e-mail sent to an external organisation should be written carefully, in the same way as a letter written on school headed paper.

Parents:

- Provided with up-to-date CPD resources that covers all aspects of online safety. This includes a monthly online safety newsletter and access to informative webinars.
- Discuss with children the Acceptable Use agreement and its importance
- Support the Online Safety policy and its intent
- Report any concerns of online safety to a teacher or trusted adult in school
- Follow online safety rules outlined in Acceptable Use agreement when completing remote learning out of school
- Keep up to date with school's information through the provision of newsletters, school website, Parent App and assemblies.

Pupils:

- Use all computing equipment as outlined by staff in the lesson
- Read, understand, sign and apply the Acceptable Use agreement
- Follow online safety rules outlined in Acceptable Use agreement when in school
- Follow online safety rules outlined in Acceptable Use agreement when completing remote learning out of school
- Report any concerns of online safety to a teacher or trusted adult in school
- The school council to promote online safety and attend meetings to discuss ongoing issues

Teaching Online Safety

To allow a comprehensive curriculum to teach online safety and reach the intent for this policy, Sandylands Community Primary school has taken advice from Teaching Online Safety in schools, DFE, updated 2023. As outlined in this document, Sandylands has used National Curriculum objectives (Appendix 3) and Education for a Connected World (Appendix 4) as a basis for teaching online safety. This allows for a broad and balanced curriculum that not only links to the teaching of computing, but PSHE and other curriculum areas to allow for children to be prepared for a life with forever progressing technology. As well as this formal teaching, educating pupils on the dangers of technologies that may be encountered outside of school is also done informally when opportunities arise. To make sure that all children are safeguarded and taught about online safety, our teaching begins with age-appropriate units from EYFS through to the end of KS2.

Key Questions underpinning teaching of online safety:

- How do you recognise techniques used for persuasion?
- How can you effectively evaluate what you see online?
- What is acceptable and respectful online behaviour?
- How do you identify online risks?
- How and when do you seek support?

Pupils are taught:

- How to recognise when to seek advice or help if they experience problems when using the internet and related technologies who to report a concern to; i.e. parent/carer, teacher/trusted member of staff, or an organisation such as Childline/CEOP.
- The impact of online bullying on others
- What to do in response to being bullied online
- Effective use of the internet in research, including the skills of knowledge location, retrieval and evaluation
- To be critically aware of the materials they read and shown how to validate information before accepting its accuracy.
- How to communicate effectively using technology e.g. email and message
- What information is safe to share and must not reveal personal details of themselves or others in e-mail communication, or arrange to meet anyone.

As per the Keeping Children Safe in Education, 2025, guidance, whilst the breadth of issues classified within online safety is considerable and ever-evolving, they can be categorised into four areas of risk; content, contact, conduct and commerce.

This can be classified to a child as:

- engages with and/or is exposed to potentially harmful **CONTENT**;
- experiences and/or is targeted by potentially harmful **CONTACT**;
- witnesses, participates in and/or is a victim of potentially harmful **CONDUCT**;
- is party to and/or exploited by a potentially harmful **CONTRACT**.

Content Risks
Content risks are among the main risks to children online, which is most commonly exposure to harmful content or that which is unsafe for children. Examples include exposure to profanity, sexual content or nudity, highly violent or otherwise gory and disturbing content, and animal cruelty.

Contact Risks
Contact risks refer to the communication with people who have hidden agendas or are 'actors' that can cause harm to children. These actors may include child predators, fraudsters, criminals, terrorists, or adults pretending to be children.

Conduct Risks
Conduct risks are the risks of children participating in behaviours that may be harmful, either physically or emotionally. These include bullying, dangerous behaviours such as self-harm activities, dangerous viral challenges, radicalisation, or encouragement of eating disorders.

Contract Risks
Contract risks involve the risk of children agreeing to terms or contracts they don't agree with or understand. These may include signing up to receive inappropriate marketing messages, inadvertently purchasing something, or providing access to personal data.

It is also important to note that although these risks have been classified into four areas, it is common that a risk may be more than one area at once and more complex than being separate and clear cut into just one.

Units of Work

The teaching of online safety is broken up into 8 different units (appendix 4):

1. Self-image and identity
2. Online relationships
3. Online reputation
4. Online bullying
5. Managing online information
6. Health, well-being and lifestyle
7. Privacy and Security
8. Copyright and ownership

For more detail about what children are taught in each unit of online safety, please see the Computing Policy.

