Dalmain Primary School
Online Safety Policy - 2024/25

Introduction

Key people / dates

	Designated Safeguarding Leads (DSL), with responsibility for filtering and monitoring	Gisela Wilkinson/Erika Eisele
	DSL Team Member	Anjali Sewani
	Link governor for safeguarding and webfiltering	Talia Boshari
	Curriculum leads with relevance to online safeguarding and their role	PSE/RSHE Lead: Martin O'Donovan Computing Lead: Anjali Sewani
	Network manager / other technical support	Harline Limited
	Date this policy was reviewed and by whom	September 2024: Anjali Sewani/Peter Clarke
	Date of next review and by whom	September 2025: Anjali Sewani/Talia Boshari/Peter Clarke

What is this policy?

Online safety is an integral part of safeguarding and requires a whole school, cross-curricular approach and collaboration between key school leads. Accordingly, this policy is written in line with 'Keeping Children Safe in Education' 2024 (KCSIE), 'Teaching Online Safety in Schools', statutory RSHE guidance and other statutory documents. It is cross-curricular (with relevance beyond Relationships, Health and Sex Education, Citizenship and Computing) and designed to sit alongside Dalmain School's statutory Child Protection & Safeguarding Policy. Any issues and concerns with online safety must always follow the school's safeguarding and child protection procedures.

Who is it for; when is it reviewed?

This policy is a living document, subject to full annual review but also amended where necessary during the year in response to developments in the school and local area. Although many aspects will be informed by legislation and regulations, we will involve staff, governors, pupils and parents in writing and reviewing the policy and make sure the policy makes sense and that it is possible to follow it in all respects. This will help ensure all stakeholders understand the rules that are in place and why, and that the policy affects day-to-day practice. Acceptable Use Policies for different stakeholders help with this,

and they are reviewed alongside this overarching policy. Any changes to this policy are immediately disseminated to all the above stakeholders.

Who is in charge of online safety?

KCSIE makes clear that "the designated safeguarding lead should take **lead** responsibility for safeguarding and child protection (including online safety)." The DSL can delegate activities but not the responsibility for this area and whilst subject leads, e.g. for RSHE, will plan the curriculum for their area, it is important that this ties into a whole-school approach.

What were the main online safety risks in 2023/2024?

Current Online Safeguarding Trends

In our school over the past year, we have particularly noticed the following in terms of device use and abuse and types of online/device-based incidents which affect the wellbeing and safeguarding of our students. For example, it became apparent that inappropriate videos were being watched on Youtube, so our filtering system no longer allows access to it. In order to avoid overblocking, however, members of staff can override this in order to show specific content, as there is much helpful and informative content on You Tube that can enhance learning.

Nationally, some of the latest trends of the past twelve months are outlined below. These should be reflected in this policy and the acceptable use agreements we use, and seen in the context of the 4 Cs (Content, Contact, Conduct, Commerce: see KCSIE 2024 Section 136 for more details), a whole-school contextual safeguarding approach that incorporates policy and practice for curriculum, safeguarding and technical teams.

Artificial Intelligence (AI) has become rapidly more accessible, with many students often having unfettered access to tools that generate text and images at home or in school. These tools not only represent a challenge in terms of accuracy when young people are genuinely looking for information (AI can be responsible for incorrect and sometime harmful information), but also in terms of plagiarism for teachers and above all safety- none of the mainstream tools have end-user safety settings, most have an age limit of 13 or even 18 and in spite of basic rude words not delivering results, will easily produce inappropriate material. Schools not only need to tackle this in terms of what comes into school but also educate young people and their parents on use of these tools in the home. Self-generative AI has also made it easier than ever to create sexualised images and deepfake videos. Whilst they may not be real, they can have a devastating effect on a young person's emotional wellbeing and physical safety, and can also be used to blackmail, humiliate and abuse. The Internet Watch Foundation has reported AI-generated imagery of child sexual abuse progressing at a worrying rate.

Ofcom's 'Children and parents: media use and attitudes report 2024' has shown that YouTube remains the most used site or app among all under 18s and the reach of WhatsApp, TikTok and Snapchat

increased yet further (especially with the minimum age for use of WhatsApp now 13). With children aged 3 - 17 spending an average 3 hours 5 minutes per day online, four in ten parents report finding it hard to control their child's screen time. Notably, 45% of 8-11 year olds feel that their parents' screen time is too high, underlining the importance of modelling good behaviour.

Given the 13+ minimum age requirement on most social media platforms, it is notable that half (51%) of children under 13 use them. Despite age restrictions, four in ten children admit to giving a fake age online, exposing them to content inappropriate for their age and increasing their risk of harm, with over a third (36%) of parents of all 3-17 year olds saying they would allow their child to have a profile on sites or apps before they had reached the minimum age.

As a school, we recognise that many of our children and young people are on these apps regardless of age limits, which are often misunderstood or ignored. We therefore will remind about best practice while remembering the reality for most of our students is quite different.

This is striking when you consider that 25% of 3-4 year olds have access to their OWN mobile phone (let alone shared devices), rising to over 90 percent by the end of primary school, and the vast majority have no safety controls or limitations to prevent harm or access to inappropriate material. At the same time, even 3-6 year olds are being tricked into 'self-generated' sexual content (Internet Watch Foundation Annual Report) while considered to be safely using devices in the home, and the 7-10 year old age group is the fastest growing for this form of child sexual abuse material.

Cyber Security is an essential component in safeguarding children and now features within KCSIE. Sadly, the education sector remains a clear target for cyber-attacks, with the Cyber Security Breaches Survey 2024 highlighting an increase in school attacks nationally, with 71% of secondary schools reporting a breach or attack in the past year, and 52% of primary schools.

How will this policy be communicated?

