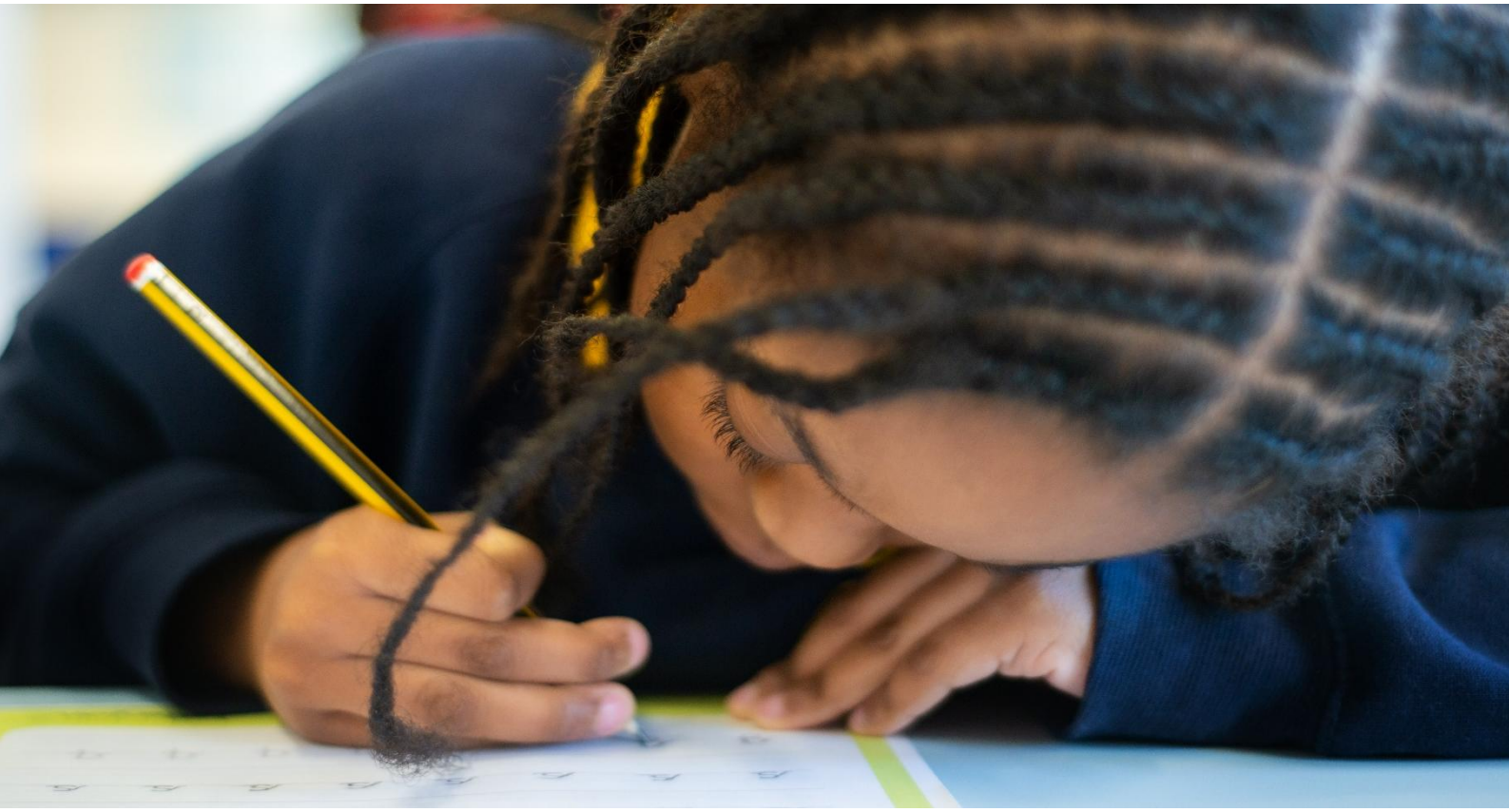
Laycock Primary School



Online Safety Policy

Approved by IEB:	Prudence Barnes-Kemp
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Next review due by:	February 2027

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1. Introduction: Key people

Designated Safeguarding Lead (DSL), with lead responsibility for filtering and monitoring	Fred Hall
Deputy Designated Safeguarding Leads / DSL Team Members	Simon Cardy, Dexter Thompson Jenny Lewis
Link governor for safeguarding	Prue Barnes-Kemp
Curriculum leads with relevance to online safeguarding and their role	PSHE/RSHELead-Aisha Khan Computing Lead-Thomas Colledge
Network manager / other technical support	Islington Council-Schools ICT

2. 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' 2025 (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 or be integrated into your 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.

3. 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 is possible to follow in all respects. This will help all stakeholders to understand the rules that are in place and why, and that the policy affects day-to-day practice. Acceptable Use Policies (see safepolicies.lgfl.net) for different stakeholders help with this. Any changes to this policy will be immediately disseminated to all the above stakeholders.

4. 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 and understanding the filtering and monitoring systems and processes in place)." 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.

5. What were the main online safety risks in 2024/2025

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:

Frequent and unmonitored usage of social media apps at home such as WhatsApp and Tik-Tok- which children below the age of 13 should not be allowed to access.

Access at home to online games such as Roblox and Fortnite with chat features, which make pupils vulnerable to inappropriate content , cyberbullying and online harassment.

Nationally, some of the latest trends of the past twelve months are outlined below. These are reflected in this policy and the acceptable use agreements we use and seen in the context of the 5 Cs (see KCSIE for more details), a whole-school contextual safeguarding approach that incorporates policy and practice for curriculum, safeguarding and technical teams.

Last year, we highlighted the rapid rise of generative AI (GenAI). Since then, the trend has exploded. Thousands of sites now offer AI-generated content, including disturbing levels of abusive, pornographic, and even illegal material like child sexual abuse content. Some platforms host AI "girlfriends," unregulated therapy bots, and even chatbots that encourage self-harm or suicide—tools many students can access freely at home or school. Chatbots can also blur reality, offering harmful advice or engaging in sexualised and bullying conversations. Their addictive design and unmoderated nature heighten the risk of overuse and exploitation.

When used for generating text, GenAI presents multiple risks. It can spread misinformation, facilitate plagiarism, and most worryingly, bypass safety settings. Many tools lack effective age controls and produce inappropriate content.

Beyond text, GenAI makes it easier than ever to create sexualised images and deepfake videos. These can have a devastating emotional and physical impact on young people, including blackmail and abuse. The Internet Watch Foundation has warned of a sharp rise in AI-generated child sexual abuse imagery. Alarming reports also show children using nudifying apps to create illegal content of peers.

