



**SAFEGUARDING AND
ONLINE SAFETY POLICY**

**Monkston Primary School
Safeguarding and Online Safety Policy**

ADOPTION AND AMENDMENTS TO SAFEGUARDING AND ONLINE POLICY

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**Monkston Primary School
Safeguarding and Online Safety Policy**

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1. Key contacts in School / Setting

Headteacher and Senior Designated Safeguarding Lead:	Hannah Williams
Deputy Designated Safeguarding Leads:	Aimee Mills and Lauren Hamer
Designated Online Safety Lead:	Aimee Mills
Chair of Governing Body:	Adam Gledhill
Designated Governor for Safeguarding, including Safer Recruitment:	Jon Everitt

2. General Principles

Today's pupils are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risk. Educational settings have specific, statutory responsibilities to ensure and promote children's safety and well-being; this also applies to the online environment. At Monkston Primary School, we recognise and fully understand our role in ensuring that all pupils and staff are given the necessary skills to become responsible and confident online users. This will allow them to make the best use of the internet and technology in a safe, considered and respectful way, so they are able to reap the benefits of the online world. This also extends to parents through the notification of any online safety issues through the school newsletter and website.

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Monkston Primary School adopts the key statutory guidance ***Keeping Children Safe in Education*** published by the Department for Education in September 2025. The specific responsibilities, regarding online safety; include, but are not limited to:

- A requirement for an effective child protection policy in place, together with a policy on Social Networking Sites & Personal Internet Presence for School Staff;
- All staff are aware of the role of technology within abuse;
- All staff recognise that abuse can be perpetrated by children themselves; and appropriate policies and procedures in relation to peer-on-peer abuse, including cyberbullying, are in place;
- All staff should be aware of indicators of abuse and neglect (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection;
- Ensuring that children are taught about online safety, through a variety of teaching and learning opportunities, as part of providing a broad and balanced curriculum;
- All members of staff receive appropriate safeguarding and child protection training (including online safety) at induction and should be regularly updated;
- All members of staff should receive safeguarding and child protections (including online safety) updates (for example, via emails, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively;
- Filtering and monitoring (*please see section 6 for more details*).

As well as this, the ***Early Years Foundation Stage framework*** (EYFS) November 2024 sets the standards for learning, development and care for children from birth to five. The specific responsibilities, regarding online safety; include, but are not limited to:

- Educational programmes must guide children to make sense of their physical world and their community; including the use of technology;
- Safeguarding policies must cover the use of mobile phones and cameras within the setting;
- All staff should be trained to recognise inappropriate behaviour displayed by other members of staff, including inappropriate sharing of images.

In line with the ***Keeping Children Safe in Education*** guidance, leaders and managers at Monkston Primary School will ensure that they are aware of safe practice expectations and will proactively seek advice and support when developing online safety approaches for the pupils and other members of staff. As some online safety incidents could require child protection action or elements, the designated online safety lead will understand the school's safeguarding procedures and be been trained to the level of deputy designated safeguarding lead.

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Also, in line with key changes in the *Keeping Children Safe in Education 2025 guidance*, misinformation and disinformation has been added to the KS2 content with risks around fake news being a highlight.

3. Staff awareness of the role of technology within abuse and the importance of online safety training

Members of staff play an essential role in creating a safe culture in all aspects of daily school life and could potentially be the first point of contact for any online safety incidents. At Monkston Primary School, all teaching staff receive regular online safety awareness training by a qualified CEOP Ambassador (Child Exploitation and Online Protection). This training defines both the positive and negative effects working and playing online can generate within their lessons and allows staff to become aware of a range of online safety related subjects:

- Safe practice expectations and specifics of the Safeguarding and Online Safety Policy;
- Recognising the potential risks posed by the internet, including cyberbullying, 'sexting', online sexual abuse/exploitation and inappropriate content (including underage use of social networking);
- Understanding the need to report and record online safety concerns in the same way as other safeguarding issues;
- Being aware of how to respond to online safety concerns, including cyberbullying and 'sexting' and allegations against members of staff and how to refer these both internally and externally;
- Being aware of professional behaviour online, its potential implications and an understanding of appropriate use of technology, including the use of social media by pupils and staff;
- Being aware of useful resources to embed the online safety curriculum and to protect the whole community online.

4. Pupil awareness of the importance of being safe online

The responsibility that pupils have, in relation to their own online safety, should be acknowledged and nurtured throughout their school lives. They should always be taught and encouraged to develop safe and responsible online behaviour that will allow them to successfully manage and respond to any online risks they may come across. At Monkston Primary School, we aim to create a culture of enjoyment and explorative use of online materials and tools through a broad and balanced curriculum. This allows online safety to be embedded in our wider whole school approach as well as pupils also having the opportunity to learn about online safety as discrete lessons as part of programmes of study within the computing curriculum. The content of these different programmes progress to reflect the different and escalating risks that pupils face and every year group

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includes where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

In Early Years and KS1, the pupils will be exposed to stories relating to possible online situations, which they may come across and will rely heavily upon discussion of the dangers of these situations and what they should and should not do.

In KS2, pupils will complete different programmes of study, which focus on the use of an online safety code teaching the pupils how they can use the internet safely for different aspects. These include research, gaming and communication, but also to include potentially dangerous scenarios, which will be explored through video and role-play, allowing for discussion and advice on how to deal safely with these situations and to develop responsible online behaviour and relationships. Some of these programmes will also include lessons from the PSHE Twinkl Life 'Digital Wellbeing' units of work based on online safety in the digital world.

