

Appendix 1: Anti-Bullying Statement

Watling Meadows Primary School

1. Introduction

At Watling Meadows Primary School (WMPS), every child has the right to feel **safe, valued, and able to be themselves**. Bullying of any kind is unacceptable and will not be tolerated. This statement outlines our commitment to preventing, identifying, and responding to bullying behaviours in line with **Keeping Children Safe in Education (KCSIE 2025)** and **NSPCC best-practice guidance**.

Our approach is deeply rooted in the relational principles of **Paul Dix's behaviour philosophy**, emphasising dignity, respect, consistency, and restorative practice. Bullying prevention and response are integrated into our broader **Positive Relationships Policy**, which places connection before correction and prioritises emotional safety.

2. What We Mean by Bullying

We adopt the widely recognised definition consistent with NSPCC guidance:

Bullying is behaviour that is:

- **Intentional**
- **Repeated** (or has the potential to be repeated)
- **Harmful**, causing physical or emotional distress
- Occurring **within an imbalance of power**

Bullying can be:

- **Physical** (hitting, kicking, taking belongings)
- **Verbal** (name-calling, insults, threats)
- **Social/Relational** (exclusion, spreading rumours, manipulation)
- **Cyberbullying** (online harassment, harmful messaging, sharing images without consent)
- **Prejudice-based** (racist, homophobic, biphobic, transphobic, sexist, or targeted at SEND or other protected characteristics)

Bullying behaviour can occur face to face or online, between individuals or groups, and between children of any age.

3. Our Whole-School Approach

3.1 Paul Dix Principles in Anti-Bullying Work

Our Preventative Approach Includes:

- **Calm, consistent adult behaviour**
- **Clear, emotionally resonant rules:** *Be Kind, Be Safe, Be Yourself*
- **First attention to best conduct**, highlighting kindness and inclusion
- **Relentless routines** that promote safety, respect, and belonging

Positive Relationships Policy Appendices

- **Restorative conversations** that repair harm and rebuild relationships

These practices help prevent bullying by creating a culture where **every child feels noticed and respected**.

4. Prevention Strategies

4.1 Curriculum and Education

We teach pupils:

- How to build safe, healthy relationships
- What bullying is and how to identify it
- How to speak out and seek help
- How to use social media and technology safely
- How their actions impact others

This is delivered through:

- PSHE/RSHE curriculum
- Assemblies
- Circle times
- Digital citizenship teaching
- Anti-Bullying Week and themed activities

4.2 Creating a Culture of Kindness

WMPS promotes:

- Clear expectations about kindness and inclusion
- Active adult presence throughout the school day
- Celebration of prosocial behaviour
- Strong pupil voice through councils or circles
- High-quality relational practice from all staff

5. Reporting Bullying

Pupils and parents may report concerns through:

- Speaking to any trusted adult
- Approaching the class teacher, DSL, or senior leaders
- Using restorative check-ins
- Direct contact from parents via email, calls, or meetings

We emphasise that **everyone has a responsibility** to report bullying, whether experienced first-hand or witnessed.

6. How We Respond to Bullying

6.1 Immediate Priorities

- **Ensure the safety** of the child or children affected
- **Listen with empathy** and without judgement
- Record concerns through **CPOMS**
- Inform the DSL where appropriate, in line with **safeguarding procedures**

6.2 Investigation

- Adults gather accounts sensitively from all involved
- We avoid group interviews and ensure emotionally safe practices
- We identify patterns, power dynamics, and context
- We consider whether the situation meets thresholds for safeguarding involvement (e.g., child-on-child abuse as described in KCSIE)

6.3 Restorative Approach

Where appropriate and safe, we use restorative practices to:

- Address harm
- Repair relationships
- Support accountability
- Promote long-term behavioural change

6.4 Follow-Up Measures

We may implement:

- Individual or group intervention work
- Increased pastoral monitoring
- Support for emotional wellbeing
- Educational consequences proportionate to behaviour
- Additional supervision or risk-reduction plans

In some cases, referrals to **external agencies** may be appropriate.