This policy can only impact upon practice if it is a (regularly updated) living document. It must be accessible to and understood by all stakeholders. It will be communicated in the following ways:

- Posted on the school website
- Part of school induction pack for all new staff (including temporary, supply and non-classroom-based staff and those starting mid-year)
- Integral to safeguarding updates and training for all staff (especially in September refreshers)
- Clearly reflected in the Acceptable Use Policies (AUPs) for staff, volunteers, contractors, governors, pupils and parents/carers (which must be in accessible language appropriate to these groups), which will be issued to whole school community, on entry to the school, annually and whenever changed, plus displayed in school

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Overview

Aims

This policy aims to promote a whole school approach to online safety by:

- Setting out expectations for all Dalmain School community members' online behaviour, attitudes and activities and use of digital technology (including when devices are offline)
- Helping safeguarding and senior leadership teams to have a better understanding and awareness of all elements of online safeguarding through effective collaboration and communication with technical colleagues (e.g. for filtering and monitoring), curriculum leads (e.g. RSHE) and beyond.
- Helping all stakeholders to recognise that online/digital behaviour standards (including social media activity) must be upheld beyond the confines of the school gates and school day, regardless of device or platform, and that the same standards of behaviour apply online and offline.
- Facilitating the safe, responsible, respectful and positive use of technology to support teaching & learning, increase attainment and prepare children and young people for the risks and opportunities of today's and tomorrow's digital world, to survive and thrive online
- Helping school staff working with children to understand their roles and responsibilities to work safely and responsibly with technology and the online world:
    - for the protection and benefit of the children and young people in their care, and
    - for their own protection, minimising misplaced or malicious allegations and to better understand their own standards and practice
    - for the benefit of the school, supporting the school ethos, aims and objectives, and protecting the reputation of the school and profession
- Establishing clear structures by which online misdemeanours will be treated, and procedures to follow where there are doubts or concerns (with reference to other school policies such as the Positive Relationships and Behaviour Policy and the Anti-Bullying Policy)

Further Help and Support

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

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

crime, terrorism and fraud which might be useful to share with parents, and anonymous support for children and young people.

Scope

This policy applies to all members of the school community (including teaching, supply and support staff, governors, volunteers, contractors, pupils, parents/carers, visitors and community users) who have access to our digital technology, networks and systems, whether on-site or remotely, and at any time, or who use technology in their school role.

Roles and responsibilities

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

Depending on their role, all members of the school community should read the **relevant section in Annex A of this document** that describes individual roles and responsibilities. Please note there is one for All Staff that must be read even by those who have a named role in another section. There are also pupil, governor, etc. role descriptions in the annex. All staff have a key role to play in feeding back on potential issues.

Education and curriculum

Despite the risks associated with being online, Dalmain School recognises the opportunities and benefits of children being online. Technology is a fundamental part of our adult lives and so developing the competencies to understand and use it, are critical to children's later positive outcomes. The choice to use technology in school will always be driven by pedagogy, inclusion and differentiation.

It is important that schools establish a carefully sequenced curriculum for online safety that builds on what pupils have already learned and identifies subject content that is appropriate for their stage of development. Dalmain follows the 'Education for a Connected World' framework, embedding teaching about online safety and harms through a whole school approach and providing an understanding of the risks to help tailor teaching and support to the specific needs of pupils, including vulnerable pupils.

RSHE guidance also recommends schools assess teaching to "identify where pupils need extra support or intervention [through] tests, written assignments or self-evaluations to capture progress." (See LGfL's SafeSkills Online Safety Quiz and diagnostic teaching tool at safeskillsinfo.lgfl.net : it is linked to statements from UKCIS Education for a Connected World framework, enabling teachers to monitor

progress throughout the year and drill down to school, class and pupil level to identify areas for development.)

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

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

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

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

All staff also carefully supervise and guide pupils when engaged in learning activities involving online technology (including extra-curricular, extended school activities if relevant and remote teaching), supporting them with search skills, critical thinking (e.g. disinformation, misinformation and fake news), access to age-appropriate materials and signposting, and legal issues such as copyright and data law. saferesources.lgfl.net has regularly updated theme-based resources, materials and signposting for teachers and parents.

At Dalmain School, we recognise that online safety and broader digital resilience must be threaded throughout the curriculum and that is why we are working to adopt the cross-curricular framework 'Education for a Connected World – 2020 edition' from UKCIS (the UK Council for Internet Safety).

Annual reviews of curriculum plans / schemes of work (including for SEND pupils) are used as an opportunity to follow this framework more closely in its key areas of Self-image and Identity, Online relationships, Online reputation, Online bullying, Managing online information, Health, Wellbeing and lifestyle, Privacy and security, and Copyright and ownership.

This is done within the context of an annual online safety audit, which is a collaborative effort led by the DSL and Computing Lead (onlinesafetyaudit.lgfl.net).

We communicate with parents and carers about how we support pupils with their online safety learning, including what their children are being asked to do online and the sites they will be asked to access, by posting this document on our website and sharing curriculum information via newsletters and homework.

Handling safeguarding concerns and incidents

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

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

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

- Safeguarding and Child Protection Policy
- Child on Child Abuse Policy
- Anti-Bullying Policy
- Positive Relationships and Behaviour Policy (including consequences, rewards and sanctions)
- Acceptable Use Policies
- Data Protection Policy, agreements and other documentation (e.g. privacy statement and consent forms for data sharing, image use etc)
- ICT Security Policy

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

Any suspected online risk or infringement should be reported to the online safety lead / designated safeguarding lead on the same day – where clearly urgent, it will be made by the end of the lesson. The reporting member of staff will ensure that a record is made of the concern on My Concern- this includes any concerns raised by the filtering and monitoring systems (see section further on in this policy for more information).

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

The school will actively seek support from other agencies as needed (i.e. the local authority, LGfL, UK Safer Internet Centre's Professionals' Online Safety Helpline (POSH), NCA CEOP, Prevent Officer, Police, IWF and Harmful Sexual Behaviour Support Service). When necessary, the school will refer to the DfE guidance Behaviour in Schools, advice for headteachers and school staff (September 2024), which provides advice and related legal duties including support for pupils and powers of staff when

responding to incidents, particularly pages 31-33 for guidance on child on child sexual violence and harassment, behaviour incidents online and mobile phones.

