

## Review of Online Safety and School Systems

School year	2024/25	DSL	Karen Hague
Date	December 2024	IT lead	Paul Wilks
School	Scholes (Elmet) Primary School	IT service provider	Nextgen
		Named governor	Rachel Cooper
<i>For filtering and monitoring to be effective, it should meet the needs of the pupils and staff; it should reflect the specific use of technology while minimising potential harms. To understand and evaluate the changing needs and potential risks of our schools, a review of filtering and monitoring provision should take place, at least, annually. The review should be carried out to identify current provision, any gaps, and specific needs of pupils and staff.</i>			
<b>Risk profile of pupils (include age range, pupils with SEND, pupils with EAL)</b>			
Profile of school	Perceived risk	Measures to reduce risk	
<b>Age range (3 - 11 year olds)</b>	<ul style="list-style-type: none"> <li>unsupervised time using devices</li> <li>access to inappropriate content for age range</li> <li>vulnerability is varied depending on knowledge of technology</li> </ul>	<ul style="list-style-type: none"> <li>✓ children always supervised when using devices</li> <li>✓ up to date filtering system which blocks any site that is inappropriate or picks up inappropriate words which are then reported</li> <li>✓ technology only used where appropriate</li> <li>✓ curriculum covers online safety and use of technology at an appropriate level</li> <li>✓ adapted teaching used where appropriate for individuals or particular cohorts</li> <li>✓ staff trained to be aware of issues that children may have who have suffered trauma and attachment</li> </ul>	
<b>Children with SEND</b>	<ul style="list-style-type: none"> <li>more vulnerable due to needs (depends on severity)</li> <li>might not necessarily know if something is inappropriate</li> </ul>		
<b>CLA and pre-CLA</b>	<ul style="list-style-type: none"> <li>may have been exposed to inappropriate content in previous placements or with parent/carers</li> <li>may have experienced trauma with links online</li> </ul>		
<b>Children with EAL</b>	<ul style="list-style-type: none"> <li>possible lack of knowledge around vocabulary</li> <li>could search for something inappropriate unintentionally</li> </ul>		
<b>Teaching Requirements</b>			
Age of pupils	RSE	PSHCE	
<b>Early Years (3/4/5 years)</b>	See themselves as a valuable individual. Build constructive and respectful relationships.	Living in the wider world Healthy Me – my body Being Safe Mental wellbeing Healthy me – physical health	
<b>Key Stage 1 (5-7 years)</b>	Relationships with friends and family Underwear Rule (Keeping myself safe) Understand and respect the differences and similarities between people Everybody needs to be cared for How to care for others Different types of families	<b>Themes taught across KS1 and KS2 (age-appropriate)</b> Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe Mental wellbeing	
<b>Key Stage 2 (7-11 years)</b>	Biological differences between male and female animals and their role in the life-cycle	Internet safety and harms Physical health and fitness	

	<p>Biological differences between male and female children          Growing and how they change from young to old          Changes in the human life cycle          Feeling good about being different          Challenge stereotypes          What are the male and female parts of the body?          What happens during puberty? (delivered to all, and including changes for all, and also for girls / boys separately)          What happens to girls during puberty? / What happens to boys during puberty? (delivered in single sex groups)          Why is personal hygiene even more important?          How might emotions change?          What kind of relationships are there?          What is a healthy friendship?          What is a respectful relationship (including online)?          Why are families important?          Are all families like mine?          What is human reproduction?          How do babies grow?          What is consent? (including the legal age of consent and the message 'no means no')</p>	<p>Healthy eating          Drugs, alcohol and tobacco          Health and prevention          Basic first aid          Changing adolescent body          Social, moral, spiritual and cultural awareness and skills          British values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (although we prefer 'appreciation' and 'celebration' than 'tolerance')          Eight Rs: responsive, ready, (safe) risks, responsible, resourceful, resilient, remember, reflect          Rights and responsibilities          School rules          Manners and courtesy          Financial education          Protected characteristics          Identity and community</p>
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**Specific use of chosen technologies (including personal devices)**

