

# Online Safety at New Invention Infant School taken from Child Protection and Safeguarding Policy 2025

## ONLINE SAFETY

We know pupils increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. The Designated safeguarding lead has responsibility for ensuring all online access is appropriately, filtered, monitored, risk assessed, reviewed and updated as necessary.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation, radicalisation, sexual predation: technology often provides the platform that facilitates harm.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;

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- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying;
- commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Where children are being asked to learn online at home the DfE has provided advice to support schools and colleges do so safely.

We are in regular contact with parents and carers. These communications are used to reinforce the importance of children being safe online. We hope parents and carers find it helpful to understand what systems we use to filter and monitor online use. It is 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.

Whilst considering our responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, our governing body will do all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, our governing body ensures our school has appropriate technological filtering and monitoring systems in place and regularly review their effectiveness. They ensure that our leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Our governing body is committed to consider the age range of our children, the number of children, how often they access the IT system and the proportionality of costs versus safeguarding risks. Staff are also aware that they need to fully and actively monitor the use of technology both in the classroom and any tasks set at home.

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## **CURRICULUM**

Our governing body considers how children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PHSE, SRE, SEAL, SMSC, British Values, online safety, assemblies, approved visitors etc.

Our school makes use of the DfE “one stop” page for teachers on GOV.UK, outlined within. [Teaching about relationships, sex and health](#). This includes teacher training modules on the RSHE topics and non-statutory implementation guidance.

We are familiar with the following resources to help us plan and teach about safeguarding:

- [teaching online safety in schools](#)
- UK Council for Internet Safety (UKCIS) guidance [Education for a connected world](#)
- UKCIS guidance [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- The UKCIS [external visitors guidance](#) to ensure the maximum impact of any online safety sessions delivered by external visitors;
- National Crime Agency's CEOP education programme [ThinkuKnow](#)
- [Harmful Online Challenges and Online Hoaxes](#) this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.

By using the resources above our children are taught to recognise when they are at risk and how to get help when they need it.

We will provide opportunities for pupils/students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. Relevant issues will be addressed through the curriculum, for example self-esteem, emotional literacy, assertiveness, power, exploitation, sex and relationship education, consent, online safety, British Values, bullying and sexting. Issues will be addressed through other areas of the curriculum, for example, circle time, English, History, Drama, Art.

As an Attachment and Trauma Aware Platinum Award school we are aware of how important Early Childhood is and how adverse childhood experiences can have a lifelong impact. This is integrated into our Behaviour Policy which is available on our school website.

Our policies address issues of power and potential harm, for example bullying, equal opportunities, physical handling, positive behaviour, online safety, SEND, disabilities and other vulnerabilities and are linked to ensure a whole school approach. Our safeguarding policy cannot be separated from the general ethos of the school, which will ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

<b>Designated Safeguarding Lead (DSL)</b>	<b>Andrew Craig</b>
<b>Head teacher</b>	<b>Debbie Naffati</b>
<b>Chair of Governors</b>	<b>Carol Hunt</b>
<b>Safeguarding Governor</b>	<b>Carol Hunt</b>
<b>Deputy DSL</b>	<b>Debbie Naffati, Zoe Spencer, Louise Westbury, Sammi Davis</b>
<b>Special Educational Needs Coordinator</b>	<b>Zoe Spencer</b>
<b>Single Point of Contact (Preventing Radicalisation) (SPOC)</b>	<b>Debbie Naffati</b>
<b>Looked After Children Designated Teacher</b>	<b>Andrew Craig</b>
<b>Designated Lead for online Safety (responsible to DSL)</b>	<b>Andrew Craig</b>
<b>Senior Lead for Mental Health</b>	<b>Debbie Naffati</b>