We will inform parents/carers of online-safety incidents involving their children, and the police where staff or pupils engage in or are subject to behaviour that we consider is particularly concerning or breaks the law.

The school should ensure all online safety reporting procedures are sustainable for any unforeseen periods of closure.

For more information on reporting channels for online safety concerns, please visit reporting.lgfl.net.

Actions where there are concerns about a child

The flow chart on the next page is taken from page 24 of Keeping Children Safe in Education 2024 as the key education safeguarding document. As outlined previously, online safety concerns are no different to any other safeguarding concern.

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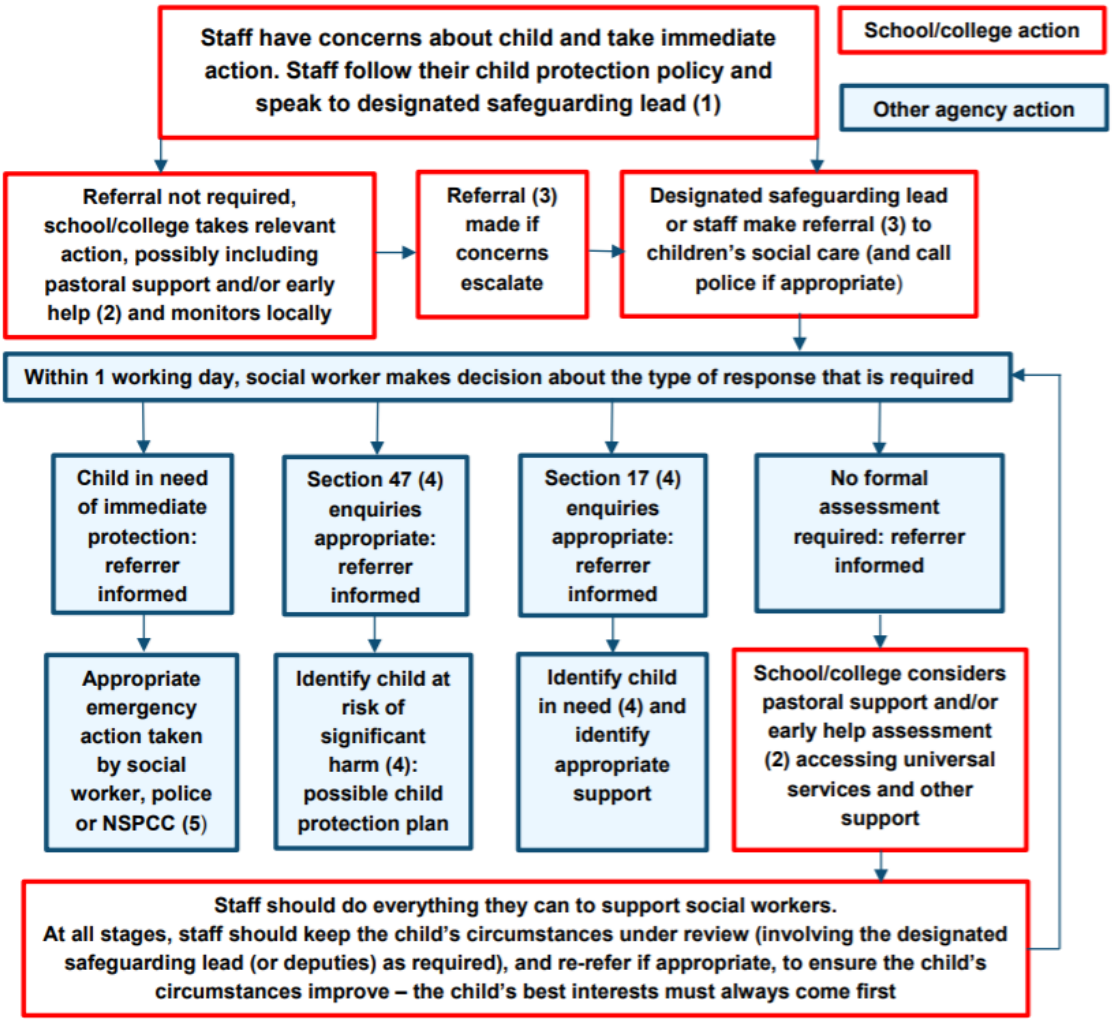


(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

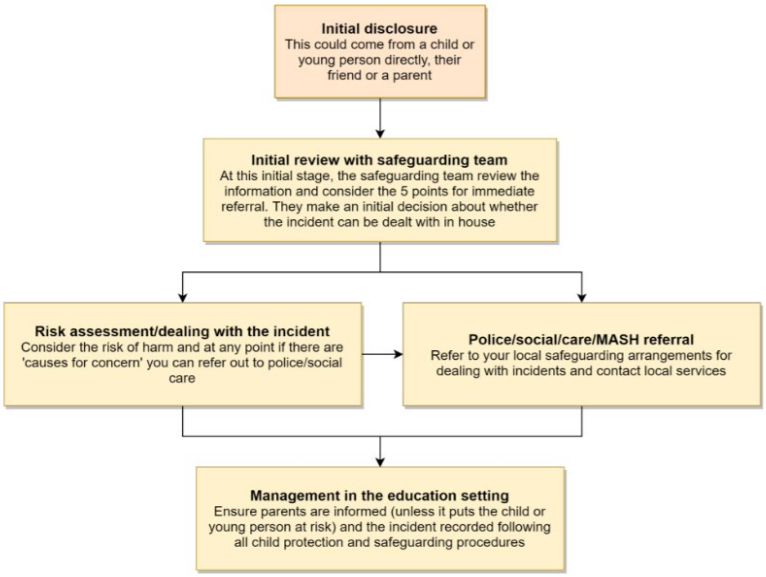
(5) This could include applying for an Emergency Protection Order (EPO).