We regularly see AI searches involving sexualised and harmful content. It's critical to stress that in the UK, *any* CSAM (child sexual abuse material)—AI-generated, photographic, or even cartoon—is illegal to create, possess, or share.

Schools must address this not just in the classroom, but by educating parents and students on safe use at home. For guidance and resources, visit genai.lgfl.net.

Ofcom's 'Children and parents: media use and attitudes report 2025' has shown that YouTube remains the most used site or app among all under 18s, followed by WhatsApp, TikTok, Snapchat and Instagram. With children aged 8-14 spending an average of 2 hours 59 minutes a day online across smartphone, tablet and computer – with girls spending more time online than boys, four in ten parents continue to report finding it hard to control their child's screentime. Notably, 52% of 8-11s feel that their parents' screentime is also too high, underlining the importance of modelling good behaviour.

Given the 13yrs+ minimum age requirement on most social media platforms, it is notable that over half of 3-12-year olds (55%) were reported using at least one app. Despite age restrictions, four in ten 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 of parents of all 3-17s saying they would allow their child to have a profile on sites or apps before they had reached the minimum age.

We have also come across online communications platforms that offer anonymous chat services and connect users with random strangers allowing text and video chats. Most of these are easily accessible to children on devices.

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- to 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 for the first time, there were more 7-10-year-olds visible in child sexual abuse material (CSAM) images than 11-13s.

Growing numbers of children and young people are using social media and apps, primarily TikTok as their source of news and information, with little attention paid to the facts or veracity of influencers sharing news.

There have also been significant safeguarding concerns where parents have filmed interactions with staff outside the school gates and posted this on social media, putting children and the wider school community at risk of harm. See nofilming.lgfl.net to find out more.

Cyber Security is an essential component in safeguarding children and features within KCSIE. Sadly, the education sector remains a clear target for cyber-attacks, with the Cyber Security Breaches Survey 2025 reporting high levels of schools being attacked nationally, with 60% of secondary schools and 44% of primary schools reporting a breach or attack in the past year.

6. 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
- Available on the internal staff network/drive
- 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
- Discussed in parent webinars/workshops

- Reviews of this online-safety policy will include input from staff, pupils and other stakeholders, helping to ensure further engagement

7. Overview

7.1 Aims

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

- Setting out expectations for all Laycock Primary 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 Behaviour Policy or Anti-Bullying Policy)

7.2 Scope

This policy applies to all members of the Laycock Primary School community (including teaching, supply and support staff, governors, volunteers, contractors, students/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.

8. 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 immediately report any concerns or inappropriate behaviour, 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 Appendix A of this document** that describes individual roles and responsibilities. Please note there is one

for 'All Staff' which must be read even by those who have a named role in another section. There are also pupil, governor, etc. role descriptions in the appendix. All staff have a key role to play in feeding back on potential issues.

9. Education and Curriculum

Despite the risks associated with being online, Laycock Primary school recognises the opportunities and benefits to children too. Technology is a fundamental part of adult life 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 and inclusion.

The teaching of online safety, features in these particular areas of curriculum delivery:

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

However, as stated previously, 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/stage/subject leads, and making the most of unexpected learning opportunities as they arise.

Whenever overseeing the use of technology (devices, the internet, generative AI tools, etc.) in school or setting as homework tasks, all staff should remind/encourage sensible use, monitor what pupils/students are doing and consider potential risks and the age appropriateness of tasks. This includes supporting them with search skills, reporting and accessing help, critical thinking (e.g. disinformation, misinformation, and conspiracy theories in line with KCSIE 2025), 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 Laycock Primary School, we recognise that online safety and broader digital resilience are important in the curriculum and that is why we utilise Switched on Computing, which teaches pupils about Digital literacy alongside Information Technology and Computer Science.

Annual reviews of curriculum plans / schemes of work (including for SEND pupils) take place and are used as an opportunity to follow this framework more closely in its key areas. This is done within the context of an annual online safety audit, which is a collaborative effort led by the DSL and Computing Lead.

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 sharing this policy on our website and sharing the curriculum, as well as including information in our weekly newsletters and parent coffee mornings.

10. Handling safeguarding concerns and incidents

It is vital that all staff recognise that online safety is a part of safeguarding and so 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 speak to the safeguarding lead with any concerns (no matter how small these seem) to contribute to the 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.

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

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Behaviour Policy (including school sanctions)
- Acceptable Use Policies
- Prevent Risk Assessment
- Data Protection Policy, agreements and other documentation (e.g. privacy statement and consent forms for data sharing, image use etc)
- Cyber Security Policy

This school commits to take all reasonable precautions to safeguard 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 Designated Safeguarding Lead as soon as possible on the same day. The reporting member of staff will ensure that a record is made of the concern on CPOMS. 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 (similar to any safeguarding allegation) 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). The DfE guidance Behaviour in Schools, advice for headteachers and school staff September 2024 provides advice and related legal duties including support for pupils and powers of staff when responding to incidents – see 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 which 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.

The following sub-sections provide detail on managing particular types of concern.

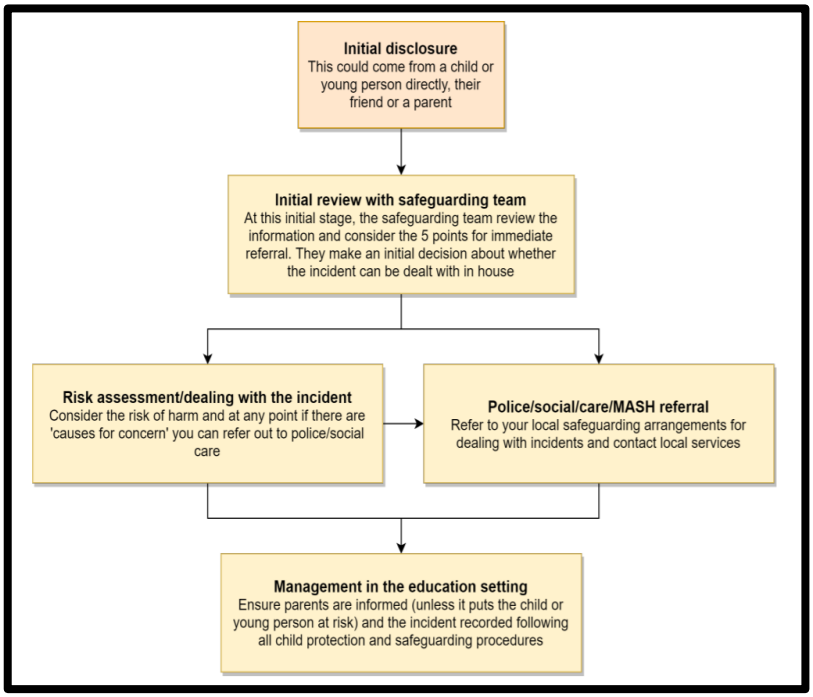
11. Nudes-sharing nudes and semi-nudes

All schools (regardless of phase) should refer to the UK Council for Internet Safety (UKCIS) guidance on sexting - now referred to as Sharing nudes and semi-nudes: advice for education settings.

