KENSINGTON WADE

ONLINE SAFETY POLICY

(Including Early Years Foundation Stage)

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

This policy should be 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 it is possible to follow it in all respects. This will help ensure all stakeholders understand the rules that are in place and why, and that the policy affects day-to-day practice. Acceptable Use Policies are reviewed alongside this overarching policy. Any changes to this policy should be immediately disseminated to all stakeholders.

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

The main online safeguarding trends to be aware of are:

- Appropriate use of apps/sites
- Appropriate use of messaging/emails
- Self-generative Artificial Intelligence (AI)
- Misinformation online
- Filming without consent and sharing online
- Cyber attacks

Given the 13+ minimum age requirement on most social media platforms, it is notable that half (51%) of children under 13 use them. Despite age restrictions, four in ten admit to giving a fake age online, exposing them to content inappropriate for their age and increasing their risk of harm, with over a third (36%) of parents of all 3-17s saying they would allow their child to have a profile on sites or apps before they had reached the minimum age.
As a school we recognise that many of our children and young people are on these apps regardless of age limits, which are often misunderstood or ignored. We therefore will remind about best practice while remembering the reality for most of our pupils is quite different. We host parental workshops regarding online safety and remind parents about minimum wages for different apps.

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

- Posted on the school website
- Part of school induction pack for all new staff (including temporary, supply and non-classroom-based staff and those starting mid-year)
- Integral to safeguarding updates and training for all staff (especially in September refreshers)
- Clearly reflected in the Acceptable Use Policies 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.

Aims

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

- Setting out expectations for all Kensington Wade 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. PHSCE) 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 and learning, increase attainment and prepare children and young people for the risks and opportunities of today 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)

Further Help and Support

Internal school channels should always be followed first for reporting and support, as documented in school policy documents, especially in response to incidents, which should be reported in line with your Child Protection & Safeguarding Policy. The DSL will handle referrals to the local authority children's social care and will handle referrals to the LA designated officer (LADO). The local authority or third-party support organisations you work with may also have advisors to offer general support.

Beyond this, reporting.lgfl.net has a list of curated links to external support and helplines for both pupils and staff, including the Professionals' Online-Safety Helpline from the UK Safer Internet Centre and the NSPCC Report Abuse Helpline for sexual harassment or abuse, as well as hotlines for hate crime, terrorism and fraud which might be useful to share with parents, and anonymous support for children and young people. Training is also available via safetraining.lgfl.net

Scope

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

Roles and responsibilities

This school is a community, and all members have a duty to behave respectfully online and offline, to use technology for teaching and learning and to prepare for life after school, and to 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.

It is vital that all members understand their responsibilities and those of others when it comes to filtering and monitoring. All staff have a key role to play in feeding back on potential issues.

Education and curriculum

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

It is important that schools establish a carefully sequenced curriculum for online safety that builds on what pupils have already learned and identifies subject content that is appropriate for their stage of development.

As well as teaching about the underpinning knowledge and behaviours that can help pupils navigate the online world safely and confidently regardless of the device, platform or app. Teaching Online Safety in Schools recommends embedding teaching about online safety and harms through a whole school approach and provides an understanding of these risks to help tailor teaching and support to the specific needs of pupils, including vulnerable pupils – dedicated training around this with curriculum mapping for PSHE and online safety leads is available at safetraining.lgfl.net

RSHE guidance also recommends schools assess teaching to "identify where pupils need extra support or intervention [through] tests, written assignments or self-evaluations, to capture progress."

The following subjects have the clearest online safety:

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

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, new technology such as augmented reality, etc) in school or setting as homework tasks, all staff should encourage sensible use, monitor what pupils are doing and consider potential dangers and the age appropriateness of websites (ask the DSL what appropriate filtering and monitoring policies are in place). "Parents and carers are likely to find it helpful to understand what systems schools use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online" (KCSIE 2024).

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

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

All children have lessons in online safety as part of the curriculum in computing and PSHE. See subject progression map for programme of study.

This is done within the context of an annual online safety audit, which is a collaborative effort led by Designated Safeguarding Lead.

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 (particularly relating to bullying and sexual harassment and violence).

