

Bill Quay Primary School



Online Safety Policy

Our online safety policy

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 the relevant 'Keeping Children Safe in Education' (KCSIE), 'Teaching Online Safety in Schools' 2023, statutory RSHE guidance 2021 and other statutory documents. It complements existing and forthcoming school policies, and it is designed to sit alongside our statutory Safeguarding and Child Protection Policy. Any issues and concerns with online safety must follow the school's safeguarding and child protection procedures.

Rationale

Technology is increasingly a significant component of many safeguarding and wellbeing issues, and thus online safety is an integral part of safeguarding our pupils. Children are at risk of abuse online as well as face to face. In many cases, abuse may take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. KCSIE 2021 identified four key areas of risk within online safety, known as the 4Cs, and our approach to these is reflected in this policy and our Safeguarding and Child Protection Policy. The 4Cs are:

- **content:** being exposed to illegal, inappropriate or harmful content;
- **contact:** being subjected to harmful online interaction with other users;
- **conduct:** personal online behaviour that increases the likelihood or, or causes, harm;
- **commerce:** risks such as online gambling, inappropriate advertising, phishing or financial scams.

The statutory Computing curriculum requires pupils to learn how to locate, retrieve and exchange information using ICT. In delivering the curriculum, teachers need to plan for and make use of communications technology, for example, web-based resources and email. Access to life-long learning and employment increasingly requires computer and communication use and pupils need to develop life skills in their use. The use of the internet is an invaluable tool in the development of lifelong learning skills.

We believe that used correctly, internet access will not only raise standards, but it will support teachers' professional work and it will enhance the school's management information and business administration systems. We acknowledge that the increased provision of the internet in and out of school brings with it the need to ensure that learners are safe. We need to teach pupils how to evaluate internet information and to take care of their own safety and security.

Online safety, which encompasses internet technologies and electronic communications, will educate pupils about the benefits and risks of using technology and provides safeguards and awareness to enable them to control their online experience.

Aims of this policy

- To set out expectations for all school community members’ online behaviour, attitudes and activities and use of digital technology (including when devices are offline);
- To help all school community members recognise that online/digital behaviour standards (including social media activity) must be upheld beyond the confines of the school gates and school day, and regardless of device or platform;
- To facilitate the safe, responsible, respectful and positive use of technology to support teaching & learning, increase attainment and to prepare pupils for the risks and opportunities of the digital world as it is today and will be tomorrow;
- To support community members to survive and thrive online;
- To help school staff working with pupils 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.

Roles and responsibilities

Role	Key Responsibilities
Head Teacher/DSL (Mrs Devine)	<ul style="list-style-type: none"> • To take overall responsibility for online safety provision • To take overall responsibility for data and data security • To ensure the school uses an approved, filtered internet • To ensure equipment is serviced correctly, complying with current statutory requirements • To be responsible for ensuring that staff receive suitable training to carry out their online safety roles and to train other colleagues, as relevant • To be aware of procedures to be followed in the event of a serious online safety incident.
Online Safety Co-ordinators	<ul style="list-style-type: none"> • To promote an awareness and commitment to e-safeguarding throughout the school community • To take day to day responsibility for online safety issues

(Mrs Dye and Mrs Lennon)	<ul style="list-style-type: none"> • To liaise with school ICT technical staff • To communicate regularly with SLT and the designated safeguarding Governor to discuss current issues, review any incident logs and filtering • To ensure that an online safety incident log is kept up to date
Computing Lead (Mrs Dye)	<ul style="list-style-type: none"> • To oversee the delivery of the online safety element of the Computing curriculum • To liaise with the online safety coordinator (if different) regularly • To facilitate training and advice for all staff • To ensure that online safety education is embedded across the curriculum
Governors (Jon Ward)	<ul style="list-style-type: none"> • To ensure that the school follows all current online safety advice to keep pupils and staff safe • To approve the Online safety Policy and review the effectiveness of the policy. This will be carried out by the Curriculum Committee receiving regular information about online safety incidents and monitoring reports. • To support the school in encouraging parents and the wider community to become engaged in online safety activities
Staff	<ul style="list-style-type: none"> • To read, understand and help promote the school's safety policies and guidance • To be aware of online safety issues related to the use of mobile phones, cameras and handheld devices and that they monitor their use and implement current school policies with regard to these devices • To report any suspected misuse or problem to the online safety Coordinators • To maintain an awareness of current online safety issues and guidance e.g. through CPD • To model safe, responsible and professional behaviours in their own use of technology • To ensure that any digital communications with pupils should be on a professional level and only through school based systems, never through personal mechanisms, e.g. e- mail, text, mobile phones etc.
Pupils	<ul style="list-style-type: none"> • To be critically aware of the materials they read • To not intentionally visit sites that contain obscene, illegal, hateful or otherwise objectionable materials • To only use the internet for educational purposes • To never disclose or publicise personal information • To validate information before accepting its accuracy • To acknowledge the source of information used • To use the Internet for research • To respect copyright when using Internet material in their own work • To report any unsuitable website or material to the class teacher • To not use personal memory sticks, CD Roms or other digital storage media in school