Device	Who uses it?	Measures to reduce risk
<b>Staff iPads</b>	Teachers and support staff	<ul style="list-style-type: none"> <li>• apps only downloaded by IT lead – individuals don't download apps</li> <li>• covered by school filters and monitoring systems</li> <li>• only used by staff for school use</li> <li>• regular filter checks carried out by SLT</li> </ul>
<b>Pupil iPads</b>	Pupils (Y1-Y6)	<ul style="list-style-type: none"> <li>• apps only downloaded by IT lead – individuals don't download apps</li> <li>• covered by school filters and monitoring systems</li> <li>• children must be supervised when using iPads at all times</li> <li>• children taught about online safety and how to use technology safely</li> <li>• regular filter checks carried out by SLT</li> </ul>
<b>Pupil laptops</b>	Pupils (Y1-Y6)	<ul style="list-style-type: none"> <li>• covered by school filters and monitoring systems</li> <li>• children must be supervised when using laptops at all times</li> <li>• children taught about online safety and how to use technology safely</li> <li>• all children have individual log ins and devices are password protected</li> <li>• regular filter checks carried out by SLT</li> </ul>
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<b>Staff: personal devices</b>	Teachers and support staff	<ul style="list-style-type: none"> <li>• personal devices must be password protected</li> <li>• personal devices not to be visible and not used in front of children unless it is an emergency</li> <li>• photos of children must not to be taken on personal devices</li> </ul>
<b>Pupil: personal devices</b>	Y6 pupils (individual choice)	<ul style="list-style-type: none"> <li>• any personal device brought into school must be handed in to the class teacher when the pupil arrives in school</li> <li>• any smart watch must not be able to connect to the internet or have a camera function</li> </ul>

Related policies		
Policy	Relevant links	Impact
Safeguarding and CP	<a href="#">Sphere Federation Safeguarding and Child Protection policy</a>	All staff read these policies every year and confirm that they understand the contents and that they have to be complied with. I am confident that pupils are safe at Moortown Primary and that all measures detailed in the policies are in place. There is also a system in place to check that knowledge of KCSIE is secure.
Online Safety	<a href="#">Sphere Federation Online Safety policy</a>	
KCSIE	<a href="#">Keeping Children Safe in Education 2024</a>	
Code of Conduct	Sphere Federation Code of Conduct	
Question		evidence/details and dates; any actions and by who?
Policies		
Do your policies govern all online behaviour, not just when using school devices or logged into school systems and platforms?		Yes – eg Code of Conduct; Safeguarding and Child Protection policy; Online safety policy (see links above)
Do you have an online-safety policy (whether standalone or section within your safeguarding and child-protection policy)?		Yes – see link above
<p>Do you have (note the following might be integrated into other policies and not standalone but must be very clear if so)</p> <ul style="list-style-type: none"> <li>o AUPs to reflect varied roles and responsibilities, e.g. different key stages, parents, staff, visitors, governors, contractors etc. (NB whilst often called “acceptable <u>use</u> policy”, these should reflect all online behaviour).</li> <li>o Social media policy? If not, this may be included in your online safety policy but should be clear.</li> </ul>		<p>AUAs included in Online Safety policy (parents, staff, children)</p> <p>Visitors signing in are asked the following:</p> <ul style="list-style-type: none"> <li>o not to use their mobile phones unless it is an emergency</li> <li>o not to take any photos while on the school premises</li> <li>o to ask for the Acceptable Use Agreement if they are doing any work online</li> </ul> <p>Social media guidance is referenced in several policies and included in CPD eg Code of Conduct states:</p> <p><b>Communication and social media</b></p> <p><i>See the Sphere Federation Online Safety Policy.</i></p> <p><i>School staff's social media profiles should not be available to pupils. If you have a personal profile on social media sites, you should not use your full name, as pupils may be able to find them. You should consider using a first and middle name instead, and set public profiles to private.</i></p> <p><i>Do not attempt to contact pupils or their parents via social media, or any other means outside school, in order to develop any sort of relationship. Do not make any effort to find pupils' social media profiles.</i></p>
Home/remote learning policy		Home learning policy including guidance for video calls from Covid that is still relevant and appropriate if needed.