Artificial Intelligence

Artificial Intelligence (AI) refers to the simulation of human intelligence processes by machines, especially computer systems. These processes include learning, reasoning, and self-correction.

At Sandylands, we recognise the positive impact that using AI can have. These can include:

- Personalised responses
- Reduction in workload
- Efficient responses
- Processing large amounts of data
- Support in developing ideas

There is a lot of potential with AI, and as it is already being used in many aspects of modern life, it is important that we equip children to be safe citizens of a digital age. However, alongside this, we also recognise the concerns that come with AI including:

- Harmful or inappropriate content
- Lack of safeguarding and regulation
- Difficult to filter and monitor
- Concerns for copyright and infringement
- Perpetuating bias or inaccurate content
- Unethical uses
- Breaches of data protection and GDPR

The teaching of AI will be included in our curriculum. Staff will also be trained on the use of AI, and will never using AI with personal or school-based data that is recognisable content including personal information, photos, text, names etc. Sandylands will also risk assess platforms being used and take guidance on safe use of these platforms.

Monitoring, Filtering and Management

To ensure that Sandylands has a commitment to safeguarding children online, we have updated our filtering and monitoring procedures.

As part of our safeguarding duty, it is our responsibility to ensure there are appropriate measures in place to limit children's exposure to risks such as potentially harmful or inappropriate online content through the IT system. Whilst we cannot ensure 100% effectiveness of this, we have a number of measures to ensure that it is limited as best we can to ensure safeguarding.

Our filtering and monitoring system does not:

- unreasonably impact teaching and learning or school administration
- restrict students from learning how to assess and manage risk themselves

To ensure that filtering and monitoring is in place and reviewed regularly, Headteacher [Allison Hickson], Computing subject leader [Sam Morris], deputy DSL [Liz Wildon] and school technician [Patryk Dabrowski] will work together to ensure that the appropriate policy is followed as outlined here. This will then be overseen by safeguarding governor. This information will also be given to staff through annual safeguarding training updates, or more frequently should the need arise.

Filtering is the availability or extent to which, content is contextually filtered. This can also include where remote devices are able to receive school based filtering. At Sandylands, we use Smoothwall to ensure filtering. The virus protection is updated daily and overseen by technician Patryk Dabrowski. Where there is the discussion for blocking or unblocking content, this will be discussed with the team as detailed above. It is sometimes important to take into account the context of content, e.g. historical events, which may be usually blocked but relevant to a unit of learning for a teacher to access.

Within this review, it will include:
- school owned devices and services, including those used off site
- geographical areas across the site
- user groups, for example, teachers, pupils and guests

When recording the checks, it will be logged:
- when the checks took place
- who did the check
- what they tested or checked
- resulting actions

Prior to children joining school, an internet usage will be included and required to be signed following discussion with the child by the parent/carer. Where children are using devices, they will need to login to access the internet. EYFS, Year 1 and Year 2 will use a class log in. Year 3, 4, 5 and 6 will use individual logins. Through the teaching of online safety within both Computing and PSHE curriculums, children will be taught the importance of not sharing passwords and effective password creation.

Monitoring is the capability or extent to which remote devices are monitored by technology monitoring services and then analysed. This can include the expansion on the presentation of internet logfile information or the physical location of monitoring data.
There are three types of monitoring:

1. Physical monitoring
    - It is set out that all children are supervised when using devices that have the capability to connect to the internet. It is the expectation that such devices are

only used for educational based activity as directed by the teacher as part of the curriculum.

2. Internet and Web Access
    - As detailed above in filtering, there are daily updated to services, review of blocked sites and a team in place to analyses and review the access to the internet. It must also review content in multi-lingual sites.
3. Active Monitoring
    - At Sandylands, we use Smoothwall Monitor Managed service which sends automatic alerts to identified DSLs. This will give information as to the event type, the username, date, time and message/concern. This is then followed up as per the Safeguarding policy where actions and intervention can be taken, and further teaching points can arise.

Where there are concerns that are regarding children's access to the internet, the safeguarding policy is to be followed. Report immediately to a DSL, follow actions as directed, record concerns on CPOMS.