- | | |
|--|---|
| | <ul style="list-style-type: none">• To treat others with respect at all times and not undertake any actions that may bring the school into dispute. |
|--|---|

The Prevent duty

As organisations seek to influence children and young people through the use of social media and the internet, schools need to be aware of the increased risk of online radicalisation and the risks posed by the online activity of extremist and terrorist groups. The Prevent duty is the duty under the Counter-Terrorism and Security Act 2015 on specified authorities (schools and childcare providers), in the exercise of their functions, to have due regard for the need to prevent people from being drawn into terrorism. The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

At Bill Quay Primary School, we understand that the general risks affecting children and young people may vary from area to area, and according to their age. We understand that the school in an important position to identify risks within a given local context and identify children who may be at risk of radicalisation, and know what to do to support them. All staff have received Prevent awareness training in order that they can identify the signs of children being radicalised. All staff understand that they have a duty to be vigilant and, where necessary, report concerns over the use of the internet that includes, for example, the following:

- internet searches for term related to extremism
- visits to extremist websites
- use of social media to read and post extremist material
- grooming on individuals

The Prevent duty requires school monitoring and filtering systems to be fit for purpose. The school uses the 'Securus' filtering system and its effectiveness is continuously monitored daily by a dedicated member of staff.

Educating pupils about online safety

At Bill Quay Primary School, our online safety education programme is cohesive and progressive, and is taught as both discrete lessons and embedded in parts of our PSHE and Computing (NCCE) curriculum.

The National Curriculum computing programmes of study states that:

in **Key Stage 1**, pupils will be taught to:

- Use technology safely and respectfully, keeping personal information private;
- Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies;

in **Key Stage 2**, pupils will be taught to:

- Use technology safely, respectfully and responsibly;
- Recognise acceptable and unacceptable behaviour;
- Identify a range of ways to report concerns about content and contact.

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including by pretending to be someone they are not;
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous;
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them;
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met;
- How information and data is shared and used online;
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;

The safe use of social media and the internet will also be covered in other subjects where relevant.

The school will use a range of ways including assemblies to raise pupils' awareness of the dangers that can be encountered online and may also invite speakers to talk to pupils about this.

Educating parents about online safety

The school will raise parents' awareness of online safety in letters, monthly online safety newsletters, and in information via the school website. This policy will also be shared with parents.

If parents have any queries or concerns in relation to online safety, these should be raised in the first instance with the class teacher, who will log concerns on our CPOMS system. The concern will also be shared with Headteacher, who is also the DSL, or the Assistant Head Teachers (deputy DSLs).

Cyberbullying

Definition

Cyberbullying (sometimes called online bullying) takes place online, through social networking sites, messaging apps, gaming sites and by phone or text. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power (see also the school behaviour policy). Cyberbullying involves the sending of upsetting and inappropriate content as text, and/or degrading and offensive photos or videos.

Preventing and addressing cyberbullying

To help prevent cyberbullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others in Computing and PSHE lessons. We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

The school will actively discuss cyberbullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be. Staff will discuss cyberbullying with pupils and the issue will also be addressed in assemblies. Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyberbullying. This includes personal, social, health and economic (PSHE) education, and other subjects where appropriate.

All staff, governors and volunteers (where appropriate) receive training on cyberbullying, its impact and ways to support pupils, as part of safeguarding training. The school also raises awareness of cyberbullying through information/leaflets sent to parents so that they are aware of the signs, how to report it and how they can support children who may be affected.

Should a specific incident of cyberbullying occur, the school will follow the processes set out in the school Anti-bullying policy. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained. The DSL will consider whether the incident should be reported to the police if it involves illegal material and will work with external services if it is deemed necessary to do so.

Examining electronic devices

School staff have the specific power under the Education and Inspections Act 2006 (which has been increased by the Education Act 2011) to search for and, if necessary, delete inappropriate images or files on pupils' electronic devices, including mobile phones, iPads and other tablet devices, where they believe there is a 'good reason' to do so.