Content & review, policy v practice		
Do you consult others to populate your policy, e.g. review templates (LSCP, fellow schools, The Key, LGfL, etc)?		Yes – LGfL; the Key; model policies from LA; safeguarding bulletins from Andrew Hall.
Where you have used content or templates, have you checked it is relevant to your setting, systems and stakeholders and adapted as appropriate?		Yes – all policies are reviewed with our pupils, families and staff in mind. We're critical users of any templates making sure they are relevant and appropriate.
Do you regularly review these policies (not just the annual governor review but with staff and pupils who can give insights into practicability)?		Yes – staff are asked for their opinions about policies and if something is not manageable from any stakeholders' point of view then changes will be made.
How do you check that policies are followed and <u>possible to follow</u> (e.g. references to systems which no longer exist, contradictions with other policies, impossible rules like a ban on mobile photography when there are no school cameras but photos are required)?		Annual reviews of all essential policies – collaborative process with other senior leaders so that any out of date content is removed and any new content added where relevant. CPD regarding any changes
Are new systems, platforms, processes and user behaviour/needs and incidents regularly embedded into these 'living' documents?		Yes – eg CPOMS was added to policies once that was implemented; all policies are working documents and stakeholders updated accordingly.
Are policies updated to reflect curriculum needs, behaviour and safeguarding risks and incidents <u>in your school</u> ?		Yes – an example of this is that current national and local safeguarding issues are flagged up to all staff and are referred to in training and updates.
Training & CPD		
Do all staff receive online safety training as part of the safeguarding training schedule (at induction and start of year or mid-year for new starters)?		Yes – this is part of our induction and any new member of staff is asked to complete the e-learning that Leeds Council provide: <a href="#">Online Safety and links to Child Protection</a> .
How does this training reflect the approach you have outlined in this audit?		The training above reflects our policies and guidance that we follow as our Safeguarding and Child Protection policy is based on a model policy from Leeds Council.

Is the centre of expertise in online safety within the DSL team, with the most in-depth training available to this team?	Paul Wilks is our IT lead and is also a DSL on the safeguarding team.
How are ALL staff made aware of and regularly updated on national/regional trends and those in school relating to general behaviour, harms or incidents which non-specialist/senior staff may not be aware of without explicit updates	Head of School attends regular updates and briefings eg Prevent, and any relevant information is passed on during staff briefings or PDMs.
Is training appropriate to and customised for different roles and responsibilities, with extra strategic elements for SLT and governors?	DSLs have the most detailed and strategic training which is then used to make sure systems in school are as effective as possible. The safeguarding link governor attends different training to the rest of the Governing Body but they all access training through the Governor Hub. The Head of Federation attends safeguarding training every 3 years and the rest of the staff have external training every 3 years and at least weekly internal reminders.
Does training around 'online safety' tie in with training on other areas which may not be classically associated with online safety, such as all the harms mentioned in KCSIE (e.g. Prevent and many others)?	Yes – KCSIE is referred to during weekly PDMs and forms the basis for safeguarding discussions. There are links in the Code of Conduct to various safeguarding policies which reminds staff of links between all aspects. All staff have completed a Prevent awareness course (Home Office website) so everybody has a basic awareness.
Do technical staff receive sufficient training on key safeguarding elements (note particularly filtering and monitoring changes in the light of KCSIE 23 – see filtering/monitoring section of this document for more)?	Our technical support is provided by Next Gen IT who are signed up to the following: <ul style="list-style-type: none"> <li>o a member of Internet Watch Foundation (IWF)</li> <li>o signed up to Counter-Terrorism Internet Referral Unit list (CTIRU)</li> <li>o blocking access to illegal content including child sexual abuse material (CSAM)</li> </ul> We have been assured that all their staff have sufficient knowledge around the filtering and monitoring requirements stated in KCSIE.