Internet Access

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

- Children must sign in to access the internet. This allows each child to be monitored by the school technician, Liz Wildon and Patryk Dabrowski, who will be alerted should a concern arise.
- EYFS, Year 1 and Year 2 use a class login
- Year 3, Year 4, Year 5 and Year 6 use individual children's logins
- Virus protection will be updated daily.
- Security strategies will be discussed regularly between senior management with the computing subject leader and fed back to staff where needed.
- Staff or children must not share logins to internet or other software
- The school will work with the LA, DfE and the Smoothwall Support Team, and computing cluster meetings to ensure systems to protect pupils are reviewed and improved.
- If pupils or staff discover an unsuitable site, it must be reported to the Class Teacher, computing subject leader (Sam Morris) school technician (Patryk Dabrowski) or Headteacher (Allison Hickson) or Liz Wildon (DSL) or other Designated Safeguarding Lead.
- The school technician will ensure that the filtering methods selected are appropriate, effective and reasonable. Any issues will be reported to the safeguarding team.
- The school technician will monitor technology accessing both the internet and network logins and usage
- The school technician will monitor the usage of the school website

Internet and Network Usage

- Written permission from parents must be obtained to use the internet and network access

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.
- Children will only use technology and the internet for educational purposes as directed by a teacher or staff member.
- Children will only be able to access their class folder on computer and use their own logins for software e.g. TT Rockstars, Purple Mash
- Mobile phones/smart watches brought to school by pupils must be kept in the school office. Staff will use a school phone where contact with pupils/parents is required.
- Staff will not use personal mobile phones/smart watches or other communication devices during the school day except during breaks in the staff room. These devices should be connected to the school's Wi-Fi.
- Staff must not use mobile phones, or access personal technology or accounts during the school day in children's areas (when children are on site or in the vicinity)
- Pupils may only use approved accounts on the school system including email, messaging and software logins
- The school technician, Patryk Dabrowski, will give permission for staff technology (e.g. laptops) to use the school network and internet
- Staff to use a school email for any professional contact to colleagues or external agencies
- Children must only access the internet when instructed by an adult

Protecting personal data

We will ensure that all personal information supplied is held securely, as defined by the GDPR. Parents and children have the right to view the personal information that the school holds about them/their child and to have any inaccuracies corrected. (except information where this contradicts safeguarding children legislation). Staff must make sure that all data held by staff is secure and that if data is being taken offsite, e.g. portable hard drives, either the sensitive data or device itself is encrypted and password protected.

For more information on GDPR, please see the GDPR policy.

Reporting a Concern (appendix 2)

- Complaints of internet misuse will be dealt with by a member of the safeguarding team or SLT.
- Any complaint about staff misuse must be referred to the headteacher.
- Complaints of a child protection or safeguarding nature must be dealt with in accordance with school child protection procedures and reported to the DSL. For more information on these procedures, please see the Safeguarding and Child Protection policy.

Published Content including Media

The contact details on the website should be the school address, e-mail and telephone number. Staff or pupils' personal information will **not** be published. The headteacher will take overall editorial responsibility and ensure that content is accurate and appropriate.

Publishing pupil's images and work at Sandylands

- Written permission from parents or carers will be obtained before photographs of pupils are published on the school website or external media e.g. social media, local press etc. (see appendix 5)
- Permissions will be updated as required:
    - Every 5 years (on entry to school and in Year 3)
    - New entry to school
    - Update or change to policy or legislation
- Parents/carers may withdraw permission, in writing, at any time but with the conversation that whilst we can remove any previous media available to us, it is not possible to remove it from the internet entirely.
- Photographs that include pupils will be selected carefully and full names will not be used in association with photographs.
- Individual pupil's work can only be published by outside agencies with the permission of the pupil and parents.

Photographs taken by parents/carers for personal use

In the event of parents/carers wanting to take photographs for their own personal use, e.g. school performances and assemblies etc. the school will demonstrate our protective ethos by announcing that photographs may only be taken of children whose parents are present at the time and they are for private retention and not for publication in any manner, including use on personal websites or social media

Social networking and personal publishing

For more information about staff use, please see the Use of Social Networking Sites and Social Media Policy.

- The school will block/filter access to social networking sites but children will be taught safe use of these through the online safety curriculum.
- Pupils and parents will be advised that the use of social network spaces outside school without supervision is inappropriate for primary aged pupils. However, we accept that some pupils will still use them; they will be taught about their internet footprint and how to access these safely. They will be advised never to give out personal details of any kind, which may identify them or their location.
- Pupils are advised through assemblies, computing sessions, PSHE lessons and ongoing class discussion to set and maintain profiles on such sites to maximum privacy and deny access to unknown individuals.
- Parents are reminded about online safety through the school website, newsletters and at information evenings.
- Our pupils are asked to report any incidents of bullying to the school.
- Staff are **NOT** permitted to add children or family members as 'friends' if they use these social media sites. If there is an instance where a staff member is linked with a parent on

social media, this is to be declared and discussed with the head teacher. *Please see the Social Media policy for more information.*