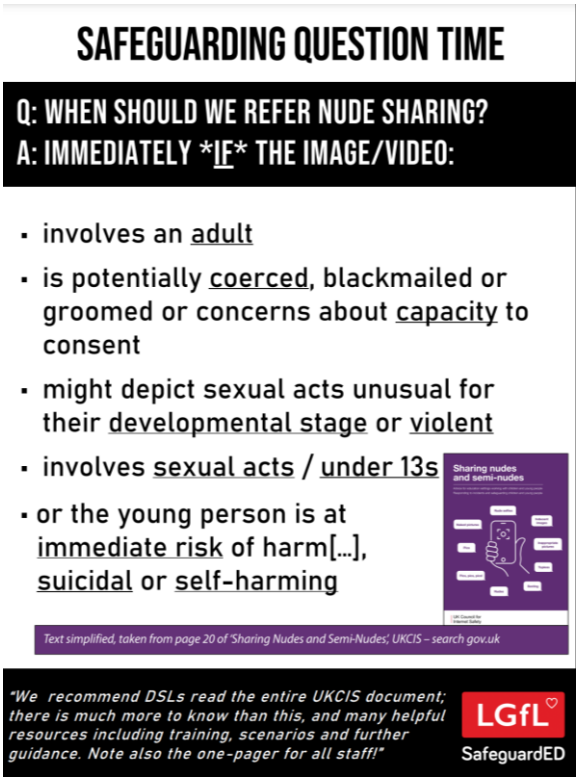
There is a one-page overview called Sharing nudes and semi-nudes: how to respond to an incident for all staff (not just classroom-based staff) to read, in recognition of the fact that it is mostly someone other than the designated safeguarding lead (DSL) or online safety lead to first become aware of 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**.

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.

The school DSL will 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 (see flow chart below from the UKCIS guidance) and next steps regarding liaising with parents and supporting pupils.



The following LGfL document (available at nudes.lgfl.net) may also be helpful for DSLs in making their decision about whether to refer a concern about sharing of nudes:



12. Priority Areas

12.1 Bullying- (DSL)

Online bullying (which may also be referred to as cyberbullying), including incidents that take place outside of school should be treated like any other form of bullying and the school bullying policy should be followed, . This includes issues arising from banter. See our Anti-Bullying policy on our website.

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

12.2 Child-on-child sexual violence and sexual harassment- (DSL)

Any incident of sexual harassment or violence (online or offline) should be reported to the DSL who will follow the guidance in KCSIE. 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. This will be discussed in staff training.

12.3 Misuse of school technology (devices, systems, networks or platforms)-Head of School

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 Policy 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, as well as to BYOD (bring your own device) policy.

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/handbook.

It will be necessary to reinforce these as usual at the beginning of any school year but also to remind pupils that **the same applies for any home learning** that may take place.

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

12.4 Social Media incidents -DSL

Social media incidents involving pupils are often safeguarding concerns and should be treated as such and staff should follow the safeguarding policy. Other policies that govern these types of incidents are the school's Acceptable Use Policies and online safety policy.

Breaches will be dealt with in line with the school behaviour policy (for pupils) or code of conduct/handbook (for staff). See the social media section later in this document for rules and expectations of behaviour for children and adults in the Laycock Primary School community.

Further to this, where an incident relates to an inappropriate, upsetting, violent or abusive social media post by a member of the school community (e.g. parent or visitor), Laycock Primary 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.

13. CCTV

See our CCTV Policy

14. 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.

15. Data Protection and Cyber Security

All pupils, staff, governors, volunteers, contractors and parents are bound by the school's data protection policy and cyber awareness plan which can be found on our website and our school's internal drive. It is important to remember that there is a close relationship between both data protection and cyber security and a school's ability to effectively safeguard children. Schools are reminded of this in KCSIE which also refers to the DfE Standards of Cyber Security for Schools and Colleges.

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 2025,

"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."

16. Appropriate filtering and monitoring

The designated safeguarding lead (DSL) Fred Hall has lead responsibility for filtering and monitoring and works closely with Schools ICT in Islington to implement 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.

We look to provide 'appropriate filtering and monitoring (as outlined in Keeping Children Safe in Education) at all times.

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 or in person and will be asked for feedback at the time of the regular checks which 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.

We aim to carry out termly checks to ensure filtering is operational, functioning as expected, etc and an annual review as part of an online safety audit of strategy, approach etc. More details of both documents and results are available on request dependent on staff roles from the DSL.

We use templates from LGfL for this documentation:https://safefiltering.lgfl.net and https://onlinesafetyaudit.lgfl.net]

At our school we recognise that generative AI sites can pose data risks so staff are not allowed to enter child data and where they use them, they must be approved. For children and young people, we block the generative AI category and only allow specific sites. These are [insert names here] ; we know that what children input and what the tool outputs cannot be guaranteed as safe and inappropriate content can be generated, so we carefully monitor output and limit their use - also in line with DfE guidelines. Find out more at genaisafe.lgfl.net

Safe Search is enforced on any accessible search engines on all school-managed devices

We recommend the use of Google Chrome.

Our YouTube mode is moderate. This helps us to limit inappropriate content that is served to pupils.

Out of hours, our policies are:

- for filtering devices, we do not analyse filtering reports during evenings when school is closed, weekends or holidays.
- for monitoring devices, we do not receive monitoring alerts during evenings when school is closed, weekends or holidays

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.

The DSL checks filtering reports and notifications weekly and takes any necessary action as a result.

At Laycock Primary School, we use the LA's provider-Schools ICT in Islington to provide rigorous, daily, ongoing monitoring of pupils' and staff's use of IT in school.

Monitoring alerts are checked daily by the DSL team.

17. Messaging/commenting systems (including email, learning platforms and more)

17.1 Authorised systems

- Pupils at this school communicate with each other and with staff using Google Drive and Google Classroom. Pupils' work are uploaded to Seesaw but only parents from the deaf provision can message staff directly.
- Staff at this school use the email system provided by LGFL for all school emails. 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. Senior staff are permitted to use this email system to communicate with external organisations but not with under 18s. Communication with parents is managed via the office email address.
- Staff in the deaf provision at this school may use Seesaw to communicate with parents about teaching and learning matters in relation to their children.

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.

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

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).

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 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.

17.2 Behaviour/usage principles of messaging/commenting systems

- 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, 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 (see our website) and only using the authorised systems mentioned above.
- Staff are allowed to use the email system for reasonable (not excessive, not during lessons) personal use but should be aware that all use is monitored, their emails may be read and the same rules of appropriate behaviour apply at all times. Emails using inappropriate language, images, malware or to adult sites may be blocked and not arrive at their intended destination (and will be dealt with according to the appropriate policy and procedure).

18. Use of generative AI

At Laycock Primary School, we acknowledge that generative AI platforms (e.g. ChatGPT or Gemini for text creation or the use of Co-Pilot or Adobe Firefly to create images and videos) are becoming widespread. We are aware of and follow the DfE's guidance on this. In particular:

- We will talk about the use of these tools with pupils, staff and parents – their practical use as well as their ethical pros and cons.
- We are aware that there will be use of these apps and exposure to AI creations on devices at home for some students – these experiences may be both positive/creative and also negative (inappropriate data use, misinformation, bullying, deepfakes, nudifying apps and inappropriate chatbots).
- The use of any generative AI in Exams, or to plagiarise and cheat is prohibited, and the Behaviour Policy will be used for any pupil found doing so.
- In school, we allow:
    - Staff to use gen AI such as Teach Mate, Chat GPT and Gemini to assist with planning
    - Staff to use AIR to support the formative and summative assessment of pupils' writing
- The use of New AI platforms must be approved by the Executive Headteacher or Head of School
- Ongoing training will support staff and parents in the effective, safe use of AI.
- Pupils will not generally need to use AI to complete work, but will be taught about the safe use of AI via online safety education in school.

19. Online storage of learning platforms

All the principles outlined above also apply to any system to which you log in online to conduct school business, whether it is to simply store files or data (an online 'drive') or collaborate, learn, teach, etc. In Laycock Primary School this includes Google Drive, Google Classroom, Seesaw, Class Dojo, TimesTables Rockstars, SONAR and Get Set for PE.

For all these, it is important to consider data protection and cyber security before adopting such a platform or service and at all times when using it. Any new platforms will be approved by the Executive Headteacher/ Head of School.

20. 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 Head of School.

The website is managed by Debeer Digital.

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. There are many open-access libraries of public-domain images/sounds etc that can be used. Finding something on Google or YouTube does not mean that copyright has been respected. If in doubt, check with the Head of School.

21. 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

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 (and photo file names/tags do not include full names to avoid accidentally sharing them).

All staff are governed by their contract of employment 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 Laycock Primary School, no member of staff will ever use their personal phone to capture photos or videos of pupils.

Photos are stored on Google Drive in line with the retention schedule of the school Data Protection Policy. Schools ICT, Islington is responsible for checking images/video on all school devices. Any concerns about the nature of these images will be reported to the DSL.

Staff and parents are reminded annually about the importance of not sharing images on social media or otherwise without permission, due to reasons of child protection (e.g. children who are looked after by the local authority may have restrictions in place for their own protection), data protection, religious or cultural reasons, or simply for reasons of personal privacy.

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 public, personal information.

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.

22. Social media

22.1 Our Social Media Presence

Laycock Primary School works on the principle that if we don't 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. We conduct regular checks of privacy and security settings on social media accounts to ensure appropriate access, even though there are no official school social media accounts.

The Head of School and School Business Manager is responsible for checking our Wikipedia and Google reviews and other mentions online. They are also responsible for managing any official social media accounts that the school might decide to open in the future.

22.2 Staff, Pupils' and parents' Social Media 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 urge them to contact us directly and in private to resolve the matter. If an issue cannot be resolved in this way, the school complaints procedure on our website 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 (which is important for the pupils we serve).

Many social media platforms have a minimum age of 13 but the school regularly deals with issues arising on social media involving pupils/students 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.

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 to 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 parentonlinesafety.lgfl.net and parentsafe.lgfl.net and introduce the Children's Commission Digital 5 A Day.

The school does not have an official X-Twitter / Instagram account. However, if it decides to have one, it will respond to general enquiries about the school, but asks parents/carers not to use these channels, especially not to communicate about their children.

Email via Arbor or the office is the official electronic communication channel between parents and the school. Parents from the deaf provision can also use the messaging facility on Seesaw to communicate with teachers about school matters. Social media, including chat apps such as WhatsApp, are not appropriate for school use.

As outlined in the Acceptable Use Policies, pupils/students 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/students 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 AUPs. 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 might not be 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 considerable 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 and permission is sought before uploading photographs, videos or any other information about other people. Parents must **not** covertly film or make recordings of any interactions with pupils or adults in schools or near the school gates, nor share images of other people's children on social media as there may be cultural or legal reasons why this would be inappropriate or even dangerous (see nofilming.lgfl.net for more information). The school sometimes uses images/video of children for internal purposes such as recording attainment, but it will only do so publicly if parents have given consent on the relevant form.

23. Device Usage

AUPs remind those with access to school devices about rules on the misuse of school technology – devices used at home should be used just like if they were in full view of a teacher or colleague. Please read the following in conjunction with those AUPs 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.

23.1 Personal devices including wearable technology and bring your own deice (BYOD)

- **Pupils/students** In Year 5 and 6 are allowed to bring mobile phones in for emergency use after school, if travelling home by themselves. The phones must be left in the school's office upon arrival to school. Any attempt to use a phone in school will lead to the Year 5/6 pupil being barred from bringing a mobile into school. 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. Our approach to pupils using mobile phones is in line with DfE, Mobile Phone Guidance.
- Other personal recording devices such as smart glasses are not permitted in school without written permission. It is forbidden to take secret photos, videos or recordings of teachers or students, including remotely, with any device.
- **All staff who work directly with children** should leave their mobile phones on silent and only use them in private staff areas during school hours. See also the 'Digital images and video' section of this document and the school data protection cyber security policies. Child/staff data should never be downloaded onto a private phone. If a staff member is expecting an important personal call when teaching or otherwise on duty, they may leave their phone with the school office to answer on their behalf or ask for the message to be left with the school office. Other personal recording devices such as smart glasses are not permitted in school without written permission. It is forbidden to take secret photos, videos or recordings of teachers or students, including remotely, with any device
- **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. Other personal recording devices such as smart glasses are not permitted in school without written permission. It is forbidden to take secret photos, videos or recordings of teachers or students, including remotely, with any device.
- **Parents** are asked to leave their phones in their pockets and turned off when they are on site. They should ask permission before taking any photos, e.g. of displays in corridors or classrooms, and avoid capturing other children. Please see the Digital images and video section of this document for more information about filming and photography at school events. Parents are asked not to call pupils on their mobile phones during the school day; urgent messages can be passed via the school office. We

do not allow Apple AirTags or similar devices in school. Please note that it is against the terms and conditions of these products to use them to track a child.

- Where BYOD is allowed, neither staff nor students are allowed to use a mobile hotspot to provide internet to the device as this would potentially bypass filtering in contravention of AUPs.

23.2 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, whether on site or at home.

School devices are not to be used in any way which contravenes AUPs, behaviour policy / staff code of conduct.

Wi-Fi is accessible to staff and pupils on school devices. Guest networks are available for visitors, governors and contractors. These are all 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, whether for use at home or school, and may be used for learning and reasonable as well as appropriate personal use.

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

23.3 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 pupils/students and 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. Teachers using their personal phone in an emergency will ensure that the number is hidden to avoid a parent or student accessing a teacher's private phone number.

If on trips, staff may need to connect to another organisation's Wi-Fi/network, but must be aware that other connections may not be as well controlled (e.g. via filtering and monitoring) as the network and systems in school and therefore staff are responsible for risk assessing and managing such situations. Staff should seek advice from the DSL where necessary.

24. Searching and Confiscation

In line with the DfE guidance '[Searching, screening and confiscation: advice for schools]', the Headteacher 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.

Appendix A Roles

Please read the relevant roles & responsibilities section from the following pages.

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

Roles:

- All Staff
- Headteacher
- 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 policy, the Staff handbook and relevant parts of Keeping Children Safe in Education to support a whole-school safeguarding approach.

They must report any concerns, no matter how small, to the designated safety lead as named in the AUP, maintaining an awareness of current online safety issues (see the start of this document for issues in 2025) 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 DfE standards for filtering and monitoring and play their part in feeding back to the DSL about over blocking, gaps in provision or pupils bypassing protections. All staff are also responsible for the physical monitoring of pupils' online devices during any session/class they are working within.

Head of School- Fred Hall

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 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.

Designated Safeguarding Lead-Fred Hall

Key responsibilities:

- 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.
- Ensure the school is complying with the DfE's standards on Filtering and Monitoring.
- 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. This will include a decision on relevant YouTube mode and preferred search engine/s etc. Our You Tube mode is moderate and the preferred search engine is Google Chrome.
- 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.
    - 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 – translations are available in 13 community languages at kcsietranslate.lgfl.net (the condensed Annex A can be provided instead to staff who do not directly work with children if this is better)
    - Cascade knowledge of risks and opportunities throughout the organisation.

- Ensure that ALL governors and 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.
- Receive regular updates about online safety issues and legislation, be aware of local and school trends
- Ensure that online safety education is embedded across the curriculum in line with the statutory RSHE guidance (e.g. by use of the updated UKCIS framework 'Education for a Connected World – 2020 edition') and beyond, in wider school life.
- 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/committee 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 adequate provision for staff to flag issues when not in school and for pupils to disclose issues when off site, especially when in isolation/quarantine, e.g. a survey to facilitate disclosures and an online form on the school home page about 'something that worrying me' that gets mailed securely to the DSL inbox.
- Ensure staff adopt a zero-tolerance, whole school approach to all forms of child-on-child abuse, and don't 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.

Governing Body led by Online Safety/Safeguarding Link Governor

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 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 coordinator / 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.

PSHE/RSHE Lead-Aisha Khan

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 latest 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 outlined in Teaching Online Safety in Schools 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 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-Thomas Colledge

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 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 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 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-Schools ICT, Islington

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 filtering and monitoring systems and carry out regular reviews and annual checks.
- Support DSLs and SLT to carry out an annual online safety audit as 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 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.
- Ensure filtering and monitoring systems work on new devices and services before releasing them to students and staff.
- 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 cyber security policy/plan are up to date, easy to follow and practicable.
- Monitor the use of school technology and online platforms and that any misuse/attempted misuse is identified and reported in line with school policy.
- Work with the Headteacher to ensure the school website meets statutory DfE requirements.

Data Protection Officer (DPO)-GROW

Key responsibilities:

- Alongside those of other staff, provide data protection expertise and training and support the DP and cyber security 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." And in KCSIE, "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."
- Note that retention schedules for safeguarding records may be required to be set as 'Very long-term need (until pupil is aged 25 or older)'. However, some local authorities require record retention until 25 for all pupil records. You should check the requirements in your area.
- 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 AUP agreement a contractor will never attempt to arrange any meeting, **including tutoring session,** 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 (e.g those hiring the premises) including parent association-Friends of Laycock

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.

Appendix B- Acceptable Use Policy for Staff-Governors-Volunteers (LGFL)

Background

We ask everyone involved in the life of Laycock Primary to sign an Acceptable Use* Policy (AUP), which outlines how we expect them to behave when they are online, and/or using school networks, connections, internet connectivity and devices, cloud platforms and social media (both when on school site and outside of school).

This AUP is reviewed annually, and staff, governors and volunteers are asked to read, understand, follow and sign it when starting at the school and whenever changes are made. All staff (including support staff), governors and volunteers have particular legal / professional obligations and it is imperative that all parties understand that online safety is part of safeguarding as well as part of the curriculum, and it is everybody's responsibility to uphold the school's approaches, strategy and policy as detailed in the full Online Safety Policy.

If you have any questions about this AUP or our approach to online safety, it is your responsibility to please speak to the Head of School or Computing Lead.

What am I agreeing to?

1. I have read and understood Laycock's full Online Safety policy and agree to uphold the spirit and letter of the approaches outlined there, both for my behaviour as an adult and enforcing the rules for pupils/students. I will report any breaches or suspicions (by adults or children) in line with the policy without delay as outlined in the Online Safety Policy.
2. I understand online safety is a core part of safeguarding and part of everyone's job. It is my duty to support a whole-school safeguarding approach and to learn more each year about best-practice in this area. I have noted the section in our online safety policy which describes trends over the past year at a national level and in this school.
3. I will report any behaviour which I believe may be inappropriate or concerning in any way (by adults or pupils) to the Designated Safeguarding Lead (if by a child) or Headteacher/Principal (if by an adult) and make them aware of new trends and patterns that I identify.
4. I will uphold the reputation of the school at all times and follow the guidance in the Safeguarding and Online Safety policies for reporting incidents (including for handling incidents and concerns about a child in general, sharing nudes and semi-nudes, upskirting, bullying, sexual violence and harassment, misuse of technology and social media).
5. I understand the principle of 'safeguarding as a jigsaw' where my concern or professional curiosity might complete the picture; online-safety issues (particularly relating to bullying and sexual harassment and violence) are most likely to be overheard in the playground, corridors, toilets and other communal areas outside the classroom.
6. I will take a zero-tolerance approach to all forms of child-on-child abuse (not dismissing it as banter), including bullying and sexual violence & harassment – know that 'it could happen here'! If I am unsure how to address any issues, I will seek support from the DSL.
7. I will leave my phone in my pocket and turned off. Under no circumstances will I use it (or other capture device) in the presence of children or to take photographs or audio/visual recordings of the school, its site, staff or pupils/students. If required (e.g. to take photos of equipment or buildings), I will have the prior permission of the headteacher (this may be delegated to other staff) and it will be done in the presence of a member staff. The same principles apply for wearable technology. Smart glasses must not be worn in school. Please speak to [insert name] if this presents any issue.

8. I will be mindful of using appropriate language and terminology around children when addressing concerns, including avoiding victim-blaming language.
9. I will identify opportunities to thread online safety through all school activities as part of a whole school approach in line with the RSHE curriculum, both outside the classroom and within the curriculum, supporting curriculum/stage/subject leads, and making the most of unexpected learning opportunities as they arise (which have a unique value for pupils).
10. When overseeing the use of technology in school or for homework or remote teaching, I will encourage and talk with pupils about appropriate behaviour and how to get help and consider potential risks and the age-appropriateness of websites (find out what appropriate filtering and monitoring systems are in place and how they keep children safe).
11. I will check with the Head of School if I want to use any new platform or app that has not already been approved by the school, to ensure this is quality assured. This includes any generative AI apps.
12. I will follow best-practice pedagogy for online safety education, avoiding scaring and other unhelpful prevention methods.
13. I will prepare and check all online sources and classroom resources **before** using them, for accuracy and appropriateness (including ensuring adverts do not play at the beginning of videos). I will flag any concerns about "overblocking" to the DSL (such as if I cannot access teaching materials).
14. I will carefully supervise and guide pupils when engaged in learning activities involving online technology, supporting them with search skills, critical thinking, age-appropriate materials and signposting, and legal issues such as copyright and data protection.
15. I will physically monitor pupils using online devices in the classroom to ensure appropriate and safe use.
16. During any periods of remote learning, I will not behave any differently towards students compared to when I am in school and will follow the same safeguarding principles as outlined in the main child protection and safeguarding policy when it comes to behaviour, ways to contact and the relevant systems and behaviours.
17. I understand that school systems and users are protected by security, monitoring and filtering services, and that my use of school devices, systems and logins on my own devices and at home (regardless of time, location or connection), including encrypted content, can be monitored/captured/viewed by the relevant authorised staff members.
18. I know the filtering and monitoring systems used within school and the types of content blocked and am aware of the increased focus on these areas in KCSIE. If I discover pupils or adults may be bypassing blocks or accessing inappropriate material, I will report this to the DSL without delay. Equally, if I feel that we are overblocking, I shall notify the school to inform regular checks and annual review of these systems.
19. I will maintain a professional presence online and carefully consider how I interact with our schools'/school's communities. I understand that all communication must be conducted by official school channels and communication platforms to maintain professional standards and data security. I will not use any personal email, WhatsApp or social media for school purposes unless there is explicit agreement by school leaders.
20. I understand that I am a role model and will promote positive online safety and model safe, responsible and positive behaviours in my own use of technology both in and outside school, including on social media, e.g. by not sharing other's images or details without permission and refraining from posting negative, threatening or violent comments about others, regardless of whether they are members of the school community or not.
21. I will review my personal social media privacy settings regularly to make sure I am happy with information about me that is publicly available.

22. I will not contact or attempt to contact any pupil or to access their contact details (including their usernames/handles on different platforms) in any way other than school-approved and school-monitored ways, which are detailed in the school's Online Safety Policy. I will report any breach of this by others or attempts by pupils to do the same to the headteacher.
23. If I already have a personal relationship to a pupil or their family, I will inform the Head of School of this as soon as possible.
24. Details on social media behaviour, the general capture of digital images/video and on my use of personal devices is stated in the full Online Safety policy. If I am ever not sure, I will ask first.
25. I will not use any new technology or download any apps without agreement from the Head of School.
26. I will not use a mobile hotspot to provide internet to any device I use in school.
27. I agree to adhere to all provisions of the school's Cybersecurity and Data Protection Policies at all times, whether or not I am on site or using a school device, platform or network.
28. I will never use school devices and networks/internet/platforms/other technologies to access material that is illegal or in any way inappropriate for an education setting. I will not attempt to bypass security or monitoring and will look after devices loaned to me.
29. I will not support or promote extremist organisations, messages or individuals, nor give them a voice or opportunity to visit the school. I will not browse, download or send material that is considered offensive or of an extremist nature. I understand that any breach of this AUP and/or of the school's full Online Safety Policy here may lead to appropriate staff disciplinary action or termination of my relationship with the school and where appropriate, referral to the relevant authorities.
30. I will only use AI platforms that have been authorised for use (including those used with pupils and to support administrative tasks), and I will ensure that any use of these platforms is transparent, responsible, appropriate, legal and ethical. I will ensure that I abide by all data protection legislation in relation to using these platforms.

To be completed by the user

I have read, understood and agreed to this policy. I understand that it is my responsibility to ensure I remain up to date and read and understand the school's most recent online safety / safeguarding policies. I understand that failure to comply with this agreement could lead to disciplinary action.

Signature: _____

Name: _____

Role: _____

Date: _____

To be completed by the Head of School

I approve this user to be allocated credentials for school systems as relevant to their role.

Signature: _____

Name: _____

Role: _____

Date: _____

APPENDIX C- Acceptable Use Policy for KS1 Pupils



Acceptable Use Policy (AUP) for KS1 PUPILS

My name is _____

To stay **SAFE online and on my devices**, I follow the Digital 5 A Day and:	✓
1. I only **USE** devices or apps, sites or games if I am allowed to.	
2. I **ASK** for help if I'm stuck or not sure; I **TELL** a trusted adult if I'm upset, worried, scared or confused.	
3. I look out for my **FRIENDS** and tell someone if they need help.	
4. If I get a **FUNNY FEELING** in my tummy, I talk to an adult.	
5. I **KNOW** that online people aren't always who they say they are and things I read or see are not always **TRUE.**	
6. Anything I do online can be shared and might stay online **FOREVER.**	
7. I don't keep **SECRETS** 🚫 unless they are a nice surprise.	
8. I don't have to do **DARES OR CHALLENGES** ❌, even if someone tells me I must. Sometimes these can be dangerous.	
9. I don't change **CLOTHES** or get undressed in front of a camera.	
10. I always check before **SHARING** my personal information or other people's stories, videos and photos.	
11. I am **KIND** and polite to everyone.	

My trusted adults are:

_____ at school

_____ at home

_____ at _____

Appendix D- Acceptable Use Policy for KS2 Pupils





Acceptable Use Policy (AUP) for
KS2 PUPILS

These statements can keep me and others safe & happy at school and home

1. ***I learn online*** – I use school internet, devices and logins for school and homework, to learn and have fun. School can see what I am doing to keep me safe, even when at home.
2. ***I behave the same way on devices as face to face in the classroom, and so do my teachers*** – If I get asked to do anything that I would find strange in school, I will tell another teacher.
3. ***I ask permission*** – At home or school, I only use devices, apps, sites and games if and when I am allowed to. If not sure, I will ask.
4. ***I am creative online*** – I don't just use apps, sites and games to look at things other people made or posted; I also get creative to learn or make things, remembering my 'Digital 5 A Day'.
5. ***I am a good friend online*** – I won't share or say anything I know would upset another person or they wouldn't want shared. If a friend is worried or needs help, I remind them to talk to an adult, or even do it for them.
6. ***I am not a bully*** – I know just calling something fun or banter doesn't stop it may be hurting someone else. I do not post, make or share unkind, hurtful or rude messages/comments, images or videos and if I see it happening, I will tell my trusted adults.
7. ***I am a secure online learner*** – I keep my passwords to myself and reset them if anyone finds them out. Friends don't share passwords!
8. ***I am careful what I click on*** – I don't click on unexpected links or popups, and only download or install things when I know it is safe or has been agreed by trusted adults. Sometimes app add-ons can cost money, so it is important I always check.
9. ***I ask for help if I am scared or worried*** – I will talk to a trusted adult if anything upsets me or worries me on an app, site or game – it often helps. If I get a funny feeling, I talk about it.
10. ***I know it's not my fault if I see or someone sends me something bad*** – I won't get in trouble, but I mustn't share it. Instead, I will tell a trusted adult.
11. ***If I make a mistake, I don't try to hide it but ask for help.***
12. ***I communicate and collaborate online*** – with people I already know and have met in real life or that a trusted adult knows about. I check with a trusted adult before I chat with anyone for the first time, even if they are a 'chatbot'.
13. ***I know online friends might not be who they say they are*** – I am careful when someone wants to be my friend. Unless I have met them face to face, I can't be sure who they are.
14. ***I never pretend to be someone else online*** – it can be upsetting or even dangerous.
15. ***I check with a parent/carer before I meet an online friend*** the first time; I never go alone.
16. ***I don't go live (videos anyone can see) on my own*** – and always check if it is allowed. I check with a trusted adult before I video chat with anybody for the first time.

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Acceptable Use Policy (AUP) for KS2 PUPILS

17. ***I don't take photos or videos or people without them knowing or agreeing to it*** – and I don't create artificial images, videos or deepfakes of others without consent. I never film fights or people when they are upset or angry. Instead ask an adult or help if it's safe.
18. ***I keep my body to myself online*** – I never get changed or show what's under my clothes when using a device with a camera. I remember my body is mine and no-one should tell me what to do with it; I don't send any photos or videos without checking with a trusted adult.
19. ***I can say no online if I need to*** – I don't have to do something just because someone dares or challenges me to do it, or to keep a secret. If I get asked anything that makes me worried, upset or just confused, I should say no, stop chatting and tell a trusted adult immediately.
20. ***I tell my parents/carers what I do online*** – they might not know the app, site or game, but they can still help me when things go wrong, and they want to know what I'm doing.
21. ***I follow age rules*** – 13+ games, apps and films aren't good for me so I don't use them – they may be scary, violent or unsuitable. 18+ games are not more difficult but very unsuitable.
22. ***I am private online*** – I only give out private information if a trusted adult says it's okay. This might be my address, phone number, location or anything else that could identify me or my family and friends; if I turn on my location, I will remember to turn it off again.
23. ***I am careful what I share and protect my online reputation*** – I know anything I do can be shared and might stay online forever (even on Snapchat or if I delete it).
24. ***I am a rule-follower online*** – I know that apps, sites and games have rules on how to behave, and age restrictions. I follow rules, block bullies and report bad behaviour, at home and at school.
25. ***I am part of a community*** – I do not say mean things, make fun of anyone or exclude them because they are different. If I see anyone doing this, I tell a trusted adult and/or report it. I talk to others online how I would like to be spoken to.
26. ***I respect people's work*** – I only edit or delete my own digital work and only use words, pictures or videos from other people if I have their permission or if it is copyright free or has a Creative Commons licence.
27. ***I am a researcher online*** – I use safe search tools approved by my trusted adults. I know I can't believe everything I see, and I know which sites to trust, and how to double check information I come across. I will not copy anything without permission. If I am not sure I ask a trusted adult.

I have read and understood this agreement. If I have any questions, I will speak to a trusted adult: at school that might mean _____

Outside school, my trusted adults are_____

I know I can also get in touch with Childline

Signed: _____ Date: _____

Appendix E- Acceptable Use Policy for Parents

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Acceptable Use Policy (AUP) for PARENTS

Background

The use of technology is an essential part of all of our lives. At Laycock Primary we take our responsibilities for supporting your child to develop skills in using technology very seriously, and their safety and wellbeing are our utmost priority to us.

We ask all children, young people and adults involved in the life of Laycock Primary to read and sign an Acceptable Use* Policy (AUP) to outline how we expect them to behave when they are online, and/or using school networks, connections, internet connectivity and devices, cloud platforms and social media (both when on school site and outside of school).

Your child has also signed an AUP.

We tell your children that **they should not behave any differently when they are out of school or using their own device or on a home network.** What we tell pupils about behaviour and respect applies to all members of the school community, whether they are at home or school. We seek the support of parents and carers to reinforce this message and help children to behave in a safe way when online:

"Treat yourself and others with respect at all times; treat people in the same way when you are online or on a device as you would face to face."

Where can I find out more?

You can read Laycock Primary's full Online Safety Policy for more detail on our approach to online safety and links to other relevant policies (e.g. Safeguarding and Child Protection Policy, Behaviour Policy, etc). If you have any questions about this AUP or our approach to online safety, please speak to a member of the senior leadership team.

What am I agreeing to?

