FROEBEL HOUSE SCHOOL ONLINE SAFETY POLICY

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The latest version of this policy is available on the school website and upon request.

1. Introduction

At Froebel House School, we believe that the primary school years are a critical time for building the foundational skills necessary for lifelong success, with reading at the core of this mission. Recent figures from the United Kingdom highlight a pressing literacy crisis: as many as one in four children are leaving primary school in England without meeting the expected reading standard. While the internet offers a vast world of information, its constant presence and rapid-fire consumption of content can detract from the focused, deep engagement required to become a confident reader. By choosing not to allow students internet access during school hours, we are not restricting their education; rather, we are actively prioritizing a skill that is fundamental to all learning. This approach is a deliberate and strategic decision to foster an environment where children can concentrate on the tactile and cognitive process of reading from physical books and printed materials.

Froebel House School is committed to a whole-school approach to online safety and safeguarding that protects and educates students and staff in their technology use.

We aim to ensure the online safety of pupils, staff and volunteers. We use training, education, and effective procedures to educate, empower and protect the whole school community when they are online. We recognise that the use of technology has become a significant component of many safeguarding issues, including child-on-child abuse. We take any concerns seriously and escalate these where appropriate.

In line with Keeping Children Safe in Education, we aim to address the following four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

The DSL takes lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place. The DSL liaises with staff including teaching staff, teaching assistants paid members of staff and Jupiter IT solution technicians, on matters of safety, safeguarding and welfare, including online and digital safety and when deciding upon a referral to relevant agencies.

We strive to consistently create a culture that incorporates the principles of online safety across all elements of school life. This helps to support our safeguarding culture.

The purpose of this policy is to ensure the safety and wellbeing of children when online and provide our staff and volunteers with the guidance and means to do this.

Our mechanisms to identify online safety concerns include our filtering and monitoring system, the direct work we conduct with pupils through our curriculum and the training we provide to staff.

2. Roles and responsibilities

2.1. Headteacher:

- Ensure staff understand this policy
- Ensure the implementation of this policy is consistent across the school
- Ensure any new members of staff learn about our approach to online safety at induction and regularly thereafter
- Understand the filtering and monitoring systems in place, manage them effectively and understand how to escalate concerns

2.3 Designated Safeguarding Lead:

- Support the headteacher in implementing this policy
- Oversee the annual review of the school's approach to online safety.
- Take the lead responsibility for online safety as part of their duties as safeguarding lead
- Work with Jupiter IT solution to address any online safety concerns or incidents, in line with our child protection and safeguarding policy
- Liaise with external safeguarding partners as necessary, including children's social care and the police and make referrals with the support of relevant colleagues and their expertise
- Ensure any online safety incidents are recorded appropriately
- Deliver staff training on online safety
- Provide regular updates regarding online safety incidents to the headteacher
- Understand the filtering and monitoring systems in place, manage them effectively and understand how to escalate concerns
- Ensure that the filtering and monitoring system flags safeguarding concerns to the DSL/ safeguarding team and regular reports are received

2.4 Jupiter IT Solutions

- Ensure appropriate filtering and monitoring systems are put in place
- Regularly review the filtering and monitoring systems to ensure students are safe from harm online
- Ensure that the school's ICT systems are secure and protected against viruses and malware
- Ensure that the school has an appropriate level of security protection and that this is reviewed periodically to keep up with evolving cyber-crime technologies.
- Ensure that the filtering and monitoring system flags safeguarding concerns to the DSL/ safeguarding team and regular reports are received

2.5 All staff and volunteers

- Read and understand this policy
- Assist with the consistent implementation of this policy
- Agree with and follow our acceptable use of IT agreement
- Agree with and follow the Staff Code of Conduct and Mobile Devices Policy which outlines what we expect from staff in relation to use of mobile and smart technology, social media, and acceptable online communication with students.
- Refer any online safety safeguarding concerns to the DSL or a Deputy DSL by recording on MyConcerns.
- Respond appropriately to all reports and concerns about sexual violence and/or harassment, both online and offline, maintaining an attitude of 'it could happen here' and not dismissing any reports.

- Update parents around what their children are being exposed to online using NSPCC and CASPAR updates.

2.6 Parents

- Understand the importance of children being safe online
- Read, understand and comply with this policy
- Notify a member of staff regarding any questions regarding this policy and its implementation
- Support their child to behave safely and appropriately online

3. Teaching online safety

In line with 'Teaching online safety in school,' published by the Department for Education in June 2019, we teach pupils about online safety and harms. Our teaching covers the underpinning knowledge and behaviours that can help pupils to navigate the online world safely and confidently regardless of the device, platform or app. These skills are covered in IT/ PSHE/assemblies.
Throughout this, teachers will address online safety and appropriate behaviour in an age appropriate way that is relevant to their pupils' lives, including:

- how to evaluate what they see online
- the risks posed by social media platforms
- how to recognise techniques used for persuasion
- unacceptable online behaviour
- how to identify online risks
- how and when to seek support
- how elements of online activity could adversely affect a pupil's personal safety or the personal safety of others online
- how elements of online activity can adversely affect a pupil's wellbeing

Pupils with SEND

We recognise that there are some pupils, for example those with special educational needs, who may be more susceptible to online harm. Such groups may also face additional risks, for example from bullying, grooming and radicalisation. We tailor our curriculum to meet the needs of these pupils by offering small-group instruction to reinforce key concepts in online safety.