Do non-technical staff receive sufficient training on technical aspects (as above, particular – but not exclusive! – focus on filtering and monitoring)?	Yes – not bespoke training but DSLs are aware of their responsibilities and what needs to be in place. All staff know where to find guidance and who to contact if there is a problem. Any issues are addressed through the Next Gen Helpdesk.
<b>Approach: whole-school &amp; safeguarding-driven</b>	
Is online safety fully accepted as part of safeguarding and therefore not treated as a separate matter, in the eyes of staff, students or parents, and equally in the curriculum and communications, or reflected in incident management and staff roles and responsibilities?	Yes – online safety is an integral part of safeguarding and is referred to a lot in several ways: <ul style="list-style-type: none"> <li>o weekly messages to parents</li> <li>o curriculum coverage</li> <li>o CPD</li> <li>o PDMs</li> <li>o weekly briefings</li> </ul> specific sessions for parents to support with online safety issues
How does the school demonstrate a whole-school approach to online safety, as particularly advocated in Keeping Children Safe in Education (KCSIE), Teaching Online Safety in School (TOSIS) and subject guidance including Relationships and Sex Education and Health Education (RSHE) and Computing?	Age-related expectations for online safety are detailed in our <a href="#">curriculum statement</a> (p13) and this informs planning and teaching. There are also age-related expectations for <a href="#">computing</a> (p12) and <a href="#">Living and Learning</a> (PSHE) with links to online safety.
Are all staff aware that any discussion of online safety, planned or ad hoc, by staff or visitors, may lead to a disclosure and must be dealt with in line with school safeguarding procedures?	Yes – there is a culture of vigilance around safeguarding and staff know to report <b>any</b> concerns or circumstances meaning a child might not be safe.
Does online safety have obvious involvement of the leadership team and governors?	Yes – DSL is on the SLT team. There is at least termly visits from the link governor. Policies are taken to FGB and verified and agreed by them.
How does the school ensure that non-specialist staff use consistent approaches and messaging?	There is clear guidance for all staff and all messages and communication is checked by a senior leader.
Does the school take a non-victim-blaming approach (avoiding statements such as “well you shouldn’t be on social media anyway” in response to an incident or disclosure)?	Yes – there is guidance in the Positive Relationships policy about language to be used in situations and there is a restorative and reflective element to all behaviour choices where children are encouraged to discuss and reflect on any situation without being ‘blamed’.
<b>Approach: flexible, current curriculum</b>	
how does the school combine an informed, proactive, planned approach with a flexible, reactive approach to ensure it meets changing pupil needs (e.g. as technology changes,	Any new technology is made safe and tested by IT team before being used with children and staff have training. If there are any incidents, the situation is reviewed and risks assessed

trends develop, incidents occur in school, are they fed into curriculum design and staff training)?	making sure that everything is in place. Ongoing CPD means that staff are fully trained and kept updated.