Nudes- sharing nudes and semi-nudes

The school refers to the UK Council for Internet Safety (UKCIS) guidance on sexting - now referred to as Sharing nudes and semi-nudes: advice for education settings .

There is a one-page overview called Sharing nudes and semi-nudes: how to respond to an incident that all staff have read, in recognition of the fact that it is mostly someone other than the designated safeguarding lead (DSL) or online safety lead to first become aware of an incident, and it is vital that the correct steps are taken. **Staff other than the DSL must not attempt to view, share or delete the image or ask anyone else to do so, but to go straight to the DSL.**

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



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

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

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

The documents referenced above and materials used to support teaching about sexting can be found at nudes.lgfl.net

It is important that everyone understands that whilst the sharing of nudes involving children is illegal, students should be encouraged and supported to talk to members of staff if they have made a mistake or had a problem in this area. The UKCIS guidance seeks to avoid unnecessary criminalisation of children.

Upskirting

It is important that everyone understands that upskirting (taking a photo of someone under their clothing, not necessarily a skirt) is now a criminal offence and constitutes a form of sexual harassment as highlighted in KCSIE. As with other forms of child-on-child abuse, pupils/students can come and talk to members of staff if they have made a mistake or had a problem in this area.

Bullying

Online bullying (or cyber-bullying), including incidents that take place outside school or from home should be treated like any other form of bullying and the school Anti-Bullying Policy is followed for online bullying, which may also be referred to as cyber-bullying, including issues arising from banter.

It is important to be aware that sometimes fights are being filmed, live streamed or shared online and fake profiles being used to bully children in the name of others. When considering bullying, staff will be reminded of these issues.

The school refers to Department for Education guidance and case studies at bullying.lgfl.net.

Child-on-child sexual violence and sexual harassment

Part 5 of Keeping Children Safe in Education covers 'Child-on-child sexual violence and sexual harassment' and it would be useful for all staff to be aware of many aspects outlined there to support a whole-school response; case studies are also helpful for training.

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

In the online environment, the recent proliferation of misogynistic content is particularly relevant when it comes to considering reasons for and how to combat this kind of behaviour.

Misuse of school technology (devices, systems, networks or platforms)

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

These are defined in the relevant Acceptable Use Policies as well as in this document, for example in the sections relating to the professional and personal use of school platforms/networks/clouds, devices and other technology.

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

The rules will be reinforced at the beginning of any school year: but pupils will be reminded that **the same applies for any home learning** that may take place in future periods of absence or closure.

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

Social media incidents

Social media incidents involving pupils are often safeguarding concerns and should be treated as such: staff must follow the safeguarding policy. They are also governed by school Acceptable Use Policies.

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

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

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

Extremism

The school has obligations relating to radicalisation and all forms of extremism under the Prevent Duty. Staff will not support or promote extremist organisations, messages or individuals, give them a voice or opportunity to visit the school, nor browse, download or send material that is considered offensive or of an extremist nature. We ask for parents' support in this also, especially relating to social media, where extremism and hate speech can be widespread on certain platforms.

Data protection and cyber security

All pupils, staff, governors, volunteers, contractors and parents are bound by the school's Data Protection and ICT Security Policies. It is important to remember that there is a close relationship between both data protection and ICT security and a school's ability to effectively safeguard children. Schools are reminded of this in KCSIE, which also referred to the DfE Standards of Cybersecurity for the first time in 2023.

Schools should remember that data protection does not prevent, or limit, the sharing of information for the purposes of keeping children safe. As outlined in *Data protection in schools*, 2023, "It's not usually necessary to ask for consent to share personal information for the purposes of safeguarding a child." And in KCSIE 2024, "The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children."

Appropriate filtering and monitoring

The designated safeguarding lead has lead responsibility for filtering and monitoring (see page 1 for the DSL name and the named governor with responsibility for filtering and monitoring).

The school follows the DfE filtering and monitoring standards, which require schools to:

- identify and assign roles and responsibilities to manage filtering and monitoring systems
- review filtering and monitoring provision at least annually
- block harmful and inappropriate content without unreasonably impacting teaching and learning
- have effective monitoring strategies in place that meet their safeguarding needs

Our technical support team (Harline Limited) and our safeguarding team will work closely together to understand, review and drive the rationale behind these standards, and our technicians will be charged to carry out regular checks and feed back to DSL teams.

We ensure ALL STAFF are aware of filtering and monitoring systems and play their part in feeding back about areas of concern, potential for students to bypass systems and any potential overblocking. They can submit concerns at any point via email to or direct conversations with the DSL and will be asked for feedback at the time of the regular checks that will now take place.

Technical and safeguarding colleagues work together closely to carry out annual reviews and check and also to ensure that the school responds to issues and integrates with the curriculum.

It is very important that the school and staff understand the difference between filtering and monitoring, the meaning of overblocking and other terms, as well as how to get the best out of

systems. Guidance videos and flyers from https://safefiltering.lgfl.net provide effective support and training is provided for all staff / safeguarding teams / technical teams as appropriate, using such resources as safetraining.lgfl.net. Staff will be reminded of the systems in place and their responsibilities at induction and start of year safeguarding as well as via AUPs and regular training reminders in the light of the annual review and regular checks that will be carried out.

At Dalmain:

- web filtering is provided by LGfL through their Webscreen filter. No school devices are used at home.
- changes can be made by the DSL in conjunction with Harline, and by LGfl
- overall responsibility is held by the DSL
- technical support and advice, setup and configuration are from Harline Limited
- regular checks are made half termly by Harline Limited to ensure filtering is still active and functioning everywhere. Filtering records will be reviewed by Harline with the DSL and Computing Lead half-termly.
- an annual review is also carried out
- guidance on how the system we use is 'appropriate' is available at appropriate.lgfl.net

According to the DfE standards, "a variety of monitoring strategies may be required to minimise safeguarding risks on internet connected devices and may include:

- physically monitoring by staff watching screens of users
- live supervision by staff on a console with device management software
- network monitoring using log files of internet traffic and web access
- individual device monitoring through software or third-party services

At Dalmain, we have decided that option 1 is appropriate because children will only use laptops or ipads during lesson time. This means that school adults will always be on hand to monitor appropriately. Pupils do not log into any school systems from home or on personal devices.

