



Relationships, health and online safety Education Policy (Mainstream)

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Section One – Relationship Education

Introduction

Brambles Primary Academy caters for children from 2-11 years who have differing degrees of learning difficulties and associated disabilities. We have children from different cultures and religious backgrounds.

This policy outlines the purpose, nature and management of relationships taught in our academy.

In line with legal requirements (Education Act 1996, Learning and Skills Act 2000, Statutory Guidance updated in 2021, KCSIE 2025) the TVED Trust Board has overseen the production and development of a relationships education policy which will be made available to parents on our academy website and has decided to deliver a relationships education programme in addition to that which is part of the statutory science curriculum.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

The academy recognises the contribution that relationships education can make to government health targets. Relationships education in the primary phase builds the foundations of knowledge, skills and attitudes which help young people to make positive, informed and safe choices about their health and well-being both now and in later life.

Review of the policy will be led by the PSHE coordinator and will be informed by:

- staff and pupil evaluation of the programme;
- any relevant local/national issues;
- relevant changes in the law/good practice guidance;
- the results of parent questionnaires;
- new resources becoming available; and
- pupil needs.

Relationships education is learning about the emotional, social and physical aspects of growing up. Relationships education at Brambles will be stage-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face.

They will likely focus on:

- different types of relationships, including friendships, family relationships and dealing with strangers;
- how to recognise, understand and build healthy relationships, including self-respect and respect for
- others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how

- to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health; and
- healthy relationships and being safe, including safety online.

Aspects of Relationships education are cross-curricular. Some aspects are taught in science, PE, and others are taught as part of personal, health, social and economic education (PHSE). All aspects of relationships education links with physical health and mental wellbeing (see policy).

Aims

A comprehensive programme at the primary age range provides accurate information about the body, reproduction and relationships. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. The aims are to:

- equip children with the knowledge, skills and attitudes to enable them to manage the responsibilities associated with adult life and to form and maintain positive and fulfilling relationships;
- ensure effective delivery Relationship Education at a level appropriate to each child;
- follow the science national curriculum- where appropriate and relevant.

Objectives

- To develop an awareness of the importance of relationships and enable children to practice skills that will help them to build and maintain them.
- To encourage respect for difference and diversity.
- To provide factual information on human reproduction and birth.
- To prepare young people for the physical and emotional changes associated with puberty.
- To ensure that all young people know who can support them and how to access this support.
- To work in partnership with, and support the role of, parents.
- To model positive relationships throughout the academy.
- To actively challenge stereotypes, prejudice and sexual exploitation and give children the skills
- to critically analyse media messages.
- To give opportunities for pupils to develop and practice decision-making skills with regard to the range of possible consequences.
- To promote, and encourage children to make healthy lifestyle choices.
- To use agreed terminology to discuss body parts throughout the academy.

Roles and Responsibilities

The PSHE Co-ordinator has the following responsibilities:

- To lead the annual review of the Relationships Education policy.
- To ensure that resources used are relevant and appropriate to the needs of the children.
- To lead on the evaluation of the relationships education policy and programme.
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective relationships education.

Trustees have the following responsibilities:

- To ensure that an up-to-date Relationships Education policy is in place and is made available to parents and for inspection.
- To ensure that the Relationships Education policy and curriculum are in line with the DfE relationships education Statutory Guidance 2021.
- To implement the from the changes to the Relationship Education Policy 2024.
- To ensure that the policy and programme reflect a whole academy approach particularly in relation to consultation.

Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom to deliver/support relationships education, is doing so in line with the academy's relationships education policy, and other relevant academy policies.
- To contribute to the evaluation of the programme.
- Assessing children's progress against the agreed learning outcomes.
- Communicating the year group content with parents via the website.

Working with Parents/Carers

- We recognise that parents/carers are key partners in our delivery of a comprehensive relationships education programme for pupils at the academy. The relationships education we deliver is designed to support the important role of parents in this area.
- If parents/carers have concerns about any of the content to be covered, we ask that these are addressed to the headteacher.
- Relationships Education is compulsory for all pupils and parents are not able to withdraw their children from it.
- Parents can withdraw consent for Sex Education being delivered to their child/children.

Moral and Values Framework

Through the Relationships Education curriculum, both formal and informal, and the modelling of positive relationships throughout the academy, we aim to promote and foster morals and values important to the development of Relationships Education. These are as follows:

- Everyone has a right to express their views and be listened to.
- Everyone in the academy should behave in a way that shows care, consideration and respect for themselves, other people and things, and the environment.
- All members of the academy community are equally valued.
- Disputes and disagreements will be resolved peacefully.
- The diversity of individuals, families and relationships will be accepted and celebrated.
- Love, commitment, trust, loyalty and respect are important attributes needed in close relationships.