are staff comfortable with making the most of ad hoc opportunities to discuss and learn as online safety conversations arise?	yes – staff are confident in addressing issues as they come up
are staff empowered to make changes to the scheduling and content of planned lessons to meet needs as they arise throughout the year (e.g. if there is a bullying incident in October, not waiting to teach this until Easter)?	yes – incidents are usually shared with a school leader who is DSL and part of the review would be to respond accordingly within a teaching and learning session eg circle time
how does the school review annually that teaching is current and relevant to the setting and pupil needs and experiences?	Curriculum and teaching is monitored and reviewed regularly by leaders and staff adapt teaching where relevant depending on cohort or specific needs eg more teaching around 'WhatsApp' and use of social media in Y5/6
is particular consideration made for vulnerable students, e.g. those with SEND and other needs?	all children are considered in any teaching and learning; staff know children in their classes really well and factor in personal or vulnerable issues that might affect individuals more
how does the school avoid overlapping teaching, e.g. covering the same issue in different subjects (e.g. RSHE and Computing)?	sometimes overlapping is valuable as we feel that it repeats and reinforces important information and learning but the curriculum is planned as such to make sure that repetition is not happening if not needed eg Living and Learning curriculum (including RSE) and aspects of online safety are combined
do you collate 'pupil voice' to ensure messaging addresses pupils' lived experiences?	pupil voice is valued significantly; Living and Learning boxes are available for children to share experiences or worries and these are then addressed as a group or individually. Circle times also are used to address experiences (anonymously) that are affecting individuals
do curriculum planners meet with safeguarding team to ensure shared awareness of incidents and current needs as well as lesson plans and notable outcomes, strengths and weaknesses?	Curriculum planning and the safeguarding team include the same members of staff – as a small school, awareness of incidents and current needs is good; eg local safeguarding issues are shared and addressed so that any changes in priorities can be addressed in classes
do you ensure that positive experiences online are also celebrated (not just harms and negative aspects of life online)?	there are lots of opportunities to share successes that have been online eg progress in TTRS or Numbots; success in other learning like Touch Typing or really good homework done using technology; successful learning using coding and other aspects of the computing curriculum
<b>Assessment</b>	
– how do you use formative and summative assessment to ensure you are aware of pupil knowledge and skills to inform teaching, and subsequently to measure progress	staff assess children as they teach the curriculum through the year and adapt teaching where necessary – a formative assessment is made each year
<b>Parental engagement</b>	
how do you proactively engage parents/carers?	parents involved in workshops with focus on computing; staying safe online and other subjects eg acceptable use weekly messages often remind parents about parental controls and making sure they know what their child is doing online
– are parents aware of the school's broad online-safety approach?	yes – policy on website communication about themed days and themed weeks Acceptable use policy shared with parents
are parents aware of the latest harms and issues as well as encouraged to use safety settings on popular platforms, devices, games, apps and consoles?	Weekly messages highlight new harms/scams that parents need to be aware of – they are also signposted to guides on other websites eg NSPCC
are parents reminded of the importance of following age ratings?	Yes – as often as possible; this is also taught to the children and referred to if there are any issues that arise or if there is a problem on apps that they shouldn't be using
do you follow a drip-feed approach to communicating with parents?	Yes – this makes it more relevant all the time and reminds parents of the advantages and disadvantages of the internet
<b>External influences, resources and scares</b>	
are external resources always first assessed for appropriateness (age appropriate, not overly negative, scary, victim blaming etc)?	Staff don't use 'off the shelf' resources without thorough scrutiny and leaders regularly check for critical use of resources making sure that resources are appropriate and the best they can be for the needs of the cohort and for the learning purpose

are any externally purchased schemes of work/curricula carefully adapted as necessary (both proactively at the start of the year and in response to incidents/trends)?	see above
what approach does the school take to reacting to online challenges, scares and hoaxes?	If staff or leaders are aware of anything of concern online, messages or alerts are communicated with parents (if appropriate) and if it is involving a specific child or cohort then individual parents will be contacted directly. Circle times and adhoc lessons are often used to address issues that have emerged.
how are any external visitors vetted for expertise, appropriateness and safeguarding understanding?	External visitors are always ones that we know and have used before or recommended by a trusted source – they are never alone with children and if need be, would be stopped if anything was said that was concerning or inappropriate. Staff don't arrange their own visitors unless agreed by senior leaders.
<b>Appropriate filtering</b>	
has your provider filed a submission with the UK Safer Internet Centre to explain why your filtering is 'appropriate'?	Yes
have DSL, SLT and technical teams all read and understood this submission, including rationale, benefits and limitations and safe search settings, e.g. for web searches and YouTube?	Yes
have you satisfied yourself that your filtering provider meets the items on the checklist offered by the Safer Internet Centre?	Yes