When deciding whether there is a good reason to examine or erase data or files on an electronic device, staff must reasonably suspect that the data or file in question has been, or could be, used to cause harm and/or disrupt teaching and/or break any of the school rules.

If inappropriate material is found on the device, the DSL will decide whether they should delete that material or retain it as evidence (of a criminal offence or a breach of school discipline), and/or report it to the police.

Any searching of pupils will be carried out in line with the DfE's latest guidance on screening, searching and confiscation. Any complaints about searching for or deleting inappropriate images or files on pupils' electronic devices will be dealt with through the school complaints procedure.

Peer on Peer Abuse

Bill Quay Primary School is committed to safeguarding and promoting the welfare of every pupil, both inside and outside of the school premises, and is aware that abuse against children can be

inflicted by other children (referred to as peer on peer abuse). We implement a whole-school preventative approach to managing peer on peer abuse, ensuring that the wellbeing of pupils is at the forefront of all action taken.

We recognise that peer on peer abuse can manifest itself in many ways such as, but not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

At Bill Quay Primary School, we are committed to the prevention, early identification and appropriate management of peer on peer abuse. We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the pupil, with full consideration to impact on that individual pupil's emotional and mental health and well-being.

Our clear and comprehensive strategy takes a contextual whole-school approach to preventing and responding to peer on peer abuse, which includes a clear understanding to staff, pupils and their parents about everyone's responsibility in managing any peer on peer abuse incidents. This will include both our prevention measures as well as our response to any incidents of harm.

Staff will receive safeguarding training as part of their induction, and annual refresher training. This training will include guidance on how to recognise indicators of peer on peer abuse of all kinds, and how to distinguish between behaviour, particularly sexual behaviour, that is developmentally appropriate and that which is harmful. All staff will receive training in recognising

the indicators and signs of peer on peer abuse and know how to identify it and respond to reports of it.

Where a pupil is displaying signs of being impacted by peer on peer abuse, or perpetrating peer on peer abuse, staff will report this to the DSL, Mrs Toni Devine, or in her absence, deputy DSLs, Mrs Jane Messenger or Mrs Jenny Bone, as soon as is reasonably practical. Staff will challenge all instances of abusive or harmful behaviour displayed by pupils that they witness or are reported to them, including those which take place online. Staff will not wait for concerns or situations between pupils to escalate before intervening; minor or singular instances of abusive behaviour will still be brought to the attention of the DSL and the pupil will always be spoken to about their behaviour and disciplined, where appropriate, in line with the Behavioural Policy.

Inappropriate Material

In common with other media such as magazines, books and video, some material available via the internet is unsuitable for pupils. The school will supervise pupils and take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of information available via the Internet, it is not possible to guarantee that unsuitable material will never appear on a terminal. Any inappropriate websites or material found by pupils or school personnel will be reported to the Online Safety Co-ordinator/Head Teacher and immediate action will be taken.

Artificial Intelligence (AI)

Artificial Intelligence (AI) technology is already widely used in commercial environments and is gaining greater use in education. At Bill Quay we recognise that the technology has many benefits and the potential to enhance outcomes and educational experiences, with the opportunity to support staff in reducing workload.

We also realise that there are risks involved in the use of AI systems, but that these can be mitigated through our existing policies and procedures, amending these as necessary to address AI risks. We will educate staff and learners about safe and ethical use of AI, preparing them for a future in which AI technologies are likely to play an increasing role.

The safeguarding of staff and learners will, as always, be at the forefront of our policy and practice.

Related policies

This policy should be read in conjunction with other school policies:

- Data Protection Policy
- Staff Discipline policies and codes of conduct
- Behaviour policy
- Anti-bullying policy

- Online safety policy
- Acceptable Use Agreements

Bill Quay School acknowledges the benefits of the use of AI in an educational context - including enhancing teaching and learning and outcomes, improving administrative processes, reducing workload and preparing staff and learners for a future in which AI technology will be an integral part. Staff are encouraged to use AI based tools to support their work where appropriate, within the frameworks provided below and are required to be professionally responsible and accountable for this area of their work.

We will comply with all relevant legislation and guidance, with reference to guidance contained in Keeping Learners Safe

We will provide relevant training for staff and governors in the advantages, use of and potential risks of AI. We will support staff in identifying training and development needs to enable relevant opportunities.

We will ensure that, within our education programmes, learners understand the ethics and use of AI and the potential benefits and risks of its use. The school recognises the importance of equipping learners with the knowledge, skills and strategies to engage responsibly with AI tools. As set out in acceptable use agreements, the school will use AI responsibly and with awareness of data sensitivity. Where used, staff should use AI tools responsibly, ensuring the protection of both personal and sensitive data. Staff should only input anonymised data to avoid the exposure of personally identifiable or sensitive information.