Years 2, 4 and 6 will also have elements of the CEOP 'Think U Know' programme of study, aimed specifically at KS1 and KS2 children, allowing for the content to differ depending on the age range. In year 6, the programme will also include some applicable and age-appropriate aspects of the lower KS3 aimed CEOP programme as well. The CEOP programmes include details on a variety of different online scenarios, including both every day internet tasks and potentially dangerous online situations, and easy to remember rules and advice to follow to help them when they are feeling unsafe or unsure. Dangerous situations or potentially dangerous outlets to be discussed of the internet will include:

- Cyberbullying
- Email
- Social Networking
- Chat Rooms, Forums and Instant Messaging
- Sexual Grooming
- Use of both mobile and gaming devices
- Gaming websites

All these areas will always be taught in a responsible and age-appropriate manner with pupils, although the potential risk will always be highly emphasised with all age ranges. Any pupil can be vulnerable online, and their vulnerability can fluctuate depending on their age, developmental stage and personal circumstance. For example, looked after children and those with special educational needs, who may be more susceptible to online harm or have less support from family or friends in staying safe online. Staff awareness of the needs of the children within their class are highlighted and always considered before, during and after any online safety lessons and in all other online opportunities throughout the curriculum, to ensure these vulnerable children are safeguarded. Relevant CEOP alternatives for SEN and physically disabled pupils (such as blind and deaf pupils) are also available for staff to use.

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There are other curriculum subjects, which include content relevant to teaching pupils how to use the internet safely. For example, PSHE lessons cover elements such as distinguishing fact from opinion as well as exploring freedom of expression and the role and responsibility of the media in informing and shaping public opinion. It also supports teaching about the concept of democracy, freedom, rights, and responsibilities. Elements of online activity that can adversely affect a pupil's wellbeing will also be addressed through the inclusion of work on issues such as online self-image and identify and health and wellbeing being affected through an excessive amount of time spent online or using a screen. As a school, we have also included in our online safety programmes other identified potential harms and risks as outlined in the key statutory guidance ***Teaching Online Safety in Schools: Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects*** published by the Department for Education in January 2023.

Monkston Primary School also recognises Online Safety Week (every year during the month of February) and uses this as a launch pad for most of the online safety elements of the computing curriculum through a whole school assembly and activities carried out in classrooms.

5. Cyber Bullying

The importance of understanding the importance of creating and maintaining positive relationships with others whilst online is crucial and will be part of all online safety programmes of study throughout every year group. 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. Any reported or suspected cases of cyber bullying will be dealt with in accordance with our Anti-Bullying Statement found in the Monkston School Behaviour Policy, which can be viewed on our website. Children and families will also sign a contract within our Child Safe Device Use policy, if borrowing a device from school to complete any given schoolwork, agreeing that the child will not use ICT or the internet to bully or harass someone else.

6. Filtering and Monitoring

Section 142 of the key statutory guidance ***Keeping Children Safe in Education 2025 guidance*** states that schools should:

- Identify and assign roles and responsibilities to manage filtering and monitoring systems;
- Review filtering and monitoring provision at least annually;
- Block harmful and inappropriate content without unreasonably impacting teaching and learning;
- Have effective monitoring strategies in place that met their safeguarding needs;

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- Be aware that existing filtering and monitoring requirements apply to AI use in educational settings

At Monkston Primary School we use appropriate filtering and blocking which prevents access to inappropriate websites for both staff and pupils. The designated online safety lead is responsible for ensuring that the level of filtering is sufficient and will be reviewed at least annually.

Not only do we use filtering as a means of restricting access to harmful content, but the use of filters is also considered part of our overall strategy to prevent people from becoming involved in, or supporting, terrorism as part of government's ***Prevent Duty Guidance*** March 2024.

As well as online content filtering, staff will always consider the following points to develop safe and responsible use of technology with pupils:

- Staff must not rely on filtering alone to safeguard children from harm online; supervision and good classroom management is essential when using any form of technology;
- Boundaries and acceptable behaviour should be discussed with pupils prior to internet access;
- Staff should always role model safe and appropriate behaviour when using technology;
- Websites, apps and devices should be evaluated fully, before use in the classroom - this will include testing the websites first, pre-checking search results, and reviewing website terms and conditions;
- Particular attention should also be paid to advertisements, as they can change each time a web page or app is accessed and what may be considered appropriate today, might not be tomorrow.

Pupils will only access online content under the direct supervision of a member of staff. Despite all these measures, pupils may still be exposed to inappropriate content. Due to this, all staff understand the procedures for reporting unsuitable content and the importance of it as a potential safeguarding and child protection issue.

7. Breaches

All staff and pupils will have a clear understanding of what to do and how to handle situations where an inappropriate image or video may have breached the filtering and monitoring systems:

- Close or minimise the image or window immediately - don't try to navigate away;
- If pupils saw the content, talk to them about what has happened and reassure them;
- The content should be reported to the internet service and/or filtering provider;

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- The incident should be logged and recorded by the school's designated online safety lead and discussed with the designated safeguarding lead;
- Parents should be notified, if appropriate;
- If content is thought to be illegal then it will be reported as appropriate to the police.

8. Cross reference to other school policies

Monkston Primary School recognises that a number of other school policies and procedures form part of the wider safeguarding and child welfare agenda and therefore this Safeguarding and Online Safety Policy should be read in conjunction with the policies listed below:

- Safeguarding and Child Protection policy
- Safe use of Children's Photographs policy
- Staff Handbook
- Child Device Use Policy
- Social Media Policy for Staff

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