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

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

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

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

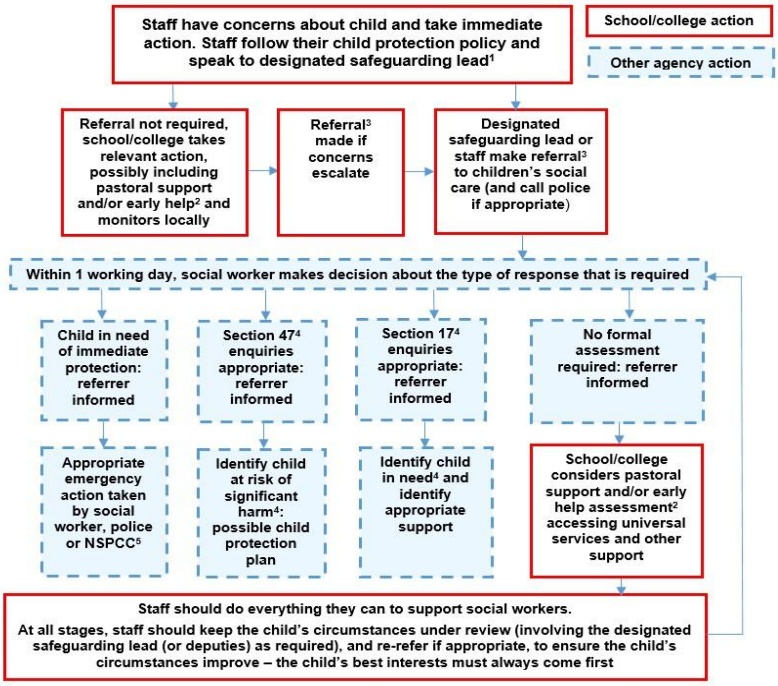
Any concern/allegation about staff misuse is always referred directly to the Headteacher, unless the concern is about the Headteacher in which case the complaint is referred to the Chair of Governors and the LADO (Local Authority's Designated Officer). Staff may also use the NSPCC Whistleblowing Helpline (you may want to display a poster with details of this / other helplines in the staff room – see posters.lgfl.net and reporting.lgfl.net).

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 evaluate whether reporting procedures are adequate for any future closures/lockdowns/isolation etc and make alternative provisions in advance where these might be needed.

Actions where there are concerns about a child

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

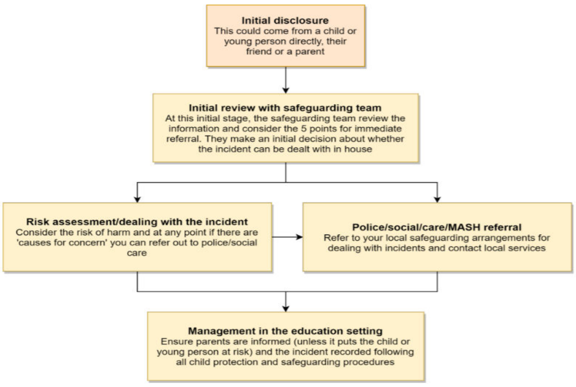

Staff have concerns about child and take immediate action. Staff follow their child protection policy and speak to designated safeguarding lead[1]
School/college action
Other agency action
Referral not required, school/college takes relevant action, possibly including pastoral support and/or early help[2] and monitors locally
Referral[3] made if concerns escalate
Designated safeguarding lead or staff make referral[3] to children's social care (and call police if appropriate)
Within 1 working day, social worker makes decision about the type of response that is required
Child in need of immediate protection: referrer informed
Section 47[4] enquiries appropriate: referrer informed
Section 17[4] enquiries appropriate: referrer informed
No formal assessment required: referrer informed
Appropriate emergency action taken by social worker, police or NSPCC[5]
Identify child at risk of significant harm[4]: possible child protection plan
Identify child in need[4] and identify appropriate support
School/college considers pastoral support and/or early help assessment[2] accessing universal services and other support
Staff should do everything they can to support social workers.
At all stages, staff should keep the child's circumstances under review (involving the designated safeguarding lead (or deputies) as required), and re-refer if appropriate, to ensure the child's circumstances improve – the child's best interests must always come first