7. Supporting Pupils

For Pupils Who Have Experienced Bullying

We offer:

- A safe adult/check-in point
- Emotional support and reassurance
- Opportunities for restorative dialogue (only if appropriate)

- Enhanced monitoring
- Pastoral or wellbeing interventions as required
- Support in rebuilding confidence and relationships

For Pupils Displaying Bullying Behaviour

We provide:

- Clear expectations and boundaries
- Restorative opportunities
- Reflection time and behaviour coaching
- Support to explore underlying needs or triggers
- Individual behaviour plans where appropriate
- Engagement with parents and carers

This aligns with the Paul Dix principle that behaviour is communication, and change is supported through relational work.

8. Involving Parents and Carers

We work transparently with families. Parents of all children involved will be:

- Contacted promptly where appropriate
- Listened to and kept informed
- Encouraged to work collaboratively with school staff
- Provided with advice on supporting their child
- Directed to external services (e.g., NSPCC or online safety guidance) when beneficial

9. Recording and Monitoring

All bullying concerns, investigations, and actions are recorded on **CPOMS**.

Monitoring enables us to identify:

- Patterns across individuals, groups, or locations
- Emerging themes
- Effectiveness of interventions
- Any safeguarding concerns requiring escalation

This data informs whole-school practice and improvement planning.

10. Safeguarding Links

Bullying may be a **safeguarding concern**, especially if:

- It involves child-on-child sexual harassment or violence
- It includes online exploitation or coercion

- It relates to protected characteristics or hate-based behaviour
- It causes significant emotional harm

In such cases, WMPS follows procedures outlined in the **Safeguarding and Child Protection Policy**, including referrals to **Family Connect** or the police when appropriate.

11. Commitment to an Inclusive Community

At WMPS, we celebrate diversity, individuality, and difference. *Be Yourself* means every child is entitled to:

- Acceptance
- Respect
- Safety
- A sense of belonging

We are committed to ensuring our school is a place where bullying is neither accepted nor ignored.

12. Review

This Anti-Bullying Statement will be reviewed annually alongside the Safeguarding, Positive Relationships, and Online Safety policies. Pupil, parent, and staff feedback will contribute to ongoing improvement.

Appendix 2: Peer-on-Peer Abuse Statement

Watling Meadows Primary School (WMPS)

1. Our commitment

WMPS is committed to a safe, respectful environment where all children can learn and thrive. We **do not tolerate peer-on-peer abuse** in any form (offline or online). We respond **promptly, proportionately and compassionately**, putting children's voices and safety first and following **Keeping Children Safe in Education (KCSIE 2025)** and **Warwickshire County Council** guidance.

2. What is peer-on-peer abuse?

Peer-on-peer abuse refers to harm caused by a child/children to another child/children. It can include (but is not limited to):

- **Bullying** (including prejudice-based and discriminatory bullying, and cyberbullying)
- **Physical abuse** (e.g., hitting, kicking, biting, hair pulling)
- **Sexual harassment and sexual violence** (including online; e.g., sexual comments/jokes, unwanted touching, coercion, assault)
- **Harmful sexual behaviour** (HSB), including consensual/non-consensual sharing of nudes/semi-nudes and upskirting (a criminal offence)
- **Criminal and sexual exploitation, county lines, serious youth violence**

Staff adopt an attitude of “**it could happen here**” and recognise that incidents can occur in person or online, during or outside school hours.

3. Culture, prevention and curriculum

Our prevention work is rooted in the **Paul Dix** approach: calm, consistent adult behaviour; first attention to best conduct; **relentless routines**; and **restorative practice** (“connection before correction”). This is embedded through our three rules: **Be Kind, Be Safe, Be Yourself**, and our **Positive Relationships Policy**.