Staff should always ensure AI tools used comply with UK GDPR and other data protection regulations. They must verify that tools meet data security standards before using them for work related to the school.

Only those AI technologies approved by the school may be used. Staff should always use school-provided AI accounts for work purposes. These accounts are configured to comply with organisational security and oversight requirements, reducing the risk of data breaches.

We will protect sensitive information. Staff must not input sensitive information, such as internal documents or strategic plans, into third-party AI tools unless explicitly vetted for that purpose. They must always recognise and safeguard sensitive data.

We will ensure that when AI is used, it will not infringe copyright or intellectual property conventions – care will be taken to avoid intellectual property, including that of the learners, being used to train generative AI models without appropriate consent.

AI incidents must be reported promptly. Staff must report any incidents involving AI misuse, data breaches, or inappropriate outputs immediately to Darren Hobson (DPO). Quick reporting helps mitigate risks and facilitates a prompt response.

Responsibilities

Headteacher and Senior Leaders

Are responsible for the strategic planning of how AI will be used in the school, establishing AI policies and procedures and ensuring that all staff receive relevant training and have a clear understanding of these.

Designated Safeguarding Person (DSP) / Online Safety Lead

Our Designated Safeguarding Person / Online Safety Lead has responsibility for online safety in the school. They are expected to have knowledge of AI and its safeguarding implications and an in-depth working knowledge of key guidance. We ensure that they receive appropriate specialist training, commensurate with their role and that ongoing training is provided for all school staff.

Data Protection Officer

The DPO will be responsible for providing advice and guidance about data protection obligations in relation to the use of AI, including related Data Protection Impact Assessments (DPIAs).

Technical Staff

Technical staff / IT Leads will be responsible for technical support and guidance, with particular regard to cyber-security and the effectiveness of filtering and monitoring systems.

Staff

It is the responsibility of all staff to have read and understood this policy and associated Acceptable Use Agreements. All staff must report any incidents or suspected incidents concerning the use of AI in line with school policy. All staff will challenge any inappropriate behaviour. Staff have a duty to ensure that:

- the school environment is safe
- sensitive and confidential data / information is secure
- that their actions do not put the reputation of the school at risk and that
- learners understand their responsibilities

Governors/Trustees

We ensure that our Trust Board / governing body has a good understanding of how AI is used in a school context and potential benefits and risks of its use. They receive regular training and updates, enabling them to support the school and challenge where necessary. This may include evaluation of the use of AI in the curriculum, administration and communications, ensuring that risks relating to these issues are identified, that reporting routes are available, and that risks are effectively mitigated.

Parents/carers

We work hard to engage parents and carers by:

- sharing newsletters monthly
- sharing information online e.g., website, social media
- providing curriculum information

Our parents and carers are made aware of how AI is used in school and receive guidance on both good practice in its use and the risks of misuse that may affect their childrens' learning or safety.

They are encouraged to report any concerns to the school and are made aware that all incidents will be handled with care and sensitivity.

Vulnerable groups

We recognise that vulnerable learners are more likely to be at risk from the misuse of AI (both in their own use or through the actions of others). We ensure that vulnerable learners are offered appropriate support to allow them to gain full benefit of the use of AI, while being aware of the potential risks.

Children are considered to be vulnerable data subjects and therefore any process involving their personal data is likely to be “high risk”. If an AI/ automated process is used to make significant decisions about people, this is likely to trigger the need for a Data Protection Impact Assessment (DPIA).

Reporting

Our reporting systems are accessible for staff, learners and parents/carers to confidently report issues and concerns, knowing these will be treated seriously. All reports will be dealt with swiftly and sensitively and outcomes shared where appropriate. We also respond to anonymous reports, or reports made by third parties. This can be done via:

- nominated member of staff
- anonymous/confidential reporting routes
- links to national or local organisations

Responding to an incident or disclosure

Our response is always based on sound safeguarding principles and follows school safeguarding and disciplinary processes. It is calm, considered and appropriate and puts the learner at the centre of all decisions made.

All AI incidents (including data breaches and/or inappropriate outputs) must be reported promptly to the relevant internal teams. Effective reporting helps mitigate risks and facilitates a prompt response.

Where relevant / required incidents will be reported to external agencies e.g., Police, LADO, DPO, ICO.

All AI related incidents will be recorded through the school’s normal recording systems
In the case of misuse of AI by staff, the normal staff disciplinary processes will be followed.