Sexting – sharing nudes and semi-nudes

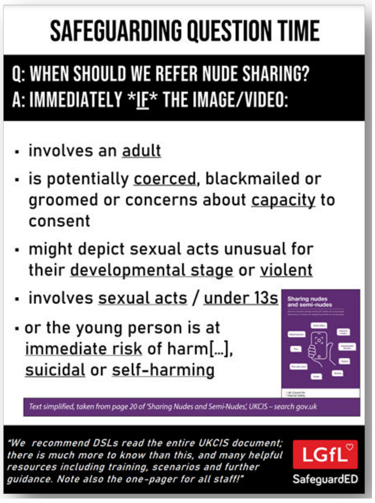
All schools (regardless of phase) should refer to the UK Council for Internet Safety (UKCIS) guidance on sexting - now referred to as Sharing nudes and semi-nudes: advice for education settings.

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, pupils 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 in turn use the full guidance document, sharing nudes and semi-nudes – advice for educational settings to decide next steps and whether other agencies need to be involved (see flow chart below from the UKCIS guidance) and next steps regarding liaising with parents and supporting pupils.


Initial disclosure
This could come from a child or young person directly, their friend or a parent
Initial review with safeguarding team
At this initial stage, the safeguarding team review the information and consider the 5 points for immediate referral. They make an initial decision about whether the incident can be dealt with in house
Risk assessment/dealing with the incident
Consider the risk of harm and at any point if there are 'causes for concern' you can refer out to police/social care
Police/social/care/MASH referral
Refer to your local safeguarding arrangements for dealing with incidents and contact local services
Management in the education setting
Ensure parents are informed (unless it puts the child or young person at risk) and the incident recorded following all child protection and safeguarding procedures

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:



SAFEGUARDING QUESTION TIME

Q: WHEN SHOULD WE REFER NUDE SHARING?
A: IMMEDIATELY *IF* THE IMAGE/VIDEO:

- involves an adult
- is potentially coerced, blackmailed or groomed or concerns about capacity to consent
- might depict sexual acts unusual for their developmental stage or violent
- involves sexual acts / under 13s
- or the young person is at immediate risk of harm[…], suicidal or self-harming

Text simplified, taken from page 20 of 'Sharing Nudes and Semi-Nudes,' UKCIS – search gov.uk

"We recommend DSLs read the entire UKCIS document; there is much more to know than this, and many helpful resources including training, scenarios and further guidance. Note also the one-pager for all staff!"

LGfL SafeguardED

Upskirting

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

Bullying

Online bullying, including incidents that take place outside school or from home should be treated like any other form of bullying and the school bullying policy should be followed for online bullying, which may also be referred to as cyberbullying, including issues arising from banter.
It is important to be aware that sometimes fights are being filmed, live streamed or shared online and fake profiles are used to bully children in the name of others. When considering bullying, staff will be reminded of these issues.
Materials to support teaching about bullying and useful Department for Education guidance and case studies are at bullying.lgfl.net

Child-on-child sexual violence and sexual harassment

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.

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

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

These are defined in the relevant Acceptable Use 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.

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 Code of Conduct for staff/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 in future periods of absence/ closure/quarantine etc.

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.

The new responsibilities for filtering and monitoring, led by the DSL and following the new DfE standards, may mean that more such incidents will be discovered but the school will do its best to remind pupils and staff of this increased scrutiny.

Social media incidents
See the social media section later in this document for rules and expectations of behaviour for children and adults in Kensington Wade School community. These are also governed by school Acceptable Use Policies.

Breaches will be dealt with in line with the school behaviour policy (for pupils) or code of conduct/handbook (for staff).

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

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

CCTV
CCTV is held by Melcombe Primary School. See statement taken from their Data Protection Policy:

> *We use CCTV in various locations around the school site to ensure it remains safe. We will follow the ICO's guidance for the use of CCTV, and comply with data protection principles. We do not need to ask individuals' permission to use CCTV, but we make it clear where individuals are being recorded. Security cameras are clearly visible and accompanied by prominent signs explaining that CCTV is in use. Any enquiries about the CCTV system should be directed to the Executive Head Teacher.*

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

Data protection and cybersecurity
All pupils, staff, governors, volunteers, contractors and parents are bound by the school's data protection guidance. 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 2024, "The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children."

Appropriate filtering and monitoring
The designated safeguarding lead (DSL) has lead responsibility for filtering and monitoring and works closely with Melcombe's IT Manager and LGfL 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 pupils to bypass systems and any potential over-blocking. They can submit concerns at any point via IT Support 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 to ensure that the school responds to issues and integrates with the curriculum.

We carry out half-termly or as and when checks to ensure all systems are in operation and functioning as expected. An annual review is carried out as part of an online safety audit of strategy.

We use templates from LGfL for this documentation. (Online Safety Audit)
Results are given to the Head and shared with Governors.
Safe Search is enforced on any accessible search engines on all devices used.

At Kensington Wade we use LGfL system provided to us by Melcombe Primary school to filter search engines and ensure that pupils have safe access to online resources. This filtering system blocks any inappropriate content, providing a secure digital environment for learning.

For lessons involving YouTube videos, teachers must fully review the content beforehand to ensure it aligns with our educational standards. Additionally, we utilise SafeShare.tv, a platform that converts YouTube videos to remove ads and other potentially distracting content, creating a cleaner viewing experience. The School Protect filtering policies enable safe YouTube browsing.

Pupils are always supervised by staff while using any device connected to the internet, maintaining a safe and supportive online learning environment.

For monitoring devices, we use the LGfL to monitor activity across all areas of internet usage. This system provides comprehensive, 24/7 monitoring both onsite and offsite, ensuring continuous oversight of these platforms.

In the event of potential misuse, designated team members will receive email alerts for immediate awareness and action. LGfL incorporates a human review process: for incidents assessed as severe, the DSL/Head will be directly contacted by phone to ensure a swift response.

Staff will be reminded of the systems in place and their responsibilities at induction and start of year safeguarding as well as via Acceptable use 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 daily and takes any necessary action as a result. This is reported to the Head and Governor responsible for Safeguarding.

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

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

At Kensington Wade School:

- web filtering is provided by LGfL system protection on school site
- changes can be made by MPS - Network Manager and DSL
- overall responsibility is held by the DSL
- technical support and advice, setup and configuration are from MPS Network Manager
- Monthly checks are made weekly by the DSL and Business Manager to test the filtering facilities.
  These are evidenced by tests using http://testwebscreen.co.uk/

- an annual review is carried out by the DSL as part of the online safety audit to ensure a whole school approach
- guidance on how the system is 'appropriate' is available at appropriate.lgfl.net

At Kensington Wade School we use:

- Teachers will be visually monitoring what children have on their screens within lessons.
- We will be implementing ABTutor or something similar to actively monitor computers on the pupil ipads and iMac.
- If concerns are raised about a member of staff's use of the school network, ABTutor is used for live monitoring.
- The LGfL system monitors all computers throughout the school, scanning for content related to self-harm, bullying, explicit material, violence, drugs, and weapons.

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

Authorised systems

Years 3 – 6 pupils have an individual i-pad which is for school use only, access to Google Classroom and Google Drive. They will be able to communicate with each other and with staff using Google Classroom.

Staff at this school use the email system provided by Microsoft 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. Staff are permitted to use this email system to communicate with pupils and external parties.

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 with communication facilities or any child login or storing school/child data must be approved in advance by the school and centrally managed by the data-protection officer, headteacher, IT department and Bursar.

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).

Behaviour / usage principles of messaging

- 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 always expected, 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 always followed when it comes to all school communications, in line with the school Data Protection Policy.
- Pupils and 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 always apply. 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).

Use of generative AI

At Kensington Wade school we acknowledge that generative AI platforms (e.g. ChatGPT or Bard 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 pupils – these experiences may be both positive/creative and also

negative (inappropriate data use, misinformation, bullying, deepfakes, undressing apps).

Staff will be given training on how to use AI effectively to plan lessons and activities and how it can be used to improve the quality of reports. Staff have also been made aware of the shortcomings and risks of using AI.