Messaging/commenting systems (incl. email, learning platforms & more)

Authorised systems

Staff at this school use the StaffMail system for all internal school emails. They also use it to communicate with external organisations on school business. They never use a personal/private email account (or other messaging platform) to communicate with children or parents, or to colleagues when relating to school/child data, using a non-school-administered system (see below for further details on school administered systems).

The StaffMail system is linked to the USO authentication system and is fully auditable, trackable and managed by LGfL on behalf of the school. This is for the mutual protection and privacy of all staff, as well as supporting safeguarding best practice, protecting children against abuse, staff against potential allegations and in line with UK data protection legislation.

Email communications in either direction between parents and staff are only made through the admin.@dalmain.lewisham.sch.uk address. Separate and approved email addresses can be used for communication with the SENDCO and the Safeguarding team. Use of a different platform must be approved in advance by the Data Protection Officer / Headteacher. Any unauthorised attempt to use a different system may be a safeguarding concern or disciplinary matter and should be notified to the DSL (if by a child) or to the Headteacher (if by a staff member).

Email may only be sent using the email systems above. There should be no circumstances where a private email is used; if this happens, the DSL/Headteacher/DPO (the particular circumstances of the incident will determine whose remit this is) should be informed immediately.

Where devices have multiple accounts for the same app, mistakes can happen, such as an email being sent from or data being uploaded to the wrong account. If this a private account is used for communication or to store data by mistake, the DSL/Headteacher/DPO (the particular circumstances of the incident will determine whose remit this is) should be informed immediately.

Staff or pupil personal data should never be sent/shared/stored on email.

- If data needs to be shared with external agencies, the USO-FX and Egress systems from LGfL are used. Data is only shared under the auspices of appropriate data sharing agreements.
- Internally, staff use the school network, including when working from home when remote access is available via the RAV3 system. In the event of lockdown/s or home learning for other reasons, school-run Office 365 systems can also be accessed through this system.

In Key Stage 2, homework is set via Microsoft Teams. Children can post comments and questions on the message board, but these are visible to all and rules regarding content and language are made very clear and strictly enforced: inappropriate messages are deleted, and if necessary fully investigated with appropriate action taken under the terms of relevant school policies and procedures (Positive Relationships and Behaviour, Safeguarding and Child Protection, Peer on Peer Abuse).

In Reception, the secure Tapestry platform is used to share information and pictures regarding children's work and progress. These are sent to individual password protected accounts, and parents/carers are able to comment. On occasion, they are shared to all accounts- group photographs, for example. Group messages regarding important issues of the day can also be sent to all accounts.

Messages regarding school business, events and other information are sent to parents and carers via ParentMail. This is a one-way system.

Parents can be informed of medical issues and accidents via Medical Tracker. This is a one-way system.

Parents' Evenings can be held (at the request of the parents/carers) via Zoom.

Any systems above are centrally managed and administered by the school or authorised IT partner (i.e. they can be monitored/audited/viewed centrally; are not private or linked to private accounts). This is for the mutual protection and privacy of all staff, pupils and parents, supporting safeguarding best practice, protecting children against abuse, staff against potential allegations and in line with UK data protection legislation.

Staff are NOT allowed to use the email system for personal use and should be aware that all use is monitored, their emails may be read and the same rules of appropriate behaviour apply at all times.

Use of any new platform with communication facilities or any child login or storing school/child data must be approved in advance by the school and the Data Protection Officer and centrally managed.

Behaviour / usage principles

- More detail for all the points below are given in the Social Media section of this policy as well as the school's Acceptable Use Agreements, Positive Relationships and Behaviour Policy and Staff Code of Conduct.
- Appropriate behaviour is expected at all times, and the system should not be used to send inappropriate materials or language which is or could be construed as bullying, aggressive, rude, insulting, illegal or otherwise inappropriate, or which (for staff) might bring the school into disrepute or compromise the professionalism of staff.
- Data protection principles will be followed at all times when it comes to all school communications, in line with the school Data Protection Policy and only using the authorised systems mentioned above.
- Staff members do not use the school email systems for anything other than school business.

Online storage or learning platforms

All the principles outlined above also apply to any system to which school staff log in online to conduct school business, whether it is to simply store files or data (an online 'drive') or collaborate, learn, teach, etc.

For all these, it is important to consider data protection and cybersecurity before adopting such a platform or service and at all times when using it. Dalmain School has clear ICT Security and Data Protection Policies that staff, governors and volunteers must follow at all times.

School website

The school website is a key public-facing information portal for the school community (both existing and prospective stakeholders) with a key reputational value. The Headteacher and Governors have delegated the day-to-day responsibility of updating the content of the website and ensuring compliance with DfE stipulations to the Headteacher.

The site is managed by Letterpress Design Ltd. and hosted by LGfL.

Where staff submit information for the website, they are asked to remember that schools have the same duty as any person or organisation to respect and uphold copyright law – schools have been fined thousands of pounds for copyright breaches. Sources must always be credited and material only used with permission. Images and sounds should only be from public domain open access libraries, and it should be recognised that finding sounds or images on Google or YouTube does not mean that copyright has been respected.

Digital images and video

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

- For displays around the school
- For the newsletter
- For use in paper-based school marketing
- For online prospectus or websites
- For social media
- For a specific high-profile image for display or publication

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

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

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

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

Staff and parents are reminded annually (and on occasions such as performances, concerts and Sports Day) about the importance of not sharing photos or videos without permission, due to reasons of child protection (e.g. looked-after children often have restrictions for their own protection), data protection, religious or cultural reasons, or simply for reasons of personal privacy. The school notes the guidance at parentfilming.lgfl.net.