Equal Opportunities

Brambles Primary Academy encourages respect for all regardless of gender and gender identity, ethnicity, ability, faith, culture, sexuality, sexual orientation, disability, home background or other personal circumstance. Within our provision of relationships education we will ensure that resources used, and teaching styles employed reflect and support the diversity of our pupils and wider society. All members of the academy community will feel safe, valued and respected (see Equality Policy).

Throughout the academy there will be consistent challenging of homophobic attitudes, behaviour and language.

******We recognise that children at the academy come from a range of family backgrounds, these include children whose parents are not married; children whose parents have divorced or separated; children in public care; children living with foster parents or grandparents, parents of different ethnicities, disabled parents, same-sex parents and single parents. We endeavour to ensure that children see these family groupings and relationships represented and affirmed within the relationships education curriculum, academy resources and displays.

In planning the relationships education programme, we have used learning outcomes from the Statutory Guidance (originally introduced in 2020), and suggestions by Ofsted in their report on SRE (2020). These incorporate the statutory elements of sex education that come within the Science curriculum. We have also given due regard to the SRE guidance issued by the DfEE in 2000 and Sex and Relationships Education for the 21st Century - PHSE Association and Sex Education Forum 2014.

Planning has taken account of the diverse needs of pupils and sessions will be differentiated as appropriate.

The relationships education curriculum

Provision

Relationships Education will be delivered to all pupils at an appropriate level through the following themes:

- Caring friendships
- Respectful relationships
- Families and people who care for me
- Mental wellbeing
- Physical health and fitness
- Being safe

Content and delivery will be matched to the age, maturity, understanding and needs of the pupils in each year group. We will use various methods at the beginning of each year to assess children's current knowledge, understanding and skills in order to ensure that the content of the programme is relevant.

In order to promote common understanding amongst the children, we make use of the correct terminology to discuss sexual body parts in the academy. Whilst we acknowledge that children have different family names for sexual parts we teach and encourage the use of scientific names. Children need to learn the correct biological/medical names for the genitalia and reproductive organs. Having the right language to describe the private parts of their body – and knowing how to seek help if they are being abused – are vital for safeguarding. The words we will use include penis, vagina, clitoris, testicles, breasts, nipples. This language is reflected in the resources used to deliver relationships education.

In November 2013, the Office of the Children's Commissioner (OCC) completed an inquiry into child sexual exploitation (CSE) which has raised awareness of the prevalence of this issue and the urgent need to tackle it. Younger pupils should learn that their body belongs to them and that they can say who has access to it. This is a key element in the academy's approach to safeguarding. Learning to respect boundaries – their own and other people – helps children to understand the need to obtain consent and that everyone has the right to offer or withhold their consent for any activity, sexual or otherwise. (Sex and Relationships Education for the 21st Century - PSHE Association and Sex Education Forum 2014).

Delivery

Relationship Education should ensure that all children:

- Develop confidence in thinking and communicating about feelings and relationships
- Are aware of parts of the body and describe how their bodies work where appropriate
- Can protect themselves and ask for help and support where appropriate
- Are taught puberty.

Puberty and menstruation will be taught in year 5/6. Children will be taught in small groups of mixed or single gender, covering topics appropriate to their age. There may also be occasions when an issue arises that has to be dealt with on an individual basis, in line with the safeguarding policy.

Adults involved in the teaching of Relationship Education will have had guidance and will feel comfortable in their ability to teach the subject. Any outside agency or speaker will be:

- DBS checked;
- supervised; and
- will have read the PSHE and safeguarding policy.

The formal relationships education programme will be delivered in each year group through PHSE sessions. It will also be delivered through broader topic-based work and through other curriculum subjects, for example Science, and Religious Education. There will also be opportunities for more informal teaching through assemblies, circle-time, story-telling and pretend play. Children will be encouraged to recognise and apply the knowledge and skills they learn in PSHE to other contexts both within, and outside of, the academy setting.

We recognise that Relationships Education sessions require the use of a range of teaching and learning strategies in order that children have the opportunity to develop skills, explore attitudes and values and acquire knowledge. The range of teaching and learning strategies employed in the delivery of relationships education at Brambles include watching videos, discussion, role-play, quizzes, drama, case studies, matching exercises, drawing, and debates. Individual teachers will ensure that all pupils are able to access the activities to be employed. Appropriately differentiated activities will be provided.

Children will be made aware of the intended learning outcomes of each lesson/topic so that they can assess their own development and make progress.

Relationships Education will be delivered by class teachers. We ensure that both male and female pupils receive information on the emotional and physical changes of the onset of puberty in both genders. This information will be taught in class groups. In Year 5 and 6 whilst most sessions will be delivered to class groups, some of the sessions on puberty may be delivered to gender groups so that the children have the opportunity to ask questions that they might feel less comfortable asking in a mixed gender group.

Answering Children's Questions

Children are naturally curious, and we believe that if a child asks a question they require an honest and factual answer. This is true of questions asked in all curriculum areas and at other times during the academy day.

All staff in the academy will answer children's questions around relationships issues in line with the following guidance:

- Questions will be answered in a factual manner without any personal bias and with reference to the age and understanding of the child / children.

- If the answer to a question isn't known the class teacher will suggest that the class do some research to find out the appropriate information
- In some situations, staff will sensitively turn the question back on the pupil to establish what they already know, for example "that's a very interesting question, I wonder why you are asking that" or ask the rest of the class whether they know the answer "Does anyone else know the answer to that question?"
- All staff have considered questions that may be asked in relationships education sessions and discussed suitable answers.
- If it is felt that it is not appropriate to answer a question in a whole class setting the teacher will explain this sensitively and will give an answer to the child individually at the end or refer the child to their parents.

Assessment, recording and reporting

Assessment on the science elements of Relationships Education will be evident through Science books. Assessment within other areas of the Relationships Education programme can be difficult. However, a range of methods, including Personal Development books, have been produced to record pupils' responses and development within the different areas. Where appropriate and dependent on the topic, photographs and pupil statements will reinforce these. As part of the child's annual report, progress made in science and PSHE is reported to parents.

Monitoring and evaluation

At the end of each lesson teachers will use a range of informal methods to give pupils the opportunity to reflect on their learning and development.

Throughout each topic a range of methods will be used to assess the extent to which pupils are achieving the intended learning outcomes. Pupils will be assessed on the following three areas: knowledge acquisition; clarification and exploration of attitudes and values; skills development.

Staff development

Staff training on relationships education is coordinated by the PSHE/Relationships Education Co-Ordinator. Training requirements will be identified through the policy review process or through a teacher expressing individual needs to the headteacher. Appropriate training will then be sought to fulfil the needs of the staff member. Anybody who attends training will be required to provide an outline of any relevant information to other staff members via a future staff meeting.

Provision for young women's menstruation needs

Sanitary disposal units are available in the staff and in some pupils' toilets in Key Stage 2. All female pupils from Year 5 upwards and their parents are informed that, when necessary, that sanitary protection is available in the event of a pupil starting menstruation when at the academy. Supplies are kept within the academy to deal with emergencies. However, parents can send pupils to the academy with adequate sanitary protection for the day, and these can be kept in a private agreed place but

the academy can also provide support with products if required. Both male and female pupils are educated about periods through the Relationships Education curriculum to encourage empathy and understanding.

Section Two – Health Education

Introduction

“Every child deserves a champion, an adult that will never give up on them, who understands the power of connection and insists they can become the best they can possibly be.” (Rita F. Pierson)

At Tees Valley Education, we understand that a child’s health is both their physical health but importantly their mental wellbeing as well.

Mental health is now specifically included as part of the definition of safeguarding and promoting the welfare of children. At Tees Valley Education, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We have a supportive, inclusive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

Within the Trust, we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody’s responsibility and that we all have a role to play.

Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

In addition to children’s wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

AIMS

This policy aims to:

- Develop an open culture where it’s normal to talk about physical and mental health
- Foster an environment in which everyone feels safe, secure, feels valued and where each person is treated fairly and respectfully
- Ensure all staff know the expectations of promoting positive physical and mental wellbeing
- Promote positive physical and mental health in all staff and pupils

- Increase understanding and awareness of common physical and mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to pupils suffering mental ill health and their peers and parents or carers by enabling access to appropriate support

Objectives:

- Ensure children, parents and staff have a sense of belonging
- Promote self-esteem, self-discipline, good health and positive relationships
- Prepare children for adulthood
- Develop the protective factors which build resilience to mental health problems
- Teach children social and emotional skills and an awareness of mental health
- Help children to develop social relationships, support each other and seek help when they need it
- Provide opportunities to develop a sense of worth through taking responsibility for themselves and others understanding how to keep physically healthy
- Promote pupil voice and opportunities to participate in decision-making
- Promote self-esteem and ensure children understand their importance in the world
- Help children to be resilient learners and to manage setbacks
- Provide workshops for parents and carers on physical and mental health

Roles and Responsibilities

At Brambles Primary, the Mental Health Lead, supported by the deputy Mental Health Leads, has the following responsibilities:

- To lead the annual review of the relating policies.
- To ensure that resources used are relevant and appropriate to the needs of the children.
- To lead on the evaluation of physical health and mental wellbeing policy and programme.
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective physical health and mental wellbeing education.

