



ONLINE SAFETY POLICY

ST. LUKE & ST. PHILIP'S PRIMARY, A CHURCH OF ENGLAND ACADEMY



VISION STATEMENT

'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

ETHOS

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

CHRISTIAN SCHOOL VALUES



PURPOSE

This policy reflects the values, ethos and Mission Statement of St. Luke and St Philip's C.E. Primary Academy in relation to online safety. It is consistent with the school's agreed aims and objectives and sets out a framework within which teaching and support staff can operate.

AUDIENCE

This document is intended to give a clear outline of the school's approach to online safety to all staff, governors, Cidari and parents. It is also intended for the use of the School's Advisory Service when assisting the development of the school's curriculum and for any authorised inspector. Copies of this document are provided for all teaching staff and are available when necessary to support staff, members of the School's Governing Committee and Cidari members. A copy of this document is available for the use of parents.

AIMS AND OBJECTIVES

At St Luke and St Philips, we aim to foster a lifelong love of learning, through adopting a highly practical and cross curricular approach to learning. **Being a Church of England school, we aim to fulfil all the requirements of the National Curriculum and the Diocesan Syllabus for Religious Education.**

We are proud of being a Church academy at the heart of our local community – a place where everyone is valued, respected and encouraged to develop resilience and confidence. Our strong ethos strives to ensure that each pupil achieves their very best.

Academically – through a knowledge rich, focussed and sequenced curriculum.

Culturally – through an extensive programme of extra curricular activities and visits.

Spiritually – through an ethos of interdependence that flows through the life of both the academy and the wider community.

Our exciting and enquiry based curriculum is designed to both engage and challenge our pupils to develop creative and independent thinking through strong oracy skills. We endeavour to nurture a thirst for learning in all our pupils.

The broad content of the curriculum is enriched by covering a wide range of subjects, talents and future careers. We realise that in order for our pupils to lead in tomorrow's world they will need to demonstrate compassion, understanding, empathy and innovation.

Success, progress and celebration are very much at the heart of what we do.

The Internet is an essential element in 21st century life for education, business and social interaction. The school has a duty to provide students with quality Internet access as part of their learning experience. Current guidance stipulates that it is not sufficient to keep pupils safe in school. It is our responsibility therefore, to ensure they have opportunities to learn how to stay safe and deal with the risks associated with the internet and communication technology in the world around them. Keeping

our children safe involves educating all members of our school's community, including governors, parents and all staff working in school.

USING NEW LEARNING TECHNOLOGIES EFFECTIVELY AND SAFELY

At St Luke and St Philip's Primary School, we are committed to ensuring that children learn how to use computers and modern technologies safely so that they:

- Are able to use technology safely to support their learning in school
- Know how to use a range of ICT equipment safely
- Are able to use modern technologies outside school in a safe manner, including using ICT as a tool for communication
- Are prepared for the constant changes in the world of technology and understand how to use new and emerging technologies in a safe manner
- Know what to do if they feel unsafe when it comes to using technology and ICT

OUR ONLINE SAFETY CURRICULUM

At St Luke and St Philip's Primary school we ensure that children have access to a progressive online safety curriculum across all year groups.

Early Years Foundation Stage, Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

In order to safely select and use technology we believe that children in the Foundation Stage need to be taught an age appropriate online safety curriculum. When working towards this Early Learning Goal we will ensure our children use technology safely so that by the time they leave the Foundation Stage they are ready to access the key stage 1 curriculum.

The National Curriculum 2014 for Computing stipulates that pupils:

- In key stage 1 are taught to 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.
- In key stage 2 are taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- In key stage 3 understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.
- In key stage 4 understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.

At St Luke and St Philip's Primary school, we use a number of approaches to ensure our pupils are confident and safe users of technology in and out of school.