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

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

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

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

Social Media (SM)

Our SM presence

Dalmain School works on the principle that if we do not manage our social media reputation, someone else will.

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

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

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

Olivia MacKenzie is responsible for managing our X-Twitter, Facebook and other social media accounts and checking our Wikipedia and Google reviews and other mentions online.

Wayne Roberts manages our Instagram account for Art at Dalmain.

EYFS has an Instagram account, managed by Tina Cavanagh.

In all these instances, children are not identified by name, faces are starred out when necessary and the responsible staff receive notifications when comments are posted so that they are able to remove any inappropriate remarks and block those responsible.

Staff, pupils' and parents' SM presence

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

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

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

Many social media platforms have a minimum age of 13, but the school regularly deals with issues arising on social media involving pupils under the age of 13. We ask parents to respect age ratings on social media platforms wherever possible and not encourage or condone underage use. It is worth noting that Online Harms regulation (Online Safety Act 2023) is likely to require more stringent age verification measures over the coming years.

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

Parents can best support this by talking to their children about the apps, sites and games they use (you don't need to know them – ask your child to explain it to you), with whom, for how long, and when (late at night / in bedrooms is not helpful for a good night's sleep and productive teaching and learning at school the next day). You may wish to refer to the Digital Family Agreement to help establish shared expectations and the Top Tips for Parents poster along with relevant items and support available from parentsafe.lgfl.net and introduce the Children's Commission Digital 5 A Day.

Although the school has official Facebook and X-Twitter accounts and will respond to general enquiries about the school, it asks parents/carers not to use these channels, especially not to communicate about their children.

Email is the official electronic communication channel between parents and the school. Social media, including chat apps such as WhatsApp, are not appropriate for school use.

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

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

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

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

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

The serious consequences of inappropriate behaviour on social media are underlined by the fact that there has been a significant number of Prohibition Orders issued by the Teacher Regulation Agency to teaching staff that involved misuse of social media/technology.

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

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

Device usage

Please read the following in conjunction with those Acceptable Use Policies and the sections of this document which impact upon device usage, e.g. copyright, data protection, social media, misuse of technology, and digital images and video.

Personal devices including wearable technology

Pupils/students in Years 5 & 6 are allowed to bring mobile phones in for emergency use only but not allowed to use them in the school building / playground, unless they have asked permission from staff. This will only be granted in exceptional circumstances. These phones must not be smart phones: only those without internet connectivity are permitted.
Important messages and phone calls to or from parents can be made at the school office, which will also pass on messages from parents to pupils in emergencies.
Children hand in their phones to their class teacher when they arrive each morning and collect them when they leave school for the day.
Smart watches and other wearable technology that can access the internet and/or take photographs, video and sound recordings are not allowed in school at all.
All staff who work directly with children should leave their mobile phones on silent and keep them in a secure desk or locker, only using them in private areas during breaks during school hours. If a staff member is expecting an important personal call when teaching or otherwise on duty, they may speak to the Headteacher about this.

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

Parents are asked to leave their phones in their pockets and/or turned off when they are on site. Parents are asked not to call pupils on their mobile phones during the school day; urgent messages can be passed via the school office.

Use of school devices

Staff and pupils are expected to follow the terms of the school acceptable use policies for appropriate use and behaviour when on school devices (see also Staff Code of Conduct).

Wi-Fi is accessible for school-related internet use / limited personal use within the framework of the acceptable use policy. All such use is monitored.

School devices for staff or students are restricted to the apps/software installed by the school.

All and any usage of devices and/or systems and platforms may be tracked.

On occasion, visiting external providers may require internet access to download relevant documents/presentations etc. This is acceptable, as there is no access to school systems without a USO password.

Trips / events away from school

For school trips/events away from school, teachers will be issued a school duty phone and this number used for any authorised or emergency communications with the school and/or parents. Any deviation from this policy (e.g. by mistake or because the school phone will not work) will be notified immediately to the Headteacher. Staff may use their personal phones in an emergency (e.g. if a child becomes separated from a group or a group becomes separated from the main body during the journey to or from the venue) but if they are calling a volunteer they must ensure that the number is hidden to avoid a parent accessing a teacher's private phone number.

Searching and confiscation

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

Roles and Responsibilities

All school staff must read the "All Staff" section as well as any other relevant to specialist roles

Roles:

- All Staff
- Headteacher/Principal
- Designated Safeguarding Lead
- Governing Body, led by Online Safety / Safeguarding Link Governor
- PSHE / RSHE Lead/s
- Computing Lead
- Subject / aspect leaders
- Network Manager/technician
- Data Protection Officer (DPO)
- Volunteers and contractors (including tutor)
- Pupils
- Parents/carers
- External groups including parent associations

All staff

All staff should sign and follow the staff Acceptable Use Policy in conjunction with this policy, the school's main Safeguarding and Child Protection Policy, the Staff Code of Conduct/handbook and relevant parts of Keeping Children Safe in Education to support a whole-school safeguarding approach.

This includes reporting any concerns, no matter how small, to the designated safety lead as named in this policy, maintaining an awareness of current online safety issues (see the start of this document for issues in 2024) and guidance (such as KCSIE), modelling safe, responsible and professional behaviours in their own use of technology at school and beyond and avoiding scaring, victim-blaming language.

Staff should also be aware of the new DfE standards and relevant changes to filtering and monitoring and play their part in feeding back about overblocking, gaps in provision or pupils bypassing protections.