Pupils are taught the necessary skills to effectively use AI in their Computing lessons and as part of the curriculum.

Online storage or 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 Kensington Wade school this includes Microsoft Office apps.

For all these, it is important to consider data protection and cybersecurity before always adopting such a platform or service and when using it. Kensington Wade School has an evolving cyber security guidance and Data Protection Policy which staff, governors and volunteers must follow at all times. Any new platforms will be approved by SLT.

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 Head has delegated the day-to-day responsibility of updating the content of the website and ensuring compliance with DfE stipulations to the Marketing Manager.

The site is managed and hosted by Innermedia
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.

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

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

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

Any pupils shown in public facing materials are never identified with more than first name (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 Kensington Wade School, members of staff may not take photographs on their own devices.

Staff and parents are reminded annually about the importance of not sharing without permission, due to reasons of child protection (e.g. looked-after children often have restrictions for their own protection), data protection, religious or cultural reasons, or simply for reasons of personal privacy. 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 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.

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

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

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

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

Our Marketing manager is responsible for managing our X/Instagram/Facebook/WeChat/Little Red Book and other social media accounts and checking our Wikipedia and Google reviews and other mentions online.

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

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

If parents have a concern about the school, we 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 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 (note that WhatsApp is 16+), we ask parents to respect age ratings on social media platforms wherever possible and not encourage or condone underage use. It is worth noting that Online Harms regulation is likely to require more stringent age verification measures over the coming years.

However, the school must 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 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 parentsafe.lgfl.net and introduce the Children's Commission Digital 5 A Day.

Although the school has official social media accounts and will respond to general enquiries about the school, it asks parents/carers not to use these channels, especially not to communicate about their children.
Email is the official electronic communication channel between parents and the school. Social media, including chat apps such as WhatsApp, are not appropriate for school use.

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

Pupils are discouraged from 'following' staff, governor, volunteer or contractor public accounts (e.g. following a staff member with a public Instagram account). 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 pupil accounts.

* Exceptions may be made, e.g. for pre-existing family links, but these must be approved by the Head, 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 significant number of Prohibition Orders issued by the Teacher Regulation Agency to teaching staff that involved misuse of social media/technology.

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

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

Device usage

Acceptable Use guidance reminds 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 Acceptable Use guidance and the sections of this document which impact upon device usage, e.g. copyright, data protection, social media, misuse of technology, and digital images and video.

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

- In Year 6, pupils who walk to and from school unaccompanied are allowed to bring mobile phones in for emergency use only. This is handed in to the office at the start of the day and collected at the end of the day. Any attempt to use a phone in lessons without permission or to take illicit photographs or videos will lead to and the withdrawal of mobile privileges. 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.
- 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 cybersecurity 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 must inform a member of SLT and have a colleague on hand to release them when the call comes in.

- 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 head should be sought (the head may choose to delegate this) and this should be done in the presence of a member staff.
- Parents are asked to leave their phones in their pockets and turned off when they are on site. At concerts and class assemblies, parents are reminded that any videoing/photographs are only for their private use and not to be shared in any form.

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 Acceptable Use guidance, behaviour policy / staff code of conduct.
Wifi is accessible to Staff and visitors for school-related internet use and limited personal use within the framework of the acceptable use policy. All such use is monitored.
All and any usage of devices and/or systems and platforms may be tracked.

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/pupils 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 Head. Teachers using their personal phone in an emergency will ensure that the number is hidden (+141 in front of the number) to avoid a parent or pupil accessing a teacher's private phone number.

If on trips pupils are encouraged to connect to another organisation's Wi-Fi network, staff 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.

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

Full details of the school's search procedures are available in the school Behaviour Policy.

Key Details
Designated Safeguarding Lead: Miss Kathryn Bailey
Named Governor for Safeguarding and web filtering: Mr Rodney Harris
Curriculum Lead: Miss Mary-Anne Malloy
Computing Lead: Miss Emer McMurrough
PSHE: Miss Laprecia Sutton
Network Manager: Melcombe Primary School

This policy will be reviewed **at least** annually.

Date Updated: January 2025