The Safeguarding, SEND and Inclusion Manager has the following responsibilities:

- To lead on advice on mental health working with the academy Mental Health Lead
- To be the first point of contact with mental health services making individual referrals
- To process any safeguarding concerns from staff making individual referrals
- Trustees have the following responsibilities:
- To ensure that an up-to-date physical health and mental wellbeing policy is in place and is made available to parents and for inspection.
- To ensure that the physical health and mental wellbeing policy is in line with the DfE Statutory Guidance 2021.
- To ensure that the policy and programme reflect a whole academy approach particularly in relation to consultation.

Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom to deliver/support physical health and mental wellbeing education, is doing so in line with the academy's physical health and mental wellbeing policy, and other relevant academy policies.
- To contribute to the evaluation of the programme.
- Assessing children's progress against the agreed learning outcomes.
- Communicating the year group content with parents via the newsletters.
- Working with Parents/Carers
- We recognise that parents/carers are key partners in our delivery of a comprehensive physical health and mental wellbeing programme for pupils at the academy. The physical health and mental wellbeing education we deliver is designed to support the important role of parents in this area. To support parents and carers we will be:
 - Organising workshops and presentations on mental health, anxiety, resilience and wellbeing.
 - Provide information online on mental health issues and local wellbeing and parenting programmes.
 - Share ideas about how parents and carers can support positive mental health in their children.
 - Make our emotional wellbeing and mental health policy easily accessible to parents.
 - Keep parents informed about the mental health topics taught in PHSE and share ideas for extending and exploring this at home.
 - If parents/carers have concerns about any of the content to be covered, we ask that these are addressed to the headteacher.

We recognise that parents and carers will also need support in these areas at times, and are committed to offering signposting support, advice and guidance at an appropriate level.

Working with specialist services.

As part of our targeted provision the academy will work with other agencies to support children's emotional health and wellbeing. Your child may be referred to a partner service for additional support.

Brambles Primary Academy encourages respect for all regardless of gender and gender identity, ethnicity, ability, faith, culture, sexuality, sexual orientation, disability, home background or other personal circumstance. Within our provision of physical health and mental wellbeing education, we will ensure that resources used, and teaching styles employed reflect and support the diversity of our pupils and wider society. All members of the academy community will feel safe, valued and respected (see the Trust Equality Policy available on Brambles Primary website).

In planning the physical health and mental wellbeing programme (through PHSE) we have used learning outcomes from the DfE Guidance (updated September 2021). Planning has taken account of the diverse needs of pupils and sessions will be differentiated as appropriate.

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in children and know what to do and where to get help.

Early identification

We aim to identify children with mental health needs as early as possible to prevent things from getting worse. Changes in patterns may indicate warning signs indicating that a student is experiencing mental health or emotional wellbeing issues. Teaching and support staff are responsible for reporting concerns about individual children to designated adults within the school.

Possible warning signs include

- Changes in eating or sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
- Abusing drugs or alcohol
- Curriculum and delivery

Physical health and mental wellbeing are planned and delivered through PHSE, Physical Education, DT and Science.

All staff in the academy will answer children's questions around relationships issues in line with the following guidance:

- Questions will be answered in a factual manner without any personal bias and with reference to the age and understanding of the child / children.
- If the answer to a question isn't known the class teacher will suggest that the class do some research to find out the appropriate information
- In some situations, staff will sensitively turn the question back on the pupil to establish what they already know, for example "that's a very interesting question, I wonder why you are asking that" or ask the rest of the class whether they know the answer "Does anyone else know the answer to that question?"

If it is felt that it is not appropriate to answer a question in a whole class setting the teacher will explain this sensitively and will give an answer to the child individually at the end or refer the child to their parents.

Assessment, recording and reporting

Assessment of physical health and mental wellbeing will be evident through the assessment of PHSE, Physical Education, DT and Science in curriculum books and electronic learning journals.

