Graham James Primary Academy

E-Safety Policy

Updated: September 2024
To be reviewed: September 2025

GRAHAM JAMES PRIMARY ACADEMY

E-safety Policy

Aims and objectives - E Safety and Internet Usage

E safety encompasses internet technologies and electronic communications such as mobile phones and wireless technology. It highlights the need to educate children about the benefits and risks of using new technology and provides safeguards and awareness for users to enable them to control their online experiences.

The school's E safety policy will operate in conjunction with other policies including those for Behaviour, Anti-Bullying, Safeguarding/Child Protection, Data Protection & RSHE (Relationships, sex and health education)

Our aim is to keep all children safe both in school and outside of school when they are using internet technologies and electronic communications. Empowering them with knowledge of how to always keep themselves and others safe.

Background - Why Is Internet Use Important?

The purpose of internet use in school is to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the school's management information and administration systems.

Internet use is part of the statutory curriculum and a necessary tool for learning. It is an essential element in 21st century life for education, business and social interaction. Access to the internet is therefore an entitlement for pupils who show a responsible and mature approach to its use and Graham James Primary Academy has a duty to provide pupils with quality internet access.

Many pupils will access the internet outside school and will need to learn how to evaluate online information and to take care of their own safety and security.

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism.

Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi nudes and/or pornography), sharing other explicit images and online bullying.

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

How Does Internet Use Benefit Education?

Benefits of using the internet in education include:

- Access to world-wide educational resources including museums, libraries and art galleries
- Rapid and cost-effective worldwide communication

- Access to experts in many fields for pupils and staff
- Professional development for staff through access to national developments, educational materials and effective curriculum practice
- Collaboration across support services and professional associations
- Improved access to technical support including remote management of networks and automatic system updates
- Exchange of curriculum and administration data with the Local Authority
- Access to learning wherever and whenever convenient
- Greatly increased skills in Literacy
- In times of lockdowns and COVID 19, internet access allows students to continue learning remotely using Microsoft teams and Purple Mash.

How Can Internet Use Enhance Learning?

- The school internet access is designed expressly for pupil use and includes filtering appropriate to the age of our pupils
- Children will be taught what internet use is acceptable and what is not and given clear objectives for internet use
- Internet access will be planned to enrich and extend learning activities
- Staff will guide pupils in online activities that will support learning outcomes planned for the pupils' age and maturity
- Pupils will be educated in the effective use of the internet in research, including the skills of knowledge location, retrieval and evaluation

Good Habits

E safety depends on effective practice at a number of levels:

- Responsible ICT use by all staff and pupils; encouraged by education and made explicit through published policies.
- Sound implementation of E-safety policy in both administration and curriculum, including secure school network design and use.
- Safe and secure broadband from the provider including the effective management of content filtering.

Dangers to Consider

Some of the dangers children may face include:

- Access to illegal, harmful or inappropriate images or other content
- Unauthorised access to/loss of/sharing of personal information
- The risk of being subject to grooming by those with whom they make contact on the internet
- The sharing/distribution of personal images without an individual's consent or knowledge
- Inappropriate communication/contact with others, including strangers
- Cyberbullying
- Access to unsuitable video/internet games
- An inability to evaluate the quality, accuracy and relevance of information on the internet
- Plagiarism and copyright infringement

- Illegal downloading of music or video files
- The potential for excessive use which may impact on the social and emotional development and learning of the young person.

As with all other risks, it is impossible to eliminate those risks completely. It is therefore essential, through good educational provision to build pupils' resilience to the risks to which they may be exposed, so that they have the confidence and skills to face and deal with these risks. We must demonstrate that we provide the necessary safeguards to help ensure that we have done everything that could reasonably be expected of us to manage and reduce these risks.

E Safety & Internet Usage

- Pupils must ask permission before accessing the internet and have a clear idea of why they are using it.
- Computers, iPads and school laptops should only be used for schoolwork and homework unless permission has been given otherwise.
- No program files may be downloaded from the internet to the computer, to prevent corruption of data and to avoid viruses
- Pupils must not bring in USBs from home for use in school without permission. This is for both legal and security reasons. USBs should be virus scanned before use.
- Access in school to external personal email accounts may be blocked
- The forwarding of chain letters is not permitted
- All pupils will be made aware of the 'Acceptable Use Agreement' at the beginning of each school year.