We deliver age-appropriate learning through PSHE/RSHE and the wider curriculum on: respectful relationships, consent, personal boundaries, online safety, reporting concerns, and how to seek help. We review our approach to online safety annually in line with KCSIE and DfE filtering and monitoring standards.

4. Recognising concerns and reporting

Anyone (pupil, parent/carer, staff, volunteer, visitor) can raise a concern. Pupils are encouraged to speak to a **trusted adult**. Staff must **record concerns immediately on CPOMS** and **inform the DSL/DDSL** without delay. Where a child may be at risk of **significant harm**, staff will **not delay** action if the DSL/DDSL is unavailable.

If a child is at **immediate risk of harm**, staff (or anyone) should call **999**. For statutory advice or referral, contact **Family Connect (Warwickshire): 01926 414144; out of hours: 01926 886922**.

5. Our response: principles and process

When peer-on-peer abuse is reported or suspected, WMPS will:

a) Protect and listen

- Make the child(ren) **feel heard and believed**; reassure them it is right to speak up.
- **Do not promise confidentiality**; explain who needs to know and why.

b) Record and consult

- Record the facts on **CPOMS** (verbatim where possible, including time/date/place).
- Consult the **DSL/DDSL** to triage risk, agree immediate safety measures, and decide next steps.

c) Assess risk and decide pathway (case-by-case, proportionate)

- Consider the nature of the behaviour, power imbalance, ages, needs/SEND, and context (including online).
- Determine whether to manage **internally with pastoral/restorative support**, initiate **Early Help/Early Support** (multi-agency), **refer to Children's Social Care** under **Section 17/47**, and/or **report to police** (e.g., rape, assault by penetration, sexual assault).

d) Safeguard all children involved

- Complete and review **risk and needs assessments** (for the child harmed and the child displaying harmful behaviour), implement safety planning (e.g., supervision, seating/timetable adjustments, safe spaces), and ensure proportionate, non-biased management.

e) Work restoratively where safe and appropriate

- Use **restorative conversations/meetings** to repair harm and rebuild relationships, only when the child harmed wishes to participate and it is judged safe.

f) Escalate where required

- Follow **Warwickshire Safeguarding** thresholds (**Spectrum of Support** guidance) and referral routes via **Family Connect**.

6. Specific considerations for sexual harassment/sexual violence

Reports of sexual harassment or sexual violence (including online) are treated **seriously and sensitively**. WMPS will:

- Prioritise the **welfare and anonymity** of the child harmed; avoid victim-blaming.
- Follow KCSIE and local procedures to decide on **internal management**, **Early Help**, **Children's Social Care referral**, and/or **police involvement**.
- For **rape, assault by penetration, sexual assault**, WMPS will **refer to police** and **Children's Social Care**; we will not wait for outcomes before putting **protective measures** in place.
- Apply the **UKCIS guidance on sharing nudes/semi-nudes**; staff **must not view** illegal images.

7. Support for children

For the child harmed:

- Named safe adult; check-ins; pastoral/wellbeing support; curriculum adjustments where needed; liaison with parents/carers and external agencies; signposting to specialist services.

For the child displaying harmful behaviour:

- Clear expectations and boundaries; reflective and **restorative** work; targeted support to address unmet needs; behaviour plans with review points; involvement of parents/carers and external agencies if required.

We recognise some children (e.g., **SEND**, those with social workers, or those with specific vulnerabilities) may require **additional safeguards** and differentiated support.

8. Record-keeping, review and learning

All decisions, actions and rationales are **recorded on CPOMS**. The DSL monitors patterns and themes (including locations and times) and reports to senior leaders and governors to inform **prevention, supervision, and curriculum**. We evaluate impact and adapt practice, including staff training and pupil education.