1. I understand that Laycock Primary uses technology as part of the daily life of the school when it is appropriate to support teaching & learning and the smooth running of the school, and to help prepare the children and young people in our care for their future lives.
2. I understand that the school takes every reasonable precaution to keep pupils safe and to prevent pupils from accessing inappropriate materials, including through behaviour policies and agreements, physical and technical monitoring, education and support and web filtering.
3. School network protections will be superior to most home filtering. However, please note that accessing the internet always involves an element of risk and the school cannot be held responsible for the nature and content of materials accessed through the internet and mobile technologies. Schools are asked not to overblock or provide an experience which is so locked down as to block educational content or not train pupils for life in an online world.

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Acceptable Use Policy (AUP) for PARENTS

4. I understand that internet and device use in school, and use of school-owned devices, networks and cloud platforms out of school is subject to filtering and monitoring. More detail of this can be found in our online safety policy.
5. I understand and will help my child to use any devices at home in the same manner as when in school, including during any remote learning periods.
6. I will support my child to follow the school's policy regarding bringing devices (mobile phones, tablets, Smart watches and glasses etc.) to school
7. I understand that my child might be contacted online on Seesaw by their class teachers and which will only be about their learning, wellbeing or behaviour. If they are contacted by someone else or staff ask them to use a different app to chat, please report this to
8. I will promote positive online safety and model safe, responsible and positive behaviours in my 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.
9. Parents are kindly asked not to call pupils on their mobile phones during the school day; urgent messages can be passed via the school office.
10. The impact of social media use is often felt strongly in schools, which is why we expect certain behaviours from pupils when using social media. I will not encourage my child to join any platform where they are below the minimum age (for nearly every social media platform, this means under 13 years old).
11. When I visit the school premises, I will keep any online technology in my pocket wherever possible.
12. I will follow the school's protocols, which outlines when I can capture and/or share images/videos. I will **not** share images of other people's children on social media and understand that there may be cultural or legal reasons why this would be inappropriate or even dangerous (see nofilming.lgfl.net for more information). The school sometimes uses images/video of my child for internal purposes such as recording attainment, but it will only do so publicly if I have given my consent on the relevant form.
13. I will not covertly film or make recordings of any interactions with pupils or adults in schools. If I wish to make any recording, we request you to please speak to the head of school.
14. I understand that for my child to grow up safe online, s/he will need positive input from school and home, so I will talk to my child about online safety and refer to parentsafe.lgfl.net for advice and support on safe settings, parental controls, apps and games, talking to them about life online, screentime and relevant topics from bullying to accessing pornography, extremism and gangs, sharing inappropriate content etc.
15. Research tells us that the majority of children are now accessing artificial intelligence in some form, which is available for free on most mainstream apps and social media platforms. There are some significant risks involved with this including talking to chatbots, and the use of nudifying apps and image creators to create inappropriate and illegal images/videos I will talk to my child about these risks. Find out more at parentsafe.lgfl.net
16. I understand that my child needs a safe and appropriate place to do home learning, whether for homework or during times of school closure. When on any video calls with school, my child will be fully dressed and not in bed, and the camera angle will point away from beds/bedding/personal information etc. Where it is possible to blur or change the background, I will help my child to do so.

Appendix F- Acceptable Use Policy for Visitors & Contractors

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Acceptable Use Policy (AUP) for VISITORS & CONTRACTORS

Background

We ask all children and adults involved in the life of Laycock Primary to sign an Acceptable Use* Policy (AUP), which outlines how we expect them to behave when they are online, and/or using school networks, connections, internet connectivity and devices, cloud platforms and social media.

Visitors and contractors are asked to sign this document before they are allowed access to the school or its pupils. Many of these rules are common sense – if you are in any doubt or have questions, please ask the DSL .

Further details of our approach to online safety can be found in the overall school Online Safety Policy.

If you have any questions during your visit, you must ask the person accompanying you (if appropriate) and/or the Head of School.

If questions arise after your visit, ask the Head of School.

What am I agreeing to?

1. I understand that any activity on a school device or using school networks, platforms, internet and logins may be captured by one of the school's security, monitoring and filtering systems and/or viewed by an appropriate member of staff.
2. I will never attempt to arrange any meeting with a pupil, including tutoring session, 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.
3. I will leave my phone in my pocket and turned off. Under no circumstances will I use it (or other capture device) in the presence of children or to take photographs or audio/visual recordings of the school, its site, staff or pupils/students. If required (e.g. to take photos of equipment or buildings), I will have the prior permission of the headteacher (this may be delegated to other staff) and it will be done in the presence of a member staff. The same principles apply for wearable technology. Smart glasses should not be worn in school. Please speak to the Head of School if this presents any issue.
4. If I am given access to school-owned devices, networks, cloud platforms or other technology:
    - I will use them exclusively for the purposes to which they have been assigned to me, and not for any personal use
    - I will not attempt to access any pupil / staff / general school data unless expressly instructed/allowed to do so as part of my role
    - I will not attempt to make contact with any pupils/students or to gain their contact details under any circumstances
    - I will protect (and not share) my username/password and notify the school of concerns.
    - I will abide by the terms of the school Data Protection Policy protections
    - I understand that my online activity will be subject to the school's filtering and monitoring systems, and that any attempts to access content which is illegal or



Acceptable Use Policy (AUP) for VISITORS & CONTRACTORS

inappropriate for a school setting, may result in further action as per the safeguarding procedures and may result in termination of contract.

5. I will not share any information about the school or members of its community that I gain as a result of my visit in any way or on any platform except where relevant to the purpose of my visit and agreed in advance with the school.
6. I will not reveal any information on social media or in private which shows the school in a bad light or could be perceived to do so.
7. I will not do or say anything to undermine the positive online safety messages that the school disseminates to pupils/students and will not give any advice on online safety issues unless this is the purpose of my visit and this is pre-agreed by the school. NB – if this is the case, the school will ask me to complete Annex A and consider Annex B of '[Using External Visitors to Support Online Safety]' from the UK Council for Child Internet Safety (UKCIS).
8. I understand that children can be abused and harmed when using devices and I will report any behaviour (no matter how small) which I believe may be inappropriate or concerning in any way to the Designated Safeguarding Lead (if by a child) or Headteacher/Principal (if by an adult).
9. I will only use any technology during my visit, whether provided by the school or my personal/work devices, including offline or using mobile data, for professional purposes and/or those linked to my visit and agreed in advance. I will not view any content or material which is or could be perceived to be inappropriate for children or an educational setting. I will not use a mobile hotspot to provide internet to any device I use in school.
10. If I need to use any specific applications, I must seek authorisation from the Head of School before doing so. In particular this includes AI.
11. I will behave in a professional and responsible manner at all times and understand that failure to do so may result in further action being taken and could result in the termination of my contract.