A range of methods, including class learning journals, have been produced to record pupils' responses and development within the different areas. Where appropriate and dependent on the topic, photographs and pupil statements will reinforce these. As part of the child's annual report the activities covered, and progress made are reported to parents through the relevant areas of the curriculum.

Monitoring and evaluation

At the end of appropriate lessons, teachers will use a range of informal methods to give pupils the opportunity to reflect on their learning and development.

A range of methods will be used to assess the extent to which pupils are achieving the intended learning outcomes outlined in academy assessment routes in relevant curriculum areas.

Staff development

Staff training on physical health and mental wellbeing education is co-ordinated by the PHSE lead and Trust PHSE/Mental Health Lead. Training requirements will be identified through the policy review process or through a teacher expressing individual needs to the same people. Appropriate training will then be sought to fulfil the needs of the staff member. Anybody who attends training will be required to provide an outline of any relevant information to other staff members via a future staff meeting.

Additional information relevant to physical health and mental wellbeing

The Trust employs academy counsellors who support children and families in times of need. Whilst all staff have a responsibility to promote the mental health of pupils, all academies have staff with a specific, relevant remit including

- Safeguarding Leads
- SENDCo
- Mental Health Lead
- Lead Carer
- Pastoral Lead
- SLT

Physical health and mental wellbeing content for primary schools (DfE updated 13th September 2021) states that mental wellbeing is a normal part of daily life, in the same way as physical health. There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. It discussed how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings and how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

It discussed the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. As well as simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

It requires schools to consider how isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. As well as how bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

It highlights where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. It looks in depth at Internet safety and harms. That for most people the internet is an integral part of lives and has many benefits (as set out in the National Curriculum statements for RSE).

Food during the school day

Our aim is to provide pupils with the knowledge to make food choices which support good health and to establish eating patterns and habits which support a healthy lifestyle now and in their future.

Food and drink provided in school should:

- Be nutritious – provide vitamins and minerals
- Be fresh – the use of processed foods should be limited
- Not be high in sugar, fat or salt – see guidance
- Not contain nuts or peanuts
- Not include drinks with added sugar/flavours

EYFS

It is recognised that children in EYFS benefit from a mid-morning snack. Examples of appropriate snack items in EYFS:

- Fresh fruit (dried fruit such as raisins are high in sugar and should be avoided)
- Fresh vegetables
- Plain, savoury rice cakes, crackers and bread sticks
- Toast

KS1

Children in KS1 are offered fruit daily at break time. This is a national scheme as provided by School Fruit and Veg scheme. Fruit is fresh and delivered weekly. Children are offered a range including apples, pears, bananas, oranges, raisins, tomatoes, carrots and sugar snap peas.

All other year groups

In all other classes snacks are not provided. Pupils will be offered a drink (water) on arrival at school and throughout the school day. Where it is identified that a child has not had breakfast at home and will need more than a piece of fruit, discreet arrangements will be made to provide a healthy breakfast away from their classroom.

Communication/PECS

Staff should avoid using food as a means of developing communication skills. Where staff feel food is a useful way to develop communication and use of PECS, it should be done so only using fresh fruit and water. This should happen at the start of the morning when fruit and water are available for all pupils. Staff should also explore and utilise other methods of developing communication and PECS use throughout the day.

Lunch time

Pupils should be encouraged to try a range of nutritious foods. It is understood that pupils may prefer the same foods each day and this is acceptable, however, staff should encourage the addition of new foods, particularly vegetables and salad, to attempt to broaden their diet. Only one main meal and one pudding should be offered, regardless of the age or appetite of the pupil. The SLT will work with the catering staff to ensure portion sizes are appropriate and diets suit those with additional requirements and needs.

NHS guidance on assessing the fat/sugar/salt content of foods:

	High	Low
Total fat	More than 17.5g of fat per 100g	3g of fat or less per 100g
Saturated fat	More than 5g of saturated fat per 100g	1.5g of saturated fat or less per 100g
Sugar	More than 22.5g of total sugars per 100g	1.5g of total sugars or less per 100g
Salt	More than 1.5g of salt per 100g (or 0.6g sodium)	0.3g of salt or less per 100g (or 0.1g sodium)

Section Three – Online safety Education

Introduction

STATEMENT OF INTENT

Tees Valley Education understands that social media, digital technology and online learning is a growing part of life outside our academies. We have a responsibility to safeguard our pupils against potential dangers when accessing the internet in our academies, and to educate our pupils about how to protect themselves online within the wider community.

