

Thurgoland CE Primary

Online Safety Policy



Approved by:

Headteacher Mr D Jordan

Chair of Governors Mrs Laura Gregory-White

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THURGOLAND



CHURCH OF ENGLAND PRIMARY SCHOOL

LEARNING TOGETHER
IN FAITH & JOY

Our Christian Vision

LOVING GOD, BLESS THURGOLAND SCHOOL



UNIQUENESS

Children at Thurgoland CE Primary are encouraged to see that everyone is special and unique and, in this way, gain a sense of ourselves as a unique individual – that true self, or best self, God has created us to be.

The Church of England states that, when it comes to education,

"THE VISION IS OF GOD-GIVEN FULLNESS OF LIFE IN WHICH EACH PERSON IS BOTH BLESSED AND A BLESSING"

(Church of England Vision for Education p.12)

AND MAY IT BE A PLACE OF FAITH AND JOY

As educators we are all passionate about the way children are formed by the environment in which they grow. To become our best self we will need the environment that enables this.



LEARNING ENVIRONMENT

Our vision is rooted in the Parable of the Mustard Seed (Matthew 13 31-32): **A mustard seed...**

"THE KINGDOM OF HEAVEN IS LIKE A MUSTARD SEED, WHICH A MAN TOOK AND PLANTED IN HIS FIELD. THOUGH IT IS THE SMALLEST OF ALL SEEDS, YET WHEN IT GROWS, IT IS THE LARGEST OF GARDEN PLANTS AND BECOMES A TREE, SO THAT THE BIRDS COME AND PERCH IN ITS BRANCHES."

We are a small school in a valley – but we believe like the mustard seed that high standards of education can have far-reaching impact and that our children will grow into those who bless others through their careers, caring and vocations. One tiny seed just like one small child carries a world of potential.

Thurgoland CE Primary School is surrounded by beautiful countryside where farming and growing is part of daily life. The parable of the mustard seed provides a link with the historic roots of the school.

With our caring and nurturing ethos firmly embedded in all that we do, every member who joins our school whether child or adult, like the small mustard seed, is welcomed into a learning environment so that they grow and flourish in its broadest sense—academically, socially, morally, physically and spiritually.



BY WORKING AND PLAYING TOGETHER WE CAN LOVE, LEARN AND RESPECT



Through working and playing together in peace and harmony, Team Thurgoland embody the concept born from the African philosophy of "ubuntu" – a concept in which your sense of self is shaped by your relationships with other people – underpins how we work together in peace and harmony to become our best self. It's a way of living that begins with the premise that "I am" only because "we are."

Our children, our staff, our families and our community – together we are Team Thurgoland.

"IT HAS BEEN SAID BEAUTIFULLY AND PROFOUNDLY, THAT OUR GOD IN HIS MOST INNER MYSTERY IS NOT SOLITUDE, BUT A FAMILY."

(John Paul II)

"I AM BECAUSE WE ARE."

WE KNOW YOU ARE WITH US. HELP US BECOME OUR BEST SELF

At Thurgoland CE Primary School, everyone is inspired to reach their full potential and become their best self, to make the world a better place.

"BELOVED, WE ARE GOD'S CHILDREN NOW: WHAT WE WILL BE HAS NOT YET BEEN REVEALED" (1 JOHN 3:2A)

We are committed to promoting a growth mindset. In line with Christian teaching, at Thurgoland CE Primary School, there is a big emphasis on everyone striving to move from their former self to a self that has to be found: growth and renewal.

TO MAKE THE WORLD A BETTER PLACE.



AMEN

Thurgoland CE Primary School is committed to safeguarding and promoting the welfare of all children, including when they are using technology.

The school recognises that online safety is a key part of safeguarding and must be embedded within the school's wider safeguarding culture, systems and curriculum.

Our aims are to:

- Ensure robust and effective systems are in place to safeguard children, staff and the wider school community online
- Deliver a whole-school approach to online safety, embedded within safeguarding, behaviour and the curriculum
- Protect and educate children in the safe, responsible and respectful use of technology
- Establish clear systems for identifying, recording, responding to and escalating online safety concerns
- Ensure online safety reflects a strong safeguarding culture where concerns are taken seriously and acted upon promptly

2. Legislation and Statutory Guidance

This policy should be read alongside the school's Safeguarding and Child Protection Policy and reflects a whole-school safeguarding approach.

This policy is based on:

- Keeping Children Safe in Education (2025)
- Working Together to Safeguard Children (2026)
- DfE Filtering and Monitoring Standards (2023)
- DfE guidance on Generative Artificial Intelligence in Education
- Teaching Online Safety in Schools
- Preventing and Tackling Bullying and Cyber-bullying
- Relationships, Sex and Health Education guidance
- Searching, Screening and Confiscation guidance

It also reflects relevant legislation including:

- Education Act 2002 and 2011
- Education and Inspections Act 2006
- Equality Act 2010

3. Online Safety as Safeguarding

Online safety is a key part of safeguarding and child protection. All staff understand that safeguarding is everyone's responsibility. Concerns must be shared and fears about sharing information must not delay action. Staff maintain a safeguarding mindset of "it could happen here" and remain professionally curious.