4. Filtering and monitoring

Froebel House School uses Jupiter IT Sophos firewall as a filtering and monitoring system. This filters and monitors for Child Sexual Abuse, Terrorism content, Adult content, Offensive language. This covers our school workstations, laptops and whiteboards.

The DSL has lead responsibility for understanding the filtering and monitoring systems and processes in place. The DSL and deputies monitor the effectiveness of this system through monthly reports from Jupiter It and using testfiltering.com for spot checks.

The school takes care to not 'over block; content so that there are not unreasonable restrictions on what students can be taught regarding online safety.

The processes we have in place have been informed by our risk assessment as required by the Prevent Duty.

The DfE has published filtering and monitoring standards which set out that schools should:

- 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 reasonable impacting teaching and learning
- Have effective monitoring strategies in place that meet their safeguarding needs

For more information on filtering and monitoring, parents and carers can contact the Headteacher.

5. Security

Froebel House School has appropriate levels of security protection, and this is reviewed periodically to keep up with evolving cyber-crime technologies.

6. Educating parents about online safety

We recognise that parents can play a significant role in keeping their children safe online. To raise parents' awareness of online safety, we send online safety newsletters to parents periodically.

7. Acceptable use agreement

All staff, volunteers, and visitors are expected to sign an agreement regarding the acceptable use of the school's ICT systems and the internet. Visitors will be expected to read and agree to the school's terms on acceptable use if relevant.

8. Use of mobile and smart technology

We recognise that many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school, can sexually harass, abuse, bully or control their peers via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content. To manage this and reduce risk, we ban mobile phones from the school site.

Our Staff Code of Conduct and Mobile Device Policy outlines what we expect from staff in relation to use of mobile and smart technology, social media, and acceptable online communication.

9. Training and staff knowledge

All new staff members will receive training, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. This will also include training on the filtering and monitoring system used by the school and an understanding of expectations, applicable roles and responsibilities in relation to this.

All staff members will receive refresher training at least annually as part of our safeguarding training programme, as well as regular updates where relevant (for example through emails, e-bulletins and staff meetings).

The DSL and Deputy DSLs will undertake child protection and safeguarding training, which will include online safety, at least every 2 years. They will also update their knowledge and skills about online safety at regular intervals, and at least annually. This will equip staff with the relevant knowledge and skills to safeguard children effectively, including online.

All staff should be aware and know:

- The indicators of abuse and neglect understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of the home and online.
- To take reports of online harmful behaviour seriously and report them according to the school procedures.
- That technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline.
- That children can abuse other children online, this can take the form of:
    - Online abuse, including sexual
    - Online harassment, including sexual
    - Cyberbullying
    - Misogynistic/ misandrist messages,
    - the non-consensual sharing of incident images, especially around chat groups,
    - and the sharing of abusive images and pornography to those who do not want to receive such content.
    - That child-on-child abuse could be happening in the school setting and that this could be taking place online. All incidents of child-on-child abuse should be reported in line with our reporting systems.

More information about safeguarding training is set out in our child protection and safeguarding policy.

10. Anti-Bullying and child-on-child abuse

We recognise that our approach to online safety should strengthen the work we do around anti-bullying. The anti-bullying approach of the school is that we aim to equip all students with the social, emotional, and critical thinking skills needed to foster a respectful and supportive community, both in school and online.

Our work on online safety helps to tackle bullying by explicitly teaching pupils how to behave respectfully online through our lessons in IT/PSHE/assemblies/external visitors.

In addition, we understand that online behaviour can also constitute child-on-child abuse. We respond to incidents of child-on-child abuse in line with our Safeguarding Policy and Behaviour Policy.

11. Further information to support you

We work with our local safeguarding partners to ensure our students are safeguarded. We will liaise with these partners where there are safeguarding concerns and will follow their policies and procedures when needing their support. This may include referrals or seeking advice from Children's Social Care, our local Prevent team and/ or the police.

For **parents** the following websites could be of use:

- Samaritans: Talking to your child about self-harm and suicide content online
- NSPCC Online Safety Guides for parents
- Report harmful content at https://reportharmfulcontent.com/

- Report concerns to the NSPCC https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-reporting/
- Thinkuknow- how to help your children get the most out of the internet
- Further guidance shared by the DfE can be accessed here

For **students** the following websites could be of use:

- Mind- mental health support
- Togetherall- online community accessible 24/7
- Shout- a free text service available 24 hours a day. You can start a conversation by texting Shout to 85258
- Samaritans' self-help app
- Kooth is an online mental wellbeing community for young person
- Report harmful content at https://reportharmfulcontent.com/child/
- Report concerns to the NSPCC https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-reporting/

For **all staff and volunteers** it is useful to be aware of the resources available to staff and students so that you can signpost them as required. In addition, the following resources could be of use:

- UK Safer Internet Safety- teacher guides and resources
- https://www.internetmatters.org/schools-esafety/
- https://www.gov.uk/government/publications/teaching-online-safety-in-schools/teaching-online-safety-in-schools

Policies/ guidance to be read and understood alongside our online safety policy:

- Safeguarding/ Child Protection policy.
- Behaviour policy.
- Mobile Device Policy
- Staff Code of Conduct inc. acceptable use of technology in the staff behaviour policy/ code of conduct.
- The Prevent Duty and The Prevent duty: an introduction for those with safeguarding responsibilities
- Meeting digital and technology in schools and colleges (DfE)