As a Trust we are committed to:

- encouraging the responsible use of digital technology and online platforms in support of the academy's mission, values and objectives
- using appropriate social media to promote the work of Tees Valley Education and its academies
- protecting our pupils from the dangers of a range of online platforms
- preventing and avoiding damage to the reputation of each academy and the Trust through irresponsible use of social media
- protecting our staff from cyber bullying and potentially career damaging behaviour
- increasing and updating all stake holders' e-safety knowledge on a regular basis
- Providing advice and guidance for remaining safe online whereby online safety refers to any device with the capacity to connect to the internet
- Promoting the PREVENT Duty.
- Follow Keeping Children Safe in Education and promoting online safety throughout settings.

DEFINITIONS

Online safety refers to any device with the capacity to connect to the internet and share data and includes but is not limited to internet-connected toys, tablets, smart TVs and watches, phones, laptops and computers.

Tees Valley Education defines "social media" as any online platform that offers real-time interaction between the user and other individuals or groups including but not limited to:

- Blogs.
- Online discussion forums, such as netmums.com.
- Collaborative spaces, such as Facebook, Instagram and Online Gaming.
- Media sharing services, such as Marvellous Me and YouTube.
- 'Micro-blogging' applications, such as Twitter.

The Trust defines "cyber bullying" as any use of social media or communication technology to bully an individual or group.

KEY ROLES AND RESPONSIBILITIES

The Trust Board delegates the responsibility for the implementation of the Online Safety Policy and procedures to Head Teachers of its academies.

The Trust Board has responsibility for ensuring that the Online Safety Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

Individual Academies and Trust staff have responsibility for correctly handling complaints regarding this policy as outlined in the Trust Complaints Policy.

Each Academy has a digital lead who attends a termly online meeting to discuss updates and issues arising within the local area. This meeting is led by the Risk and Resilience Coordinator as part of Middlesbrough Children's services.

All staff members within each academy are responsible for ensuring the day-to-day implementation and management of the Online Safety Policy and procedures.

All staff in each academy, including teachers, support staff and volunteers, are responsible for following the Online Safety Policy, as well as ensuring all pupils do so. They are responsible for ensuring the policy is implemented fairly and consistently in the classroom and wider academy community.

Whilst academy staff will support where possible, parents and carers are expected to take responsibility for the online habits of their child/children at home.

Parents and carers are expected to promote safe online behaviour.

TRAINING AND PROFESSIONAL DEVELOPMENT

Tees Valley Education recognises that early intervention can protect pupils who may be at risk of cyber bullying or negative online behaviour. As such, all stakeholders will receive appropriate online safety training, as organised and facilitated by each individual academy.

Teachers and support staff will receive training on the Online Safety Policy as part of the annual safeguarding training plan, or their academy induction as appropriate.

As well as Online Safety training within safeguarding, Trust staff will also receive appropriate social media training with regard to the academy's approaches to promoting the academy and wider Trust.

SOCIAL MEDIA USE

Trust/Curriculum

Trust / Academy social media passwords are kept by delegated Senior Leaders within the establishment. These key staff are responsible for ensuring they are kept secure. Whilst these may be delegated roles within each academy, the Head Teacher is ultimately responsible for the academy's social media accounts.

Social media should only be used during lesson time as part of a planned curriculum activity. Any use of personal social media is strictly prohibited.

If inappropriate content is accessed online, an inappropriate website content report form should be completed and passed on to the designated senior leader in each academy.

The use of mobile phone technology is strictly prohibited as part of curriculum teaching. Further details of the use of phones is outlined in our Mobile Phone Policy and individual academy handbooks.

Staff

Whilst it is not encouraged during the working day, Teachers may use social media on their personal technology devices during their break times. These devices may only be used in designated areas as agreed in each academy.

Members of staff should not use personal social media in front of pupils. Also see mobile phone policy.

Members of staff **must not** “friend” or otherwise contact pupils or parents/carers through social media.

If pupils or parents/carers attempt to “friend” or otherwise contact members of staff through social media, they should be reported to the Head Teacher.

Members of staff should avoid identifying themselves as an employee of Tees Valley Education on social media.

Members of staff **must not** post content on personal social media with regard to the Trust, their academy or any of its staff or pupils.

Where teachers or members of staff use social media in a personal capacity, any views posted should be personal.

Staff members **must** report to their Head Teacher any content they view on social media which brings negative representation to the Trust or Individual Academy.

Teachers or members of staff **must not** post any information which could identify a pupil, class or the academy.

Members of staff should not post anonymously or under an alias to evade the guidance given in this policy.