Risk assessment

It is key that our approach to managing risk aligns with, and complements, our broader safeguarding approach.

The school understands that despite many positive benefits in the use of AI, there are some risks that will need to be identified and managed, including:

- Legal, commercial, security and ethical risks

- Data Protection
- Cyber Security
- Fraud
- Safeguarding and well-being
- Duty of care

Bill Quay's educational approach seeks to develop knowledge and understanding of emerging digital technologies, including AI.

As AI becomes an integral part of modern education, it is essential for staff to be trained in its effective use. Training equips educators with the knowledge and skills to integrate AI tools responsibly into teaching, learning, and administrative processes. It ensures that AI is used to enhance educational outcomes, streamline workloads, and promote equity while safeguarding ethical practices and data privacy. By fostering AI literacy, staff can confidently prepare pupils for a future where AI is a key driver of innovation and opportunity.

We will provide training to all staff on the effective, responsible, and ethical use of AI technologies in education, ensuring these tools enhance teaching, learning, and administrative processes.

We will integrate AI-related risks and safeguards into annual safeguarding training, aligning with statutory guidance, including "Keeping Learners Safe."

Use of Mobile Phones

It is our policy to discourage mobile phones in school. Where the parents of pupils in Year 6 want the pupil to have a mobile phone with them before and after school, they may do so under the conditions outlined below:

- If there is a specific reason why a child needs to bring a phone into school e.g. because they walk home unaccompanied, then the school will allow this provided that the parent and child agree to the conditions set out in this policy;
- Phones must always be switched off (not on silent mode) and handed in to the teacher before the start of the school day, to be collected at the end of the day;
- If a pupil is found with a mobile in school (including the playground) without permission, the phone will be taken from the pupil and placed in the office. Parents will be contacted and asked to collect the phone in person;
- If a pupil is found using a phone on the school site for any purpose including messaging, taking photographs or video, this will be regarded as a serious offence and the Head Teacher will decide on appropriate action. This will include cancelling permission for the pupil to bring a phone to school if this had previously been given;
- Any use of mobile devices in school by pupils must be in line with the acceptable use agreement (see Acceptable Use Policy).

- Parents are advised that Bill Quay Primary School accepts no liability for the loss of or damage to mobile phones which are brought into the school. It is the responsibility of parents and pupils to ensure mobile phones are adequately insured.

If a pupil needs to contact his/her parents/guardians they will be allowed to use a school phone. If parents need to contact children urgently they should phone the school office and a message will be relayed promptly

Technical – infrastructure / equipment, filtering and monitoring

- The school, supported by Omnicom, will be responsible for ensuring that the school network is as safe and secure as is reasonably possible and that policies and procedures approved within this policy are implemented.
- School technical systems will be managed in ways that ensure that the school meets recommended technical requirements.
- There will be regular reviews and audits of the safety and security of school technical systems. Servers, wireless systems and cabling must be securely located and physical access restricted. All users will have clearly defined access rights to school technical systems and devices.
- Internet access is filtered for all users. Illegal content is filtered firstly by Securus (a safeguarding tool which protects pupils from cyberbullying, online grooming, explicit images and inappropriate websites, among other threats and the broadband provider, Virgin).
- The filtering system, Securus, is monitored daily by a dedicated member of staff and any incidents are logged and reported to the safeguarding lead.
- School staff regularly monitor the activity of users on the school technical systems and users are made aware of this in the Acceptable Use Agreement.
- An appropriate system is in place for users to report any actual / potential technical incident / security breach to the relevant person, as agreed.
- Appropriate security measures are in place to protect the servers, firewalls, routers, wireless systems, work stations, mobile devices etc from accidental or malicious attempts which might threaten the security of the school systems and data. These are tested regularly.
- The school infrastructure and individual workstations are protected by up-to-date virus software.
- An agreed policy is in place for the provision of temporary access of “guests” (e.g. trainee teachers, supply teachers, visitors) onto the school systems.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school prospectus
- the school website
- the staff handbook
- meetings with parents such as introductory, transition, parent-teacher consultations, and periodic curriculum workshops

- school events
- meetings with school personnel
- communications with home such as the “Friday letter”
- Head Teacher reports to the Governing Body

The practical application of this policy will be reviewed annually, or when the need arises.

Links to Other Policies

This policy should be read alongside Bill Quay Primary School’s policies and procedures on:

- Safeguarding and Child Protection Policy
- Whistleblowing
- Code of Conduct
- Capability
- Anti-bullying
- Safeguarding
- Staff handbook
- Remote Education Plan
- Acceptable Use