9. Linked policies and guidance

- **WMPS Safeguarding & Child Protection Policy** (incl. Sections on Early Help/Early Support; Sexual Violence/Sexual Harassment; Online Safety)
- **WMPS Positive Relationships Policy** (Paul Dix relational practice; restorative approaches; “Be Kind, Be Safe, Be Yourself”)
- **KCSIE (2025)** – whole-school safeguarding duties; child-on-child abuse; online safety; searching/screening/confiscation; information sharing
- **Warwickshire Safeguarding & Early Support** (Family Connect; Spectrum of Support thresholds; out-of-hours)
- **NSPCC** best-practice on bullying/child-on-child abuse (principles reflected in our approach)

Key contacts:

- **Family Connect (Warwickshire)**: 01926 414144 (Mon–Thu 8:30–17:30; Fri 8:30–17:00)
- **Out of Hours (EDT)**: 01926 886922

Review

This appendix is reviewed **annually** and after any significant incident to ensure it remains compliant and effective.

Appendix 3: Prevent Statement

Watling Meadows Primary School (WMPS)

1. Introduction

Watling Meadows Primary School is committed to safeguarding all pupils from the risk of radicalisation, extremism and involvement in terrorism. This commitment forms a core part of our wider safeguarding responsibilities and is embedded within our culture of vigilance, relational practice and early intervention.

Our Prevent arrangements are fully aligned with:

- **Keeping Children Safe in Education (KCSIE 2025)**
- **Prevent Duty Guidance (Section 26, Counter-Terrorism and Security Act 2015)**
- **Warwickshire County Council (WCC) Prevent and safeguarding partnership expectations**
- The **WMPS Safeguarding and Child Protection Policy**, particularly Section 6.5 (Radicalisation and Extremism)

Our school ethos—rooted in the Paul Dix approach and our values *Be Kind, Be Safe, Be Yourself*—promotes inclusion, respect, emotional safety and critical thinking, which are protective factors against radicalisation.

2. Understanding the Prevent Duty

Under the Prevent Duty, WMPS must have “due regard to the need to prevent people from being drawn into terrorism.” This includes:

- Identifying children who may be vulnerable to radicalisation
- Providing safe environments in which pupils can discuss sensitive issues
- Promoting fundamental British values such as democracy, tolerance and respect
- Taking appropriate action and working in partnership with statutory agencies

Our staff recognise that radicalisation is a **safeguarding concern**, not a political discussion point, and therefore respond using the same processes as any other safeguarding risk.

3. Risk Assessment

WMPS carries out an ongoing assessment of the risk of children being drawn into extremism:

- We consider our **local context**, informed by the **Warwickshire Prevent Team** and the **Counter Terrorism Local Profile** where applicable.
- The DSL reviews local intelligence shared by the WCC Education Safeguarding Team and Prevent Officers.
- Identified risks inform staff training, curriculum decisions and site security considerations.

4. Partnership Working

We work closely with:

- **Warwickshire Safeguarding**

- **Family Connect** (for referrals and consultation)
- **WCC Prevent Officers** and the **Channel Panel**
- **Local police**

Where concerns meet the threshold, referrals may be made to the **Channel programme**, a voluntary, multi-agency safeguarding process for individuals at risk of radicalisation. Consent is required unless seeking consent would increase risk.

In urgent or immediate-risk situations, the school will contact **999** without delay.

5. Staff Training

- All staff receive Prevent awareness training at least **every three years**.
- DSLs receive additional Prevent and Channel training.
- Training ensures staff can:
 - Recognise indicators of vulnerability to extremism
 - Understand referral routes
 - Challenge extremist narratives safely
 - Embed preventative approaches through daily practice

New staff receive Prevent guidance as part of induction.