Breaches of this policy by members of staff will be taken seriously, and in the event of illegal, defamatory or discriminatory content, could lead to prosecution, disciplinary action or dismissal.

Members of staff should be aware that if their out-of-work activity brings Tees Valley Education into disrepute, disciplinary action will be taken.

Members of staff should regularly check their online presence for negative content via search engines.

Attempts to bully, coerce or manipulate members of the academy community, via social media, by teachers and members of staff will be dealt with as a disciplinary matter.

Members of staff should not leave a computer or other device logged on when away from their desk or save passwords (refer to Trusts Password Security Policy).

Staff members should use their academy email address for academy business and personal email address for their private correspondence; the two should not be mixed.

Pupils and Parents/Carers

Pupils may not access social media during lesson time, unless it is part of a curriculum activity overseen by a member of staff.

Breaches of this policy by pupils will be taken seriously, and in the event of illegal, defamatory or discriminatory content could lead to prosecution, or exclusion.

Pupils and parents/carers **must not** attempt to “friend” or otherwise contact members of staff through social media. If attempts to contact members of staff through social media are made, they should be reported to the Head Teacher.

If members of staff attempt to “friend” or otherwise contact pupils or parents/carers through social media, they should be reported to the Head Teacher.

Pupils and parents/carers should not post anonymously or under an alias to evade the guidance given in this policy.

Pupils and parents/carers **must not** post content online which is damaging to the academy or any of its staff or pupils.

Pupils within Tees Valley Education are reminded that they **must not** sign up to social media sites that have an age restriction above the pupil’s age.

If inappropriate content is accessed online on academy premises, it **must** be reported to a teacher.

Blocked Content

The following websites are identified as blocked by the network’s firewalls:

- Facebook
- Instagram
- Twitter

- Any games that involve a chat function

Many other sites are blocked in order to ensure the safety of all stakeholders. This is managed and regularly updated by One IT (Trusts IT provider).

Attempts to circumvent the network's firewalls will result in a ban from using academy computing equipment, other than with close supervision.

Inappropriate content which is accessed on the academy computers should be reported to the Head Teacher so that the site can be blocked.

Requests may be made to access erroneously blocked content by submitting a "blocked content access" form to the Head Teacher who will make the final decision on whether access to the site may be granted.

CYBER BULLYING

Within Tees Valley Education cyber bullying of any stakeholder is taken very seriously. Incidents of cyber bullying will be dealt with and reported in line with the Anti-Bullying and safeguarding Policy.

Staff members should never respond or retaliate to cyberbullying incidents. Incidents should instead be reported as inappropriate, and support sought from their line manager or senior staff member.

Evidence from the incident should be saved, including screen prints of messages or web pages, and the time and date of the incident.

Where the perpetrator is a current pupil or colleague, most cases can be dealt with through the academy's own disciplinary procedures.

Where the perpetrator is an adult, in nearly all cases, a senior staff member should invite the victim to a meeting to address their concerns. Where appropriate, the perpetrator will be asked to remove the offensive content.

If the perpetrator refuses to comply, the incident and content will be reported to the CEO in order to decide upon next points of action. This may include contacting the individuals by formal letter or contacting the internet service provider in question through their reporting mechanisms, if the offensive content breaches their terms and conditions.

If the material is threatening, abusive, sexist, of a sexual nature or constitutes a hate crime, the police will be contacted.

As part of our on-going commitment to the prevention of cyber bullying, regular education and discussion about e-safety will take place as part of computing and PSHE.

Be SMART online

All teachers and pupils will embody a **SMART** approach to online behaviour which will be made explained and embedded through definitive and explicit teaching:

Safe – Do not give out personal information, or post photos of yourself to people you talk to online. Follow age restriction rules.

Meeting – Do not meet somebody you have only met online. We encourage parents/carers to speak regularly to their children about who they are talking to online.

Accepting – We advise that pupils only open emails and other forms of communication from people they already know.

Reliable – We teach pupils about the dangers of believing everything they see online.

Tell – We encourage pupils to tell a teacher, parent or Carer if they see anything online that makes them feel uncomfortable.

A number of further resources to support staff pupils and parents are available at <https://brambles.teesvalleyeducation.co.uk/parents/e-safety/>

IT SAFETY AND DATA PROTECTION

The Trust advocates the use of ONE IT to support safety infrastructure and Data Protection alongside a rigid GDPR Policy. The academy must ensure:

- Manage data in compliance with the Data Protection Act 2018 (see GDPR Policy)
- uses a firewall and robust antivirus software
- uses a recognised internet service provider
- actively monitors and filters any inappropriate websites or content
- Uses an encrypted and password protected Wi-Fi network.