Acceptable Use Agreement for KS1 – This is discussed and explained at the beginning of each academic year by the class teacher and Computing Lead

- I will only use the internet or computer when a teacher or adult is with me
- I will only use my own login and password and I will not tell anyone else what it is
- I will not look at or delete other people's files
- I will not bring in memory sticks from home without permission
- If I see anything that upsets me, I will tell an adult
- I will not give out any details about me – like my name or address
- I know school will check my computer and be able to see what I am doing and what sites I have visited
- If I break these rules I know I may be stopped from using the internet and/or computers

Acceptable Use Agreement for KS2 – This is discussed and explained at the beginning of each academic year by the class teacher and Computing Lead

- I will use the school computers and technology sensibly
- I will ask permission from an adult before I look at the internet
- I will only log on using my own username and password which I will keep confidential
- I will only look at my own work and not delete anyone else's files
- I will not bring in a USBs from home without permission

- I will only email people I know
- I will always be polite and use appropriate language when emailing or sending messages on the computer
- I will not give out my personal information or arrange to meet anyone
- If I think anything on the internet upsets me or a stranger sends me a message, I will tell an adult
- I know school will check my computer and be able to see what I am doing and what sites I have visited
- If I break these rules, I know I may be stopped from using the internet and/or computers

Social Networking

- At Graham James Primary Academy, we block/filter access to social networking sites and newsgroups unless a specific use is approved
- Pupils are advised never to give out personal details of any kind which may identify them or their location
- Pupils are advised not to place personal photos on any social network space
- Pupils are advised on security and encouraged to set passwords, deny access to unknown individuals and instructed how to block unwanted communications.
- Pupils are encouraged to invite known friends only and deny access to others
- Pupils and parents are made aware that some social networks are not appropriate for children of primary school age and the legal age to hold accounts on many such as YouTube or Instagram is 13 years' old

Filtering and Monitoring

The school will work in partnership with our internet Service Provider to ensure filtering and monitoring systems are as effective as possible – This will be regularly reviewed and updates made when needed.

Managing Emerging Technologies

- Emerging technologies will be examined for educational benefit and their risks assessed
- Mobile phones will not be used for personal use during lessons or formal school time on the school site.
- The sending of abusive or inappropriate text messages or photos (sexting) is forbidden

Handling E Safety Complaints

- Complaints of internet misuse will be dealt with by the class teacher – We encourage both children and parents to report any concerns as soon as possible.
- Any complaint about staff misuse must be referred to the head teacher
- These will be logged and dealt with as deemed appropriate by the head teacher
- Complaints of a child protection nature must be dealt with in accordance with school child protection and safeguarding procedures
- Complaints must be used in conjunction with our Complaints Policy.

Online Safety for Learners with Special Educational Needs and Disabilities (SEND)

What is different for learners with SEND?

The internet and technology are an integral part of everyday life for children. It is important that we acknowledge the positive opportunities the internet provides for young people with Special Educational Needs and Disabilities (SEND); the accessibility of images and video online make it an excellent learning tool, whilst global connectivity enables children with SEND to socialise and access support.

However, children with SEND are more likely than their peers to experience online issues such as cyberbullying, online grooming and exploitation. Similarly, children with SEND are more likely to have their internet use restricted and therefore have limited opportunities to learn through experience, develop resilience or seek support, which would empower them to use technology safely.

Online safety is a fundamental part of our safeguarding responsibilities and because of this, Graham James Primary Academy implement a range of targeted and differentiated strategies to enable learners with SEND to access the internet safely and appropriately.

Online safety messages

For some learners, the use of abstract language and concepts can lead to confusion, frustration and misunderstandings. Graham James Primary Academy work together with learners to build and develop a collaborative understanding of the terminology being used.

Language to consider:

- What does the term 'online predator' mean to a child with SEND? Is it a dangerous person or a wild animal?
- Is an online contact still a stranger if you know their name or they send a 'friend request'?
- If you must never share personal information online, how do you tell online shops where to deliver your orders?

We are mindful that there are usually exceptions to rules which can sometimes be difficult for children with SEND to accept; therefore, we ensure the 'rules' are clear, consistent and not left open to interpretation.

Examples:

- A learner who finds it difficult to understand abstract meaning may not be able to interpret hidden messages or metaphors in many popular video resources.
- Instead of saying: "Don't share personal information online", consider a more realistic statement: "Always ask your trusted adult, before sharing personal information online".

Education and training

Online safety education is delivered in an age and context appropriate way, based on learner needs and experiences. Staff establish what learners already know about online safety and how much experience or exposure they have to the online environment.

Designated Safeguarding Leads (DSLs) access appropriate training and guidance regarding the specific online risks for learners with SEND (Annex B, Keeping Children Safe in Education).