Dalmain Primary School
Online Safety Policy - 2024/25

Headteacher/Principal – Erika Eisele

Key responsibilities:

- Foster a culture of safeguarding where online-safety is fully integrated into whole-school safeguarding
- Oversee and support the activities of the designated safeguarding lead team and ensure they work technical colleagues to complete an online safety audit in line with KCSIE (including technology in use in the school)
- Undertake training in offline and online safeguarding, in accordance with statutory guidance and Local Safeguarding Children Partnership support and guidance
- Ensure ALL staff undergo safeguarding training (including online-safety) at induction and with regular updates and that they agree and adhere to policies and procedures
- Ensure ALL governors undergo safeguarding and child protection training and updates (including online-safety) to provide strategic challenge and oversight into policy and practice and that governors are regularly updated on the nature and effectiveness of the school's arrangements
- Ensure the school implements and makes effective use of appropriate ICT systems and services including school-safe filtering and monitoring, protected email systems and that all technology including remote systems are implemented according to child-safety first principles
- Better understand, review and drive the rationale behind decisions in filtering and monitoring as per the new DfE standards—through regular liaison with technical colleagues and the DSL– in particular understand what is blocked or allowed for whom, when, and how as per KCSIE.
- Liaise with the designated safeguarding lead on all online-safety issues which might arise and receive regular updates on school issues and broader policy and practice information
- Support safeguarding leads and technical staff as they review protections for pupils in the home and remote-learning procedures, rules and safeguards
- Take overall responsibility for data management and information security ensuring the school's provision follows best practice in information handling; work with the DPO, DSL and governors to ensure a compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information
- Understand and make all staff aware of procedures to be followed in the event of a serious online safeguarding incident
- Ensure suitable risk assessments are undertaken so the curriculum meets needs of pupils, including risk of children being radicalised
- Ensure the school website meets statutory requirements

Dalmain Primary School
Online Safety Policy - 2024/25

Designated Safeguarding Lead / Online Safety Lead – Erika Eisele/Gisela Wilkinson

Key responsibilities (remember the DSL can delegate certain online-safety duties but not the overall responsibility; this assertion and all quotes below are from Keeping Children Safe in Education):

- The DSL should "take **lead responsibility** for safeguarding and child protection (**including online safety and understanding the filtering and monitoring** systems and processes in place).
- Ensure "an effective whole school approach to online safety as per KCSIE 2024.
- Ensure the school is complying with the DfE's standards on Filtering and Monitoring. [LGfL's Safeguarding Shorts: Filtering for DSLs and SLT twilight provides a quick overview and there is lots of information for DSLs at safefiltering.lgfl.net and appropriate.lgfl.net].
- As part of this, DSLs will work with technical teams to carry out reviews and checks on filtering and monitoring, to compile the relevant documentation and ensure that safeguarding and technology work together.
- Where online-safety duties are delegated and in areas of the curriculum where the DSL is not directly responsible but which cover areas of online safety (e.g. RSHE), ensure there is regular review and open communication and that the DSL's clear overarching responsibility for online safety is not compromised or messaging to pupils confused
- Ensure ALL staff and supply staff undergo safeguarding and child protection training (including online-safety) at induction and that this is regularly updated.
    - In 2023/4 this must include filtering and monitoring and help them to understand their roles
    - all staff must read KCSIE Part 1 and all those working with children also Annex B –
    - cascade knowledge of risks and opportunities throughout the organisation
- Ensure that ALL governors and trustees undergo safeguarding and child protection training (including online-safety) at induction to enable them to provide strategic challenge and oversight into policy and practice and that this is regularly updated
- Take day-to-day responsibility for safeguarding issues and be aware of the potential for serious child protection concerns
- Be mindful of using appropriate language and terminology around children when managing concerns, including avoiding victim-blaming language
- Remind staff of safeguarding considerations as part of a review of remote learning procedures and technology, including that the same principles of online-safety and behaviour apply
- Work closely with SLT, staff and technical colleagues to complete an online safety audit (including technology in use in the school)
- Work with the headteacher, DPO and governors to ensure a compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information
- Stay up to date with the latest trends in online safeguarding and "undertake Prevent awareness training."

- Review and update this policy, other online safety documents (e.g. Acceptable Use Policies) and the strategy on which they are based (in harmony with policies for behaviour, safeguarding, Prevent and others) and submit for review to the governors/trustees.
- Receive regular updates in online-safety issues and legislation and be aware of local and school trends
- Ensure that online-safety education is embedded across the curriculum in line with the statutory RSHE guidance
- Promote an awareness of and commitment to online-safety throughout the school community, with a strong focus on parents, including hard-to-reach parents
- Communicate regularly with SLT and the safeguarding governor to discuss current issues (anonymised), review incident logs and filtering/change control logs and discuss how filtering and monitoring work and have been functioning/helping.
- Ensure all staff are aware of the procedures that need to be followed in the event of an online safety incident, and that these are logged in the same way as any other safeguarding incident.
- Ensure staff adopt a zero-tolerance, whole school approach to all forms of child-on-child abuse, and do not dismiss it as banter (including bullying).
- Pay particular attention to **online tutors**, both those engaged by the school as part of the DfE scheme who can be asked to sign the contractor AUP, and those hired by parents. [share the Online Tutors – Keeping Children Safe poster at parentsafe.lgfl.net to remind parents of key safeguarding principles]

Governing Body, led by Online Safety / Safeguarding Link Governor- Talia Boshari

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

- Approve this policy and strategy and subsequently review its effectiveness, e.g. by asking the questions in the helpful document from the UK Council for Child Internet Safety (UKCIS) Online safety in schools and colleges: Questions from the Governing Board
- Undergo (and signpost all other governors and Trustees to attend) safeguarding and child protection training (including online safety) at induction to provide strategic challenge and into policy and practice, ensuring this is regularly updated
- Ensure that all staff also receive appropriate safeguarding and child protection (including online) training at induction and that this is updated
- Appoint a filtering and monitoring governor to work closely with the DSL on the new filtering and monitoring standards
- Support the school in encouraging parents and the wider community to become engaged in online safety activities
- Have regular strategic reviews with the online safety lead / DSL and incorporate online safety into standing discussions of safeguarding at governor meetings

- Work with the DPO, DSL and headteacher to ensure a compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information
- Check all school staff have read Part 1 of KCSIE; SLT and all working directly with children have read Annex B
- Ensure that all staff undergo safeguarding and child protection training (including online safety and now also reminders about filtering and monitoring
- "Ensure that children are taught about safeguarding, including online safety […] as part of providing a broad and balanced curriculum […] Consider a whole school or college approach to online safety [with] a clear policy on the use of mobile technology."