GAMING

Online gaming is hugely popular with children and young people and there are many ways for users to connect and play games online.

These include free games found on the internet, games on mobile phones, handheld consoles and other devices, as well as downloadable games and boxed games on PCs and consoles. Internet connectivity in a game adds a new opportunity for gamers as it allows players to find, chat with and play against/with other players from around the world (in a multi-player game).

The guidance for gaming includes all aspects relating to online safety. By using the SMART principles, acceptable use and guidance above children should be able to use these platforms safely. However, there are additional expectations to be considered:

- Parents, pupils and teachers should talk with children about the types of games they are playing. Discuss the levels of appropriateness of game type (role-playing games, sports games, strategy games or first-person shooters)

- Pupils and parents should be aware of the age and content ratings on games. These ratings should be treated the same way that we treat film classifications. The regulatory body **PEGI** rate all games on sale in the UK. Teachers should discuss these ratings with staff through explicit online safety teaching
- Parents and pupils need to be aware that some games may offer children the chance to chat with other players by voice and text. Teachers should ensure children are aware that they need to know who they are playing with and talking to. If chat is available, then the type of language that is used by other players may be an issue for consideration. Explicit teaching by parents and teachers should include identifying what to do if they experience anything they deem as unacceptable.

PREVENT

The passing of the Counter-Terrorism and Security Act 2015 means educational establishments now have a statutory duty to prevent students from being drawn into terrorism. With the Internet and social media playing a huge role in the radicalisation of young people, a comprehensive security approach is essential for complying with the government's Prevent duty.

Schools now have a requirement to look much deeper into internet and social media traffic to identify potential children at risk. This includes identifying sites that may appear innocuous but attempt to display harmful content to children and to keep accurate records of exactly who does what, whether the internet requests are allowed or blocked. This helps to identify the signs of radicalisation, whether explicit or significant as part of a pattern of behaviour.

The DSL and Mental Health Lead is trained on the Home Offices PREVENT pilot training and in house staff training was delivered by the lead. Staff are trained annually on prevent training and undertake an assessment to ensure legislation is understood.

Additional information relevant to the Relationships, health and online safety Education curriculum.

Safeguarding children, confidentiality and child protection

All staff members at Brambles Primary have a duty to safeguard the well-being of children.

At Brambles Primary we recognise that the open discussion associated with physical health and mental wellbeing may lead to children making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may raise concerns of a child protection issue. In these situations, the teacher will consult the academy's Designated Safeguarding Lead (DSL). DSL will then work in line with the relevant academy policies in terms of any further action that may be taken. This includes the mandatory reporting duty regarding Female Genital Mutilation (FGM). Staff should use safeguarding procedures if they suspect a child is at risk and should personally report

to the police cases where they discover an act of FGM appears to have been carried out. FGM is illegal under the FGM Act 2003 and is a form of child abuse. Under Section 5B of the 2003 Act (as inserted by Section 74 of the Serious Crime Act 2015) a mandatory reporting duty was introduced for Teachers to report 'known' cases of FGM from 31st October 2015 – please see the Child Protection Policy for more information.

Where a staff member has to disclose information to another party, this will be done following discussion with the pupil if this is possible and appropriate. Sensitive information is only disclosed internally or externally with careful attention to the rights and needs of individuals.

For more detailed information on the processes for child protection please consult the academy's Child Protection and Safeguarding policies which are available on the academy website.

Information for parents

It is hoped that pupils will feel able to approach parents or staff with any concerns or worries that they may have regarding the teaching of physical health and mental wellbeing. Academy staff will always encourage pupils to discuss issues with parents.

It is our policy to answer children's questions as they occur, naturally and at a level appropriate to the child. Consideration is given to the needs of individual pupils regarding their cultural and/ or religious background.

Complaints

If you have a question regarding the delivery or content of physical health and mental wellbeing, please speak to your class teaching team in the first instance.

For all complaints regarding relationships education, please refer to the trust complaints policy which can be found using the following link.

<https://www.teesvalleyeducation.co.uk/policies>

Equal Opportunities

All children have equal access to the curriculum regardless of their gender, ethnicity or learning difficulty. This is monitored by analysing pupil performance throughout the school to ensure that there is no significant disparity between groups.

Links to other relevant policies

The Relationships Education policy links to the following academy policies:

- Equality
- PHSE
- Safeguarding (Including Child Protection)
- Curriculum
- Trust general complaints policy