The school recognises that:

- many safeguarding concerns include an online element
- risks can occur both inside and outside of school
- online behaviour can reflect wider safeguarding concerns

All online safety concerns must be:

- recorded on CPOMS
- assessed by the Designated Safeguarding Lead (DSL)
- responded to in line with safeguarding procedures

4. Roles and Responsibilities

4.1 Governing Body

The governing body will:

- Ensure the school meets its safeguarding responsibilities in relation to online safety
- Monitor the effectiveness of filtering and monitoring systems
- Receive regular updates on online safety
- Ensure staff are appropriately trained

All governors will:

- Read and understand this policy
- Adhere to acceptable use expectations

4.2 Headteacher

The headteacher is responsible for:

- Ensuring this policy is implemented effectively
- Ensuring online safety is prioritised within safeguarding
- Ensuring staff receive appropriate training
- Ensuring filtering and monitoring systems are effective

4.3 Designated Safeguarding Lead (DSL)

The DSL has lead responsibility for online safety as part of their wider safeguarding role.

The DSL will:

- Ensure online safety is integrated within safeguarding systems
- Ensure all online safety concerns are recorded on CPOMS
- Monitor patterns, trends and emerging risks, including AI-related risks
- Work with leaders and IT providers to ensure systems are effective
- Ensure staff understand their responsibilities
- Ensure appropriate safeguarding action is taken
- Provide updates to leaders and governors

4.4 IT Provider

The school's IT provider (Trust IT) is responsible for:

- Maintaining filtering and monitoring systems
- Ensuring systems are secure and regularly updated
- Conducting regular system checks
- Blocking access to harmful or inappropriate content

4.5 All Staff

All staff are responsible for:

- Understanding that online safety is part of safeguarding
- Following this policy and safeguarding procedures
- Reporting concerns promptly via CPOMS
- Maintaining professional boundaries online
- Reinforcing online safety messages

Staff understand that:

- online behaviour can present safeguarding risks
- concerns about adults must be reported in line with safeguarding procedures

4.6 Parents and Carers

Parents are expected to:

- Support the school's approach to online safety

- Raise concerns with the school where needed
- Promote safe use of technology at home

4.7 Visitors

Visitors using school systems will:

- follow safeguarding and online safety expectations
- appropriately supervised where required
- report any concerns to a member of staff immediately

5. Educating Children about Online Safety

Online safety is taught through a progressive curriculum, including PSHE and RSHE.

Children are taught:

- how to stay safe online
- how to recognise and respond to risks
- how to report concerns
- how to build respectful online relationships
- how to critically evaluate online content

Online safety education is:

- age-appropriate
- regularly revisited
- responsive to emerging risks
- adapted to meet the needs of all children, including those with SEND

6. Filtering and Monitoring

The school has robust filtering and monitoring systems in place in line with DfE expectations.

Strategic responsibility sits with the headteacher. Operational oversight is carried out by the school's IT provider (Trust IT), working with the DSL and senior leaders.

The school ensures that:

- harmful and inappropriate content is blocked
- risks are identified through monitoring
- reports are reviewed and acted upon promptly
- roles and responsibilities are clear
- systems are reviewed at least annually

The senior leadership team is responsible for:

- reviewing effectiveness
- overseeing reports
- ensuring staff are trained
- responding to concerns

Filtering and monitoring are reviewed annually or in response to emerging risks.

7. Artificial Intelligence (AI) and Emerging Risks

The school recognises the increasing role of generative artificial intelligence in safeguarding.

Risks may include:

- creation of harmful or inappropriate content
- AI-generated images used in child-on-child abuse
- misinformation and manipulation
- inappropriate use of AI tools

The school will:

- ensure staff understand AI-related risks
- respond to incidents in line with safeguarding procedures
- educate children about safe use of AI
- review systems in response to emerging risks

8. Cyber-bullying

Cyber-bullying is bullying that takes place online.

The school recognises that cyber-bullying may constitute a safeguarding concern.

The school will:

- educate children about cyber-bullying
- encourage reporting
- respond in line with behaviour and safeguarding procedures
- involve external agencies where necessary

9. Acceptable Use

All members of the school community are expected to:

- use technology safely and responsibly
- follow acceptable use agreements
- report concerns

Use of school systems must be for educational or professional purposes only.

10. Mobile Phones and Devices

Children are not permitted to use mobile phones during the school day.

If brought into school:

- phones must be handed in and stored securely
- returned at the end of the day

Staff must:

- not use personal devices to record children
- maintain professional boundaries

11. Responding to Concerns

Where online safety concerns arise:

- all concerns must be recorded promptly, accurately and in line with school safeguarding procedures using CPOMS
- the DSL assesses risk
- appropriate action is taken
- external agencies are involved where necessary

Where concerns meet the threshold for safeguarding, they must be reported to the Designated Safeguarding Lead (DSL) without delay.

12. Staff Use of Devices

Staff must ensure devices are secure, including:

- password protection
- encryption
- regular updates
- antivirus protection

Devices must not be used in a way that breaches safeguarding or professional conduct expectations.

13. Training

All staff receive:

- online safety training at induction
- regular updates (at least annually)

The DSL and deputies receive advanced training and updates regularly.

Governors also receive appropriate safeguarding training.

14. Monitoring and Review

Online safety practice is monitored through:

- CPOMS records
- filtering and monitoring reports
- leadership oversight

This policy will be reviewed annually to ensure it remains compliant with statutory guidance and reflects emerging risks.

15. Links with Other Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-bullying Policy
- Staff Code of Conduct
- Data Protection Policy
- Acceptable Use Policy
- Artificial Intelligence Policy