PSHE / RSHE Lead/s – Martin O'Donovan

Key responsibilities:

- As listed in the 'all staff' section, plus:
- Embed consent, mental wellbeing, healthy relationships and staying safe online as well as raising awareness of the risks and challenges from recent trends in self-generative artificial intelligence, financial extortion and sharing intimate pictures online into the PSHE / Relationships education, relationships and sex education (RSE) and health education curriculum. "This will include being taught what positive, healthy and respectful online relationships look like, the effects of their online actions on others and knowing how to recognise and display respectful behaviour online. Throughout these subjects, teachers will address online safety and appropriate behaviour in an age appropriate way that is relevant to their pupils' lives."
- Focus on the underpinning knowledge and behaviours in an age appropriate way to help pupils to navigate the online world safely and confidently regardless of their device, platform or app.
- Assess teaching to identify where pupils need extra support or intervention through tests, written assignments or self-evaluations, to capture progress, to complement the computing curriculum.
- Work closely with the DSL/OSL and all other staff to ensure an understanding of the issues, approaches and messaging within PSHE / RSHE.
- Note that an RSHE policy should be included on the school website.
- Work closely with the Computing subject leader to avoid overlap but ensure a complementary whole-school approach, and with all other lead staff to embed the same whole-school approach

Computing Lead – Anjali Sewani

Key responsibilities:

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

Subject / aspect leaders

Key responsibilities:

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

Network Manager/other technical support roles – Harline Limited

Key responsibilities:

- As listed in the 'all staff' section, plus:
- Collaborate regularly with the DSL and leadership team to help them make key strategic decisions around the safeguarding elements of technology.
- Support safeguarding teams to understand and manage these systems and carry out regular reviews and annual checks.
- Support DSLs and SLT to carry out an annual online safety audit as now recommended in KCSIE. This should also include a review of technology, including filtering and monitoring systems (what is allowed, blocked and why and how 'over blocking' is avoided as per KCSIE) to support their role as per the new DfE standards, protections for pupils in the home and remote learning.

- Keep up to date with the school's online safety policy and technical information in order to effectively carry out their online safety role and to inform and update others as relevant
- Work closely with the designated safeguarding lead / online safety lead / data protection officer / LGfL nominated contact / RSHE lead to ensure that school systems and networks reflect school policy and there are no conflicts between educational messages and practice.
- Ensure the above stakeholders understand the consequences of existing services and of any changes to these systems (especially in terms of access to personal and sensitive records / data and to systems such as YouTube mode, web filtering settings, sharing permissions for files on cloud platforms etc.
- Maintain up-to-date documentation of the school's online security and technical procedures
- To report online-safety related issues that come to their attention in line with school policy
- Manage the school's systems, networks and devices, according to a strict password policy, with systems in place for detection of misuse and malicious attack, with adequate protection, encryption and backup for data, including disaster recovery plans, and auditable access controls.
- Ensure the Data Protection Policy and ICT security policy are up to date, easy to follow and practicable
- Monitor the use of school technology, online platforms and that any misuse/attempted misuse is identified and reported in line with school policy

Data Protection Officer (DPO) – Stephen Williams

Key responsibilities:

- Alongside those of other staff, provide data protection expertise and training, support the DP and cybersecurity policy and compliance with those and legislation, and ensure that the policies conform with each other and with this policy.
- Not prevent, or limit, the sharing of information for the purposes of keeping children safe. As outlined in *Data protection in schools*, 2023, "It's not usually necessary to ask for consent to share personal information for the purposes of safeguarding a child." In addition, in KCSIE 2024, "The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children."
- Ensure that retention schedules for safeguarding issues are followed
- Ensure that all access to safeguarding data is limited as appropriate, and also monitored and audited

Volunteers and contractors (including tutors)

Key responsibilities:

- Read, understand, sign and adhere to an acceptable use policy (AUP)
- Report any concerns, no matter how small, to the designated safety lead
- Maintain an awareness of current online safety issues and guidance
- Model safe, responsible and professional behaviours in their own use of technology at school and as part of remote teaching or any online communications
- Note that as per the relevant Acceptable Use Policy, a contractor will never attempt to arrange any meeting, **including tutoring sessions,** without the full prior knowledge and approval of the school, and will never do so directly with a pupil. The same applies to any private/direct communication with a pupil.

Pupils

Key responsibilities:

- Read, understand, sign and adhere to the pupil acceptable use policy

Parents/carers

Key responsibilities:

- Read, sign and adhere to the school's parental acceptable use policy (AUP), read the pupil AUP and encourage their children to follow it

External groups including parent associations – Friends of Dalmain

Key responsibilities:

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

Dalmain Primary School
Online Safety Policy - 2024/25

Acceptable Use Policies

At Dalmain, we use the Acceptable Use Policies (AUPs) provided by LGfL SafeguardED. All stakeholders are required to read and sign them. Separate AUPs are provided for:

- Parents and carers
- Staff, governors and volunteers
- Visitors and contractors (where appropriate)
- KS1 children
- KS2 children

New starters from all these groups will be required to read and sign an AUP on arrival in the school. Children will read and agree to them at the start of KS1 and the start of KS2 (parents of transitioning children need not be asked to sign theirs again, as they usually remain unchanged).

Parents/carers will be asked to read and sign them once, but will receive annual reminders of the policies with any changes highlighted. Major changes may require new signatures.
Staff, governors and volunteers will be required to sign them once, but this agreement will be recorded and renewed annually in the Staff Code of Conduct, Governors' Code of Conduct .
Contractors will be required to sign once, but this agreement will be recorded and then form part of their terms and conditions.

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Signed by Committee Chair: (Talia Boshari):	*Talia Boshari*
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