Consider:

- What online experiences do learners with SEND already have?
- Can learners identify and/or explain online safety risks?

- Can learners understand and remember online safety messages?

Many learners with SEND will want to engage in the same activities as their peers, but may lack the understanding, skills or support to do so safely. Graham James Primary Academy implement a small step approach to online access, enabling learners to develop experiences and build resilience in the online environment.

Online safety education does not just take place within computing lessons but forms part of an embedded and progressive curriculum, including appropriate PSHE and Relationships, Sex and Health Education lessons (RSHE).

When teaching about online safety, learners with SEND may need:

- Complex online safety issues to be broken down and explained in greater detail
- To explore issues in a variety of contexts and approaches
- More examples of safe and unsafe practices
- Constant reinforcement and repetition of key safety messages
- Differentiated teaching resources and materials

Visual resources and verbal support can be useful for learners with SEND, but some learners may respond better to multi-media content such as videos, interactive presentations, screensavers or spoken/sound recordings that they can associate with 'good' or 'bad' decisions. 'Know your friends with Josh and Sue' is an illustrated video from CEOP which uses clear facial expressions and visual clues to communicate basic online safety rules.

Examples:

- When delivering lessons about privacy and security settings on social media, actual websites are used to allow learners to explore the real tools.
- A learner with hearing impairment would benefit from adapted education material, such as, videos with subtitles or British Sign Language.

Acceptable use rules:

Graham James Primary Academy provides clear boundaries and expectations for appropriate internet use for all staff, learners and parents; however, the way in which we communicate these 'rules' to learners with SEND may need to be adapted. Some learners with SEND may intentionally test boundaries and contravene the rules; if this is the case, consequences are presented alongside the rules (i.e. cause and effect).

Consider:

- Do all learners recognise and understand safe and unsafe behaviour online?
- Can they transfer rules about safety, or skills, from one activity and apply it to the online environment?
- Are there appropriate boundaries and support networks for learners both at school and at home?

Examples:

- A learner who has difficulty transferring rules, or applying them out of context, may find constant reinforcement and visual reminders near devices helpful.
- A learner who is allowed unrestricted access to technology at home and intentionally tries to bypass school filters may require a strict AUP which is shared and supported by parents.

Parents and carers:

Parents/carers play a vital role in supporting their children learn how to be safe online, but barriers such as: insufficient computer skills or a limited understanding about the online environment can be off-putting for many, regardless of whether their child has SEND or not.

Consider:

- Do all parents/carers understand the risks online and how to access support?
- Do all parents/carers know how to talk about online safety and support their child in accessing the internet safely?
- Are all parents/carers aware of the key online safety messages that are taught to pupils in school?

At Graham James Primary Academy, we encourage parents to adopt similar mechanisms for supporting their child online, as they use in the 'real' world. Examples:

- A parent may assume that their child is not physically or mentally capable of accessing the internet, so does not implement blocks or filters.
- A parent may be frightened that their child will be an easy target online, so bans internet access, restricting their child's ability to learn and develop online resilience.
- A parent may assume that their child, who is very technology literate, knows how keep themselves safe, so does not actively discuss online safety rules.

Both professionals and parents should take an active interest in children with SEND online activities and talk to them regularly about what they do online. Creating an open and positive dialogue about technology will encourage learners to speak to an adult if something negative happens online.

Click on the following link to view helpful advice on a range of key online safety topics.

https://www.childnet.com/help-and-advice/parents-and-carers

Policies and procedures:

The DSL/SENCO/Wellbeing Lead develop and review online safeguarding policies ensuring specific needs and requirements of learners with SEND are met. If individual learners are identified with specific online safety concerns, this is incorporated into their Education, Health and Care (EHC) plans.

Examples:

- A learner with autism who becomes fixated on online material may require additional monitoring and supervision (particularly if the material is likely to cause them harm, such as pornography or terrorist material).
- A learner with visual impairment may require screen adaptations and more verbal support when accessing the internet.

Reporting concerns:

Graham James Primary Academy are conscious that, learners with SEND may require a range of methods to enable them to report concerns and seek support. Some learners with SEND may find it difficult to explain or describe things that have happened online; learners might find it easier to show adults what they did, whilst others may not actually know how something happened. Careful investigation by DSLs may be required with support as appropriate from technical staff. Graham James Primary Academy highlights external reporting systems, such as the CEOP report button or the Childline website and ensures learners understand when it would and wouldn't be appropriate to contact them.