Supporting Vulnerable Pupils

There are some pupils (looked after, CP, CIN, SEND) who are more susceptible to online harm or who have less support from home in staying safe online.
Support included in the offer for these pupils is:

- Additional support offered at Parents' Evening to discuss online safety
- Advice through PEP, Core Group or Multi-Agency Meetings to support parents or carers with keeping children safe online
- Support to parents and carers with the appropriate questions and conversations to have with children
- Additional support on the website to guide parents to external advice e.g. Digital Parenting Magazine, Parent Zone, NSPCC etc.
- Guidance with what is acceptable behaviour and supporting children with being independent in regulating their own usage of technology and knowing when and how to seek help, advice or support

Remote Learning

For more information, please see the Remote Learning policy and the Safeguarding and Child Protection policy.

In some instances, children may need to learn from home. It is important that all staff who interact with children, including online, continue to look out for signs that a child may be at risk. Any such concerns should be dealt with as per the Safeguarding and Child Protection policy. If required following reporting to a DSL, referrals should still be made to children's social care and as required, the police.

Adults in school **under no circumstances** should contact via phone, email or social media children or families on a personal account or device. If families need to be contacted, use a school phone or ask a member of SLT or DSL for advice on contacting via email or other means. If a member of staff is contacted by a child or child's family member via a personal account of device, this should be reported to a DSL and further advice taken. School designated 'homework' emails should be used by teachers for correspondence with parents, that are then monitored by SLT. Work should be set via the Remote Learning Policy using agreed systems e.g. Seesaw.

Any use of online learning tools and systems need to be taken into account alongside GDPR and data protection requirements. Any live teaching that takes place, must have two adults present, the host and a member of SLT. **Under no circumstances** must 1:1 live teaching or meetings take place. All staff should follow guidance from SLT on home learning and follow a consistent approach.

If completing a live meeting or teaching the following must be adhered to:

- No 1:1s, groups only
- A member of SLT should be present so there are two members of staff during the whole meeting/teaching
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Cameras of participants should be off to an external audience
- Only first names to be used
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

We recognise that school is a protective factor for children and young people, and the current circumstances can affect the mental health of pupils and families. Teachers need to be aware of this in setting expectations of pupils' work where they are at home.

On occasion, families may need to borrow equipment when learning at home. An adult with parental responsibility must sign the Equipment Home Loan Agreement – Child (Appendix 6) on behalf of the pupil. If an adult is borrowing equipment for their own use (e.g. parental learning courses) then the adult must read and sign the Equipment Home Loan Agreement – Parent (Appendix 7).

Monitoring and review

This policy is implemented on a day-to-day basis by all school staff and is monitored by the Liz Wildon (DSL) alongside computing subject leader Sam Morris. This policy is the governors' responsibility and they will review its effectiveness regularly.

Reviews will take place termly with
Computing subject leader – Sam Morris

Designated Safeguarding Lead (Allison Hickson – headteacher or Liz Wildon – Pastoral Lead), and governor with responsibility for computing (Sam Ud-Din) and governor with responsibility for Child Protection (Maggie Dodd).

Reviews will then be reported to the full governing body.
Ongoing incidents will be reported to the full governing body.

Appendix 1 – Acceptable Use Agreement

KS1 Pupil Acceptable Use Agreement

These rules will keep me safe and help me to be fair to others.

1. I will only use the school's ICT equipment for schoolwork. If I need to use the school's computers for anything else, I will ask for permission from a member of staff.
2. I will not share my passwords with other people and will tell my class teacher if I think someone else knows them.
3. I will not share personal details about myself such as name, phone number or home address on email or social media.
4. I will make sure that all my contact with others using computing equipment is respectful, positive and polite.
5. If I see something on a screen that upsets me or is inappropriate, I will always tell a trusted adult.
6. I will gain permission from peers of adults before taking photos of them.
7. I know that my use of computing equipment can be checked and my parent or carer can be contact if school is concerned for my safety.
8. I know that these rules are here to keep me safe.

I have read and understood these rules and agree to them.

Signed: _____

Date: _____

KS2 Pupil Acceptable Use Agreement

These rules will keep me safe and help me to be fair to others.

1. I will only use the school's computers for schoolwork. If I need to use the school's computers for anything else, I will ask for permission from a member of staff.
2. I will only edit or delete my own files and not look at, or change, other people's files without their permission.
3. I will gain permission from my peers or adults before taking photos of them.
4. I will not share my logins or passwords.
5. I am aware that some websites and social networks have age restrictions and I agree to abide with these age restrictions in school.
6. I will not attempt to visit internet sites that I have not been instructed to.
7. I will make sure that all my contact with others using computing equipment is respectful, positive and polite.
8. I will not open an attachment, or download a file, unless I know and trust the person who has sent it.
9. I will not give any personal information (home address, phone number, photographs & videos) that could be used to identify me on any website, social media or messaging.
10. I will never arrange to meet someone I have only ever previously met through the internet.
11. If I see something on a screen that upsets me or is inappropriate, I will always tell a trusted adult.
12. I know that my use of computing equipment can be checked and my parent or carer can be contact if school is concerned for my safety.
13. I know that these rules are here to keep me safe.

I have read and understood these rules and agree to them.

Signed: _____

Date: _____

Sandylands Staff Acceptable Technology Use Policy (AUP)

For more information about staff use, please see the Use of Social Networking Sites and Social Media Policy.

- I will only use the Sandylands Primary School digital technology resources and systems for professional purposes or for uses deemed 'reasonable' by Sandylands Primary School.
- I will not reveal my password(s) to anyone.
- I will not engage in any online activity that may compromise my professional responsibilities.
- I will only use the approved communication systems with young people, parents/carers, and I will only communicate with them on appropriate Sandylands Primary School business.
- I will report any accidental access to, or receipt of inappropriate materials, or filtering breach to Allison Hickson (Headteacher - Designated Safeguarding Lead).
- I will not download any software or resources from the internet that can compromise my school computer, or are not adequately licensed.
- I will not use personal digital cameras or camera phones for taking and transferring images of young people and will not store images at home.
- I agree and accept that any computer, laptop, other devices loaned to me by the Sandylands Primary School, is provided solely to support my professional responsibilities and must be returned.
- I understand that GDPR requires that any information seen by me with regard to young people's information will be kept private and confidential, EXCEPT when it is deemed necessary that I am required by law to disclose such information to an appropriate authority.
- I will embed the online safety ethos for adults and young people into my area of work.
- I understand that all internet usage may be monitored and logged and this information could be made available to a senior member of staff on request.
- I understand that failure to comply with this agreement could lead to disciplinary action.
- I will not use my personal electronic communication devises e.g. mobile phone, tablets, smart watches (or any other device with access to the internet or networks) during the school day except during breaks and always in the staff room (not in a children's area).

User Signature

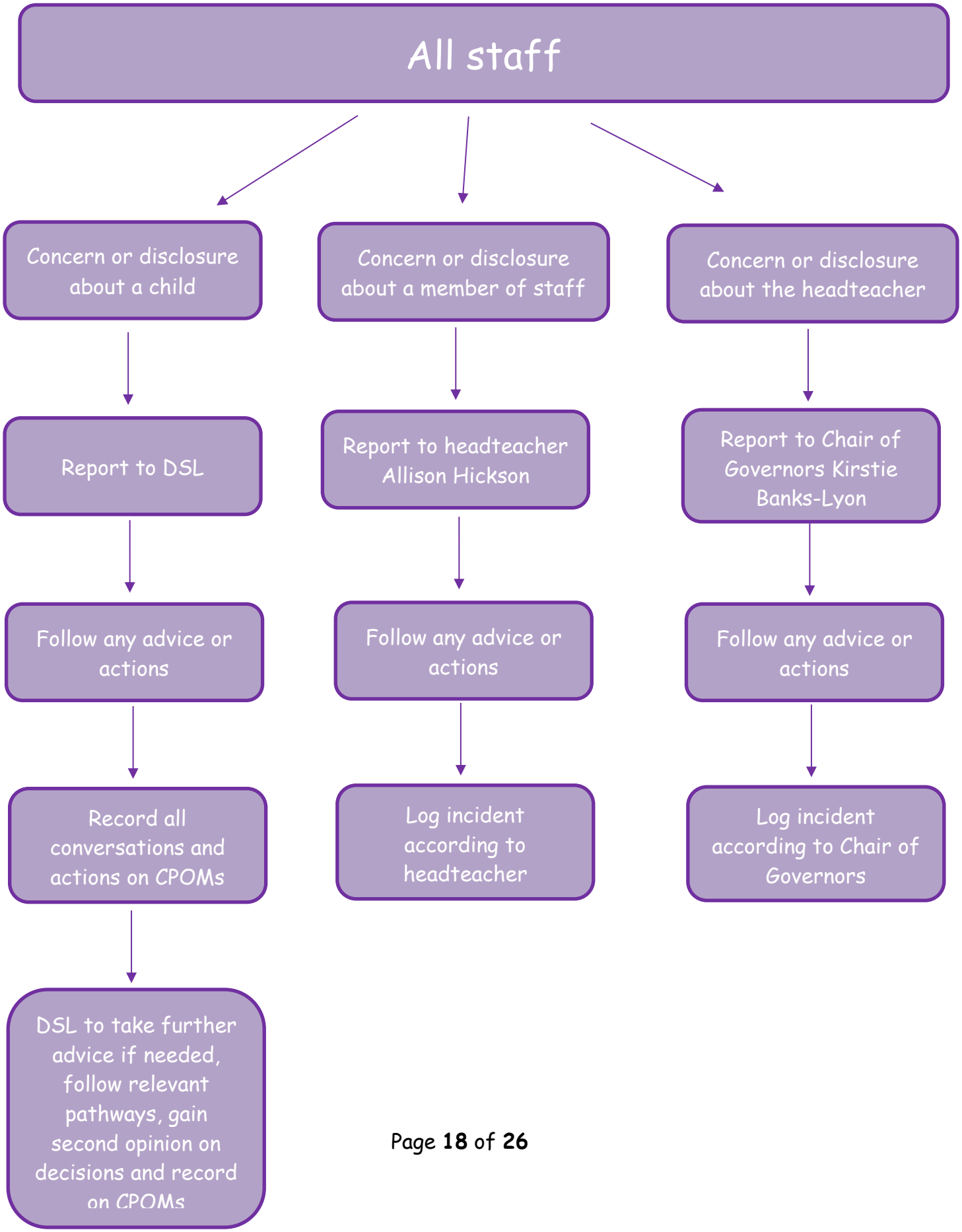
I understand that it is my responsibility to ensure that I remain up-to-date and read and understand the Sandylands Primary School's most recent online safety policies.

Signature .....

Date .....

Full Name ..... (printed)

Appendix 2 – What to do if you have a concern



Appendix 3 – National Curriculum

Information Technology

Key Stage One

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Key Stage Two

Select, use and combine a variety of software (including internet services) on a range of digital devices to design, and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
Use search technologies effectively.

Computer Science

Key Stage One

Understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.
Use logical reasoning to predict the behaviour of simple programs.

Key Stage Two

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
Understand Computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
Appreciate how search results are selected and ranked.

Digital Literacy

Key Stage One

Use technology safely and responsibly; recognise acceptable/ unacceptable behaviour; identify where to go for help and support when they have concerns about content or contact the internet or other online technologies.
Recognise common uses of information beyond school.

Key Stage Two

Use technology safely and respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Be discerning in evaluating digital content.
Understand the opportunities networks offer for communication and collaboration.

Appendix 4 – Education for a Connected World

Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.

Online relationships

This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

Online reputation

This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.

Online bullying

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.

Managing online information

This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.

Health, well-being and lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.

Privacy and security

This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.

Copyright and ownership

This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

Appendix 5 – Initial Pupil Information

3. Data Sharing

We are required by law to share information with other agencies as listed in our privacy notice.

We are also required to share your child's or your:

- contact details,
- national curriculum assessment results,
- attendance information,
- any special needs and
- relevant medical information

with the local authority and the Department for Education.

For more information about what information is shared. Please see our Privacy Notice available on the school website.
Please can you sign below to allow us to share information to support your child.

Child's Name:		Your Name:	
Signed:		Date:	

4. Use of Digital Images

To comply with the Data Protection Act 1998 and GDPR May 2018 we need your permission before we can photograph or make recordings of your child.

We follow the following rules for any external use of digital images:

- Names will only be published on work and not on identifiable images
- Where showcasing examples of pupils' work with photographs, we only use their first names, rather than their full names.
- If showcasing digital video work to an external audience, full names won't be given in credits at the end of the film.
- Staff are not allowed to take photographs or videos on their personal equipment.

Photos may be used for several reasons including:

- Photographs and videos to be used in displays in classrooms and around school
- Photographs and videos on website and school associated social media e.g. Sandylands Primary School Facebook page
- Photographs and videos to be held on the school office information system
- Photographs and videos in school materials e.g. prospectus
- Photographs and videos in local press (including on their website)
- Photographs and videos of school events e.g. school productions or day events

☐ I agree to the school being able to use photos of my child internally **but not** published externally.
☐ I agree to the school being able to use photos of my child internally **and** published externally.

Child's Name:		Your Name:	
Signed:		Date:	

5. Acceptable Use Agreement and Internet Usage

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

At Sandylands school we intend:
that pupils will be responsible users and stay safe while using the internet and other technologies for educational, personal and recreational use.
that school systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
that parents/carers are aware of the importance of online safety and are involved in the education and guidance of pupils with regard to their online behaviour.
The school will provide opportunities to access digital technologies to enhance their learning and will expect the children to agree to be responsible users.

I give permission for:
For my child to have access to the internet and to ICT systems at school.
That the school has discussed the Acceptable Use Agreement found in the Online Safety policy with my child and that they will receive online safety education to help them understand the importance of safe use of technology and the internet.
That the school will take every reasonable precaution, including monitoring and filtering systems, to ensure that young people will be safe when they use the internet and systems. I also understand that the school cannot ultimately be held responsible for the nature and content of materials accessed on the internet and using a range of technologies.
That my child's activity on the systems will be monitored and that the school will contact me if they have concerns about any possible breaches of the Acceptable Use Policy found in the Online Safety policy.
To encourage my child to adopt safe use of the internet and digital technologies and will inform the school if I have concerns over my child's online safety.

For more information about any of this information there Safeguarding and Child Protection Policy is on the school's website.

Please can you sign below to show your understanding of the Acceptable Use Agreement.

Child's Name:		Your Name:	
Signed:		Date:	

Appendix 6 – Equipment Home Loan Agreement – Child

Equipment Home Loan Agreement

1. We are loaning you this computer for the benefit of your child **(……)** in supporting and developing their education. With this computer your child will be able to build on and enhance their skills, knowledge and understanding.

2. The loan agreement exists between the Sandylands Community Primary school and the Named Adult who has signed this loan agreement.

3. The computer will be loaned to the named person for the duration of the period stated by school. Sandylands Community Primary School remains entitled to recall equipment back at any time. It is for educational purposes only and not personal use.

4. The purpose of lending the pupil this laptop, is to fulfil the expectation that home learning will be completed as set by the school and that weekly feedback will be sent to the school.

5. Should you move address from the location you have given us, it is essential that you inform the school at the earliest opportunity.

6. You will be issued with a laptop and power supply. These remain the property of Sandylands Community Primary School.

7. You will be able to add home Wi-Fi connections to your computer. A filtering system is in place for internet usage. At no point must you open the computer shell and make changes to the inner hardware.

8. Necessary measures will be taken to keep the data on the device protected in line with current GDPR advice.

9. The computer and the connectivity equipment must not be used for any illegal and/or antisocial purpose. This can include but is not limited to:
   - Using ICT or the internet to bully or harass someone else, or to promote unlawful discrimination
   - Any illegal conduct, or statements which are deemed to be advocating illegal activity
   - Activity which defames or disparages the school, or risks bringing the school into disrepute
   - Causing intentional damage to ICT facilities or materials
   - Using inappropriate or offensive language

10. There may be occasions when we will ask you to return the computer to school for upgrades and maintenance. Please note that because of these upgrades, it may be necessary to completely remove all information contained on the computer. Sandylands Community Primary School cannot be held responsible for the loss or damage of any data on the computer during this process.

11. It is your responsibility to return the computer to school within 2 days of being asked. During this process, technical members of staff may view data or programmes on the computer. You will be held responsible to the 'acceptable use policy' at this point. You may want to remove personal data from the computer before its return.

12. If the pupil leaves the school, the equipment must be returned to school.

13. If your computer is stolen you must immediately report it to the police and get a crime reference number and report this to us.

14. If your computer is damaged, immediately contact us. You will be liable for the cost of repair or replacement fee.

Responsibilities you have to care for your computer:

15. You must ensure the laptop is covered by your home insurance to the value of £350.
16. You have a responsibility to take reasonable care to ensure the security of the computer and connectivity equipment. This must include but is not limited to:
    - Keep the device in a secure place when not in use
    - Don't leave the device in a car or on show at home
    - Don't eat or drink around the device
    - Don't lend the device to siblings or friends
    - Don't leave the equipment unsupervised in unsecured areas

17. You must not decorate or change the external face of the equipment provided in any way, including affixing stickers. On returning the laptop, it must be in the same condition as it was given.
18. Reasonable health and safety precautions should be taken when using a computer. The school is not responsible for any damage to person or property resulting from the computer or equipment loaned.
19. The school is not responsible for any costs resulting from the use of the computer and the connectivity equipment, including electricity, printer cartridges, paper or any cost occurring from an internet service not provided by the school.
20. You have a responsibility to ensure that the laptop is used purely for educational purposes by your child. It will be subject to filtering and monitoring to check for inappropriate content.

Agreement

Pupil Name: _____

Home Address: _____

_____

_____

Device Name: _____ Serial Number: _____

Please confirm:

I have read or had explained and understand the terms and conditions in the home loan agreement. I understand that by breaching the conditions of the loan, the computer may be withdrawn by school.

Parent/Carer Name: _____

Signed: _____ Date: _____

Contact Details: _____

_____

_____

Appendix 7 – Equipment Home Loan Agreement – Parent

Equipment Home Loan Agreement

1. As a parent/carer of a child at Sandylands Primary School, we are loaning you this computer in support and development of your own knowledge and skills.

2. The loan agreement exists between the Sandylands Community Primary school and the Named Adult who has signed this loan agreement.

3. The computer will be loaned to the named person for the duration of the period stated by school. Sandylands Community Primary School remains entitled to recall equipment back at any time. It is for educational purposes only and not personal use.

4. The purpose of lending a parent/carer this laptop, is to fulfil the expectation that support will be completed as agreed with the school.

5. Should you move address from the location you have given us, it is essential that you inform the school at the earliest opportunity.

6. You will be issued with a laptop and power supply. These remain the property of Sandylands Community Primary School.

7. You will be able to add home Wi-Fi connections to your computer. A filtering system is in place for internet usage. At no point must you open the computer shell and make changes to the inner hardware.

8. Necessary measures will be taken to keep the data on the device protected in line with current GDPR advice.

9. The computer and the connectivity equipment must not be used for any illegal and/or antisocial purpose. This can include but is not limited to:
   - Using ICT or the internet to bully or harass someone else, or to promote unlawful discrimination
   - Any illegal conduct, or statements which are deemed to be advocating illegal activity
   - Activity which defames or disparages the school, or risks bringing the school into disrepute
   - Causing intentional damage to ICT facilities or materials
   - Using inappropriate or offensive language

10. There may be occasions when we will ask you to return the computer to school for upgrades and maintenance. Please note that because of these upgrades, it may be necessary to completely remove all information contained on the computer. Sandylands Community Primary School cannot be held responsible for the loss or damage of any data on the computer during this process.

11. It is your responsibility to return the computer to school within 2 days of being asked. During this process, technical members of staff may view data or programmes on the computer. You will be held responsible to the 'acceptable use policy' at this point. You may want to remove personal data from the computer before its return.

12. If the pupil leaves the school, the equipment must be returned to school.

13. If your computer is stolen you must immediately report it to the police and get a crime reference number and report this to us.

14. If your computer is damaged, immediately contact us. You will be liable for the cost of repair or replacement fee.

Responsibilities you have to care for your computer:

15. You must ensure the laptop is covered by your home insurance to the value of £350.

16. You have a responsibility to take reasonable care to ensure the security of the computer and connectivity equipment. This must include but is not limited to:
    - Keep the device in a secure place when not in use
    - Don't leave the device in a car or on show at home
    - Don't eat or drink around the device
    - Don't lend the device to siblings or friends
    - Don't leave the equipment unsupervised in unsecured areas

17. You must not decorate or change the external face of the equipment provided in any way, including affixing stickers. On returning the laptop, it must be in the same condition as it was given.
18. Reasonable health and safety precautions should be taken when using a computer. The school is not responsible for any damage to person or property resulting from the computer or equipment loaned.
19. The school is not responsible for any costs resulting from the use of the computer and the connectivity equipment, including electricity, printer cartridges, paper or any cost occurring from an internet service not provided by the school.
20. You have a responsibility to ensure that the laptop is used purely for support as outlined by school. It will be subject to filtering and monitoring to check for inappropriate content.

Agreement

Pupil Name: _____

Home Address: _____

_____

_____

Device Name: _____ Serial Number: _____

Please confirm:

I have read or had explained and understand the terms and conditions in the home loan agreement. I understand that by breaching the conditions of the loan, the computer may be withdrawn by school.

Parent/Carer Name: _____

Signed: _____ Date: _____

Contact Details: _____

_____

_____