

## Whole School Approach to Online Safety – AFS and CHMS

Key Aspect:	What this looks like in our schools:
Our Vision:	<p>We believe that every child has the right to be safe, loved and cared for. This is why at Abbeywood First School and Church Hill Middle School, safeguarding all our children is number one priority. By working together with all stakeholders, we can make sure it's safe for every child to go online, through filtering, monitoring and education.</p>
How we provide visible senior <b>leadership and oversight</b> for Online Safety.	<p>AFS and CHMS SLT have received training on Online Safety, alongside all staff in school.</p> <p>This ensures that all senior leaders and staff understand the implications for our Online Safety curriculum and how we weave these messages into our whole school ethos and culture.</p> <p>We have a weekly safeguarding meeting where the Principal, SLT, Phase Leaders, Attendance Officer and SEND team attend. This is chaired by the DSL / Senior DDSL. Safeguarding, including Online Safety, concerns that have arisen and actions taken that week are discussed. Further next steps are agreed and allocated people informed.</p>
How our culture, ethos and environment is focused on ensuring Online Safety is at the core of what we do:	<p>Our culture focuses on three core values of being Kind, Safe and Respectful. We work through these values to ensure we encourage a culture whereby children and staff feel safe and respected for who they are, and they are confident to disclose concerns or worries, including those involving Online Safety.</p> <p>We maintain an attitude of <b><i>'it could happen here'</i></b> and expect that all staff, visitors and volunteers share and demonstrate their commitment to protecting children both within the school environment, at home and online.</p> <p>We build strong working relationships between staff and parents, whereby we can listen, support and challenge where appropriate, with an open-door policy for discussion around online safety concerns that have arisen both in school and at home.</p> <p>At our schools we take a proactive approach by working with external agencies to support our pupils, community and Staff. We use our external partnerships to deliver information about</p>

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	<p>Online Safety to our families. These partnerships include PCSO, Wake Up Wednesday and NatterHub.com</p>
<p>The focus given within our curriculum to Online Safety:</p>	<p>Our PSHE curriculum strongly links with keeping ourselves safe both on and offline. We have tailored our curriculum by focusing on the CPOMS data within school linked to Online Safety, weaving in additional resources into these curriculum sequences. This alongside our senso weekly data report informs our online safety assemblies delivered half termly and fortnightly information given to parents via the newsletter.</p> <p>Our Computing curriculum (Teach Computing) focuses on Online Safety specifically. This gives dedicated time to teaching sequences of learning around aspects of Online Safety within a progressive curriculum, from Reception to Year 6.</p> <p>Online Safety is built into our extra curriculum foci, such as focusing on bullying, both on and off line during Anti-Bullying week for example.</p>
<p>How we ensure that all pupils have the opportunity to express their views and contribute to our Online Safety Policy, systems and practice.</p>	<p>At AFS and CHMS we have Online Safety Pupil Ambassadors who are part of decision making for all online safety policy updates. The Online Safety Pupil Ambassadors input on changes made to the Online Safety Policy and are fundamental in the writing and subsequent updating of future policies.</p> <p>Our Online Safety Pupil Ambassadors support in delivery of the half termly assemblies.</p> <p>Each Year, the schools' Online Safety Pupil Ambassadors work across school to ensure the acceptable use policy is well written in child speak.</p> <p>Class / Form teachers discuss the acceptable use document within whole class input and the children are involved in signing this agreement. Pupils recap the acceptable use document half termly.</p>

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<p>How our staff are supported and developed in relation to their knowledge of Online Safety.</p>	<p>At the start of every new academic year, we use the training provided by the Trust, including an element of Online safety, which is contextualised for both AFS and CHMS. All staff and the Governing Body are given specific Online Safety training through the Trust training calendar. Staff are then asked to complete a safeguarding declaration and provide relevant certification of training completed.</p> <p>If staff or Governors arrive mid-year, we have a robust Induction Package in place which includes all aspects of the safeguarding training, including Online Safety, both in person with the DSL and also online. New staff are then asked to complete a safeguarding declaration and provide relevant certification of training completed, alongside their signed Induction form.</p> <p>The DSL ensures that any Online updates throughout the year, provided by the Trust or the Local Authority are sent to staff. The Wake-UP Wednesday resources are sent to staff on a weekly basis by the Computing Lead.</p>
<p>How we ensure our policies, procedures and practices are up to date and in line with the Online Safety latest statutory guidance.</p>	<p>The policies are renewed and redrafted each academic year, in line with the changes made in KCSIE and other relevant documentation.</p> <p>At AFS and CHMS, we ensure our practices and procedures are up to date and in line with statutory guidance by ensuring that the DSL and SLT are fully aware of any changes to practices and procedures. Changes are discussed as an SLT, agreeing they are workable for our school and context. This is then built into systemic change within school through CPD and training. If no changes are made, then a refresher in current practices and procedures is carried out during the annual refresher training.</p> <p>Alongside this the DSLs across the Central Region Schools Trust meet and network on a half-termly basis, to pool expertise, knowledge and experience in the development and application of policies and procedures, to share good practice and to develop and embed best practice. This ensures that the core competences on Online Safety, child protection and safeguarding matters</p>

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	<p>are being fully utilised. This is then disseminated to the SLT at Afs and CHMS and subsequently relevant information or CPD is then given to staff across both schools.</p>
<p>How we work in partnership with parents and carers to promote Online Safety</p>	<p>We pride ourselves in developing professionally trusting relationships with our parents/carers, meaning we can carefully discuss, challenge, or hold to account for Online Safety concerns raised about their children.</p> <p>Our open-door policy means that parents/carers can come in to discuss concerns, or incidents arising in the online world, leading to early identification of need and therefore families being given the right support, through the right agency, quickly. For those parents/carers who cannot seek support face to face, we operate a reporting system via the website plus an email or telephone system.</p> <p>We provide fortnightly updates around Online Safety through the school newsletter and use the ‘Wake-Up Wednesday’ resources, which are shared with parents/carers on a weekly basis.</p>
<p>How we contribute to the work of the Local Safeguarding Partners by working with other agencies to provide targeted support and ensure that we make appropriate referral to Children’s services and other agencies for pupils/students where necessary:</p>	<p>We work with partners to ensure best practice:</p> <ul style="list-style-type: none"> <li>- IWF.org.uk</li> <li>- Internetmatters.org</li> <li>- NSPCC</li> <li>- UK Safer Internet Centre</li> <li>- ChildNet</li> <li>- Worcestershire Children’s Board</li> <li>- Keeping Safe</li> <li>- CEOP</li> <li>- The Children’s Society</li> </ul>

\* The Department for Education (DfE) states that all forms of bullying—whether physical, emotional, verbal or online—can have a devastating and long-term impact on children and young people. Bullying creates barriers to learning, harms mental wellbeing, and can affect pupils far beyond their school years. Schools therefore have a duty to prevent, identify, and respond to bullying as part of their whole-school approach to behaviour, safeguarding, and

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pupil wellbeing. According to the DfE, **bullying is behaviour by an individual or group, repeated over time, that is intended to hurt or harm someone physically or emotionally**. It is often targeted at specific groups, including those defined by race, religion, gender, sexual orientation, or disability. The DfE emphasises that by **effectively preventing and tackling bullying**, schools can create safe, disciplined environments where every pupil can learn and fulfil their potential. This includes establishing clear reporting systems, supporting pupils who are bullied, addressing the underlying causes of bullying behaviour, and embedding a culture of respect, equality, and inclusion.