To ensure pupils have access to an age-appropriate online safety curriculum that is flexible, relevant and engages pupils' interest; that is used to promote online safety through teaching pupils how to stay safe, how to protect themselves from harm, we:

- Introduce age appropriate school and classroom rules each year and reinforce them regularly
- Use progressive statements within the Computing curriculum, to ensure that areas of online safety relating to communication, information, creating and presenting ideas, and Computer Science are covered regularly. These are planned into computing, PSHEC and where possible the creative curriculum. The Computing progression of skills can be found in staff shared on Google Drive.
- Deliver online safety messages in assembly in response to need, to reinforce national initiatives and agendas such as Safer Internet Day and anti-bullying week.
- Before using a new device or online resource, pupils are taught how to use it safely and appropriately. This is reinforced regularly.
- Teach pupils to tell a trusted adult should they be worried or upset by anything they encounter online or using communication technology. (All staff are made aware of what to do if a pupil confides in them.)

The need to keep login details and other personal information private will be reinforced regularly when using the schools network, learning platform and any other methods of communication agreed by the Headteacher.

EVALUATING AGE APPROPRIATE INTERNET CONTENT

- The school will ensure that the use of internet derived materials by staff and pupils complies with copyright law.
- Pupils will be taught what internet use is responsible 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 appropriate to their age group.
- Pupils will be taught about the dangers of radicalisation and extremism at an appropriate level for their age.

PARENTS AND CARERS

Children often seem more at home in the digital world than their parents/carers. To ensure that children are the safest they possibly can be, we must educate parents about the risk of using the internet and communication technology for their children and the potential for their own use of technology to place themselves or their child at risk.

We ensure parents receive information and training by:

- Providing links to information and resources for parents on our school website and Facebook page.
- Providing regular updates to parents through newsletters.

- We will be able to invite parents to online safety workshops, inviting parents to join online safety sessions or attend online safety assemblies.
- Encouraging parents to act as role models when using technology.

The school will share with parents, carers and children, our belief that:

- The unsupervised use of social network spaces intended for adults outside school is inappropriate for pupils of primary age.
- PEGI and BBFC ratings are good indicators of how appropriate the levels of violence, sexual content, bad language and the portrayal of drug taking and criminal acts are.
- Family friendly filtering can help to keep children safe, however education and the opportunity to develop safe practice is essential for keeping children safe.
- Pupils who use the internet and other communication technology may be at risk of being groomed or radicalised. It is important that parents understand that secrecy is a possible factor in both of these.
- What pupils do online now, can affect their future life.
- If a child is happy to tell a parent or carer when they are worried, they are the safest they can possibly be; therefore we encourage parents to nurture a sense of trust between them and their child when talking about using technology.

There are some excellent online tools for reporting concerns, such as the Report Abuse button which can be found on the <https://www.thinkuknow.co.uk/> site and Childline: <http://www.childline.org.uk> .

Children are also encouraged to report their concerns via a member of staff or trusted adult.

STAFF AND THE WIDER SCHOOL COMMUNITY

- We ensure that all new staff receive online safety training.
- All school staff have access to basic online safety training regularly.
- The online safety lead has access to a higher level of training, updates and information to ensure that they have the skills and knowledge necessary to lead all areas of online safety.

Basic training includes

- Online safety issues for pupils
- Reporting procedures
- Guidance on appropriate use of communication technology by staff and pupils
- Guidance for staff on how to stay safe
- Expectations in terms of passwords and data security
- Expectations in terms of professional conduct including the use of social media
- Teaching pupils to minimise the screen if they see something that makes them feel uncomfortable.

Online safety training references and complements guidance in the Safer Working Practices document.

KEEPING STAFF AND PUPILS SAFE IN SCHOOL

All access to the internet is filtered. For further details on networking and filtering and how access to inappropriate sites can be monitored refer to the Computing Security Policy.

The school will work with Cidari, and the Internet Service Provider to ensure systems to protect pupils are reviewed and improved.

If staff or pupils discover an unsuitable site, it must be reported to the Online Safety Lead who will inform the Cidari E Learning Manager so that they can take appropriate action.

All users will be taught how to care for devices in terms of health and safety. This includes avoiding placing food or liquids near to electrical devices, carrying equipment and rules around charging and electrical sockets. The school internet access is designed expressly for pupil use and includes appropriate filtering.

Sanctions for inappropriate use of the internet and communication technology will be explained to the children. A record of any misuse is kept by the Head teacher.

At St Luke and St Philip's Primary School the staff do not use their own personal devices/accounts to contact parents and pupils. To protect staff and pupils, the school provides a phone for contacting parents when on trips and visits and school email addresses. Cameras and ipads are provided for recording school related activities. Images of children should not be stored on personal devices.

SOCIAL MEDIA

St Luke and St Philip's Primary School use social networking such as Facebook to communicate with parents, is an outline of our practice.

- Anyone can post on the school Facebook page however posts are approved by the administrators.
- A select number of staff have editing rights and responsibilities.
- The School refrains from tagging anyone as it is a general information page to inform parents and carers of events, celebrations and important information linked with the school.
- If faced with unwanted communication the administrators are advised to block content.
- There is no group or group membership set up on the page.
- Parental permission is provided and sought in order to upload images and information about children and school activities.
- In order to maintain privacy for the staff, they have all agreed to not communicate with the school's Facebook page.

ACCEPTABLE USE AGREEMENTS

A home school agreement concerning access to the internet and communication technology will be signed by pupils and parents and copies of which will be kept in the class information file.

- Class rules agreement
- Acceptable use agreement for school staff (see the Computing Security Policy)

PASSWORDS SECURITY

- Pupils are encouraged to keep their password private. Parents are encouraged to ask children to logon to their accounts and show them what they have been doing rather than ask children to share their passwords.
- Pupils will be taught to tell an adult immediately about any offensive communications they receive or any inappropriate content they may encounter using digital technology.
- Children will be taught what to do should they encounter anything that makes them feel uncomfortable.
- Pupils may only use approved digital methods of communication on the school system. E.g. communication tools through the school website.
- Pupils in key stage 2 upwards will be taught about the report abuse button (this can be found on many websites including our school website) through the Online Safety lessons.
- Pupils and staff will use equipment responsibly.
- Pupils will be advised never to give out personal details of any kind which may identify them or their location or arrange to meet anyone without specific permission.
- Webcams will only be used with staff supervision.

REPORTING ONLINE SAFETY CONCERNS

Children are encouraged to report their concerns via a member of staff. We also encourage the children to use national resources such as CEOP.

Detail below systems for reporting online safety concerns. This should build on any systems for behaviour and safeguarding already in school. It should include:

- A record of online safety incidents is kept in the Online safety file in the head teachers office
- The nature of the incident and action taken are recorded with any consequences e.g. additional online safety input; discussion with parents restricting access etc.. This includes access to inappropriate resources (intentional or otherwise), inappropriate use of school technology, online safety and cyberbullying disclosures.

PUBLISHED CONTENT - THIS WILL ALSO BE REFERENCED IN THE IN THE COMPUTING SECURITY POLICY

Any information that can be accessed outside the school's intranet should be classed as published whether in electronic or paper format.

- Electronic communication 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.
- General contact details 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. (This may be through education and guidance, as directly reading everything is impractical)
- Where pupils publish work, there will be systems in place to check the content and pupils will be given clear guidelines about what can be published.

PUBLISHING PUPIL'S IMAGES AND WORK

- Staff and pupils using digital cameras, video recorders, Ipads or sound recorders will ensure that they inform others before recording them and always use equipment in a respectful manner. (In the Foundation Stage this may not be practical when capturing a child in the process of learning, however should be modelled as often as possible.)
- Pupils' full names will not be used anywhere, particularly in association with photographs.
- Written permission from parents or carers will be obtained before photographs or videos of pupils are published.
- When a pupil's work is published, the school will ensure that the child's identity is protected.
- Where school events are being publicised, care will be taken not to reveal information that may put children or staff at risk e.g. the date and location of a trip.

PARENTS USING STILL OR VIDEO CAMERAS AT SCHOOL

In line with the Information Commissioner's Office, the school does not allow parents to record video and images during performances or assemblies. We advise parents of this before each event.

PROTECTING PERSONAL DATA

See the Computing Security Policy for guidance.

AUTHORISING INTERNET ACCESS

- All staff must read and sign the 'Acceptable Use Agreement' before using any school ICT resource.

- The school will keep a record of all staff and pupils who are granted Internet access. The record will be kept up-to-date, for instance a member of staff may leave or a pupil's access be withdrawn.
- Parents will be asked to sign and return a consent form for their children to access the internet.

ASSESSING RISKS

- The school will take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. Neither the school nor Blackburn with Darwen LA can accept liability for the material accessed, or any consequences of Internet access. Any inappropriate access whether intentional or unintentional will be reported to the online safety co-ordinator and to the LA where necessary.
- The school will audit ICT provision to establish if the online safety policy is adequate and that its implementation is effective.

HANDLING ONLINE SAFETY COMPLAINTS

- Complaints of Internet misuse will be dealt with by the Headteacher and where appropriate inform the LA.
- Any complaint about staff misuse must be referred to the Headteacher.
- Complaints of a child protection nature must be dealt with in accordance with school child protection procedures.
- Pupils and parents will be informed of the complaints procedure on request.

For further information, please see the Computing Security Policy.

THE ROLE OF THE SUBJECT LEADER

Our online safety lead is our Computing Curriculum Lead

The responsibilities of the online safety lead is to:

- Maintain own knowledge of wider online safety and online safety leadership through training, seeking advice, and signing up to regular updates
- Carry out an online safety audit to inform the review process
- Regularly review the effectiveness of online safety policy and practice
- Ensure the computing curriculum is progressive and age appropriate and that there are opportunities across the wider curriculum including PSHEC to reinforce online safety messages.
- Ensure all school staff receive online safety training bi-annually and that a record of training is maintained
- Provide updates on online safety policy and practice to governors

- With the school's technical support, ensure that appropriate filtering and anti-virus software is in place
- Maintain reporting procedures for online safety incidents - this may be part of a wider reporting system, but should include access to inappropriate resources (intentional or otherwise), inappropriate use of school technology, online safety and cyberbullying disclosures. There should also be a record of how it was dealt with and any consequences e.g. additional online safety input; discussion with parents restricting access etc.
- Provide or source online safety information and training for parents
- Ensure that appropriate acceptable use agreements are signed by pupils and parents and that permission for use of images and video is sought from parents (and pupils when appropriate)
- Ensure that the educational potential and possible online safety issues are investigated before using new technology
- Annually review the schools online safety strategy, policy and practice

RESPONSIBILITIES

- All relevant staff will ensure that the online safety is implemented in accordance with this policy;
- The Head teacher is responsible for ensuring that this policy is adhered to;
- Cidari Multi Academy Trust and the governing committee will monitor the effectiveness of this policy and hold the Head teacher to account for its implementation.

INCLUSION AND EQUALITY

Teachers set high expectations for all pupils. Appropriate assessments are used to plan challenging work for all groups, including:

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

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and support pupils to take part in all subjects. Online safety activities are planned to ensure they are inclusive for all.

We believe all our children are entitled to benefit from equal access to work in online safety regardless of race, gender, intellectual and physical ability, in line with the nine protected characteristics. Classroom management will take into account such issues and online safety materials free from bias will be positively sought.

To ensure equality for all, teachers are committed to planning lessons that:

- Eliminate discrimination, harassment and victimisation;

- Promote equality of access and opportunity within our school and within our wider community;
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

SPIRITUAL, MORAL, SOCIAL, CULTURAL DEVELOPMENT AND BRITISH VALUES

The school sets out to plan a provision for Spiritual, Moral, Social and Cultural development, but it is also expected that many unplanned opportunities will occur (especially for spiritual development) and staff are encouraged to "seize the moment" when appropriate. Such moments may have a profound effect on individuals.

The promotion of the 'British Values' of

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

is central to our education as British Values have their origin in the Christian values of our nation.

LEGISLATION

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#). Furthermore, the Keeping Children Safe in Education, and the Education for the Connected World document underpin how we keep our children safe.

RELATED POLICIES

- EYFS
- Equal Opportunities
- Inclusion
- Special Educational Needs and Disabilities
- SMSC and British Values
- Computing
- Assessment, recording and reporting

- Computing Security

Policy reviewed: May 2025

Policy reviewed by : Mrs L Sanderson

Next review date: May 2027