6. Curriculum, Culture and Preventative Education

Prevent at WMPS is not solely about responding to concerns—our curriculum actively promotes resilience, critical thinking and respectful debate. This includes:

Through the curriculum

- PSHE/RSHE lessons focused on identity, respect, online safety and evaluating information
- Opportunities to explore topical issues safely
- Teaching pupils to challenge discrimination, prejudice and misinformation
- Digital literacy education to help pupils recognise extremist grooming or manipulation online

Through school culture

- A strong relational environment where pupils feel valued, included and heard ♦
- Clear expectations rooted in *Be Kind, Be Safe, Be Yourself*
- A celebration of diversity and individual identity
- Restorative approaches that support conflict resolution and respectful dialogue
- A zero-tolerance stance on discrimination, hateful behaviour or stereotyping

These preventative measures protect pupils by creating a safe, reflective community.

7. Online Safety

Online radicalisation is a recognised risk. WMPS meets DfE Online Safety and Filtering Standards by:

- Implementing age-appropriate filtering and monitoring systems
- Ensuring external human moderation of online activity alerts
- Teaching pupils how to stay safe online
- Responding immediately to online harms using safeguarding procedures

Concerns relating to extremist content online are logged via CPOMS and acted upon in line with the Safeguarding Policy.

8. Reporting and Responding to Concerns

Any member of staff who has a concern that a child may be vulnerable to radicalisation must:

1. Report the concern via **CPOMS** immediately
2. Inform the **DSL/DDSL** without delay
3. Take immediate action if a child is at imminent risk

The DSL will:

- Assess the concern
- Consider contextual information and vulnerability factors
- Consult with WCC Prevent where appropriate
- Make referrals to **Family Connect** or **Channel** if required
- Record decisions and rationale clearly on CPOMS

All concerns, actions and outcomes are reviewed regularly.

9. Supporting Pupils

Children identified as potentially vulnerable will receive tailored support, which may include:

- Regular pastoral check-ins
- Emotional wellbeing interventions
- Extra support from external agencies
- Restorative or relational work where needed
- Increased communication with parents and carers

Support is always non-judgemental and child-centred.

10. Monitoring and Review

The DSL and senior leaders monitor Prevent-related concerns, staff training, curriculum outcomes and site safeguarding arrangements.

This statement is reviewed **annually** and following any national or local updates.

Governors oversee compliance with Prevent Duty requirements as part of their safeguarding responsibilities.

Appendix 4: Positive Handling Statement

Watling Meadows Primary School (WMPS)

Team Teach Approach

1. Introduction

Watling Meadows Primary School is committed to creating a safe, nurturing learning environment rooted in the principles of the **Positive Relationships Policy** and the Paul Dix relational approach — calm, consistent adult behaviour, connection before correction, restorative practice, and a culture of kindness and emotional safety.

Positive handling is used **only as a last resort**, and always in line with national and local guidance, including:

- **KCSIE 2025 guidance on the Use of Reasonable Force**
- **Warwickshire Safeguarding guidance** and expectations for safety, dignity, and proportionality
- The **Team Teach** framework, which prioritises **de-escalation**, **dynamic risk assessment**, and **restorative repair**

WMPS promotes preventative approaches to reduce the need for physical intervention.

2. Principles of Positive Handling

Positive handling at WMPS is grounded in the following principles:

2.1 Safety First

Any physical intervention must be carried out **to prevent harm**, and must be:

- **Reasonable**
- **Proportionate**
- **Necessary**
- **In the child's best interests**

This is consistent with KCSIE expectations around the use of reasonable force in schools.

2.2 Relationship and Regulation

Before physical intervention is considered, staff prioritise:

- De-escalation
- Co-regulation
- Restorative language
- Time and space to regulate

All behaviour is recognised as communication.

2.3 Respect and Dignity

At all times, interventions preserve the child's:

- Dignity
- Rights
- Emotional wellbeing

3. When Positive Handling May Be Considered

Positive handling **may only be used as a last resort** to prevent:

- Serious or imminent risk of **injury** to the child or others
- **Significant damage** to property
- A child leaving a safe area where doing so would place them at risk
- Serious disruption where safety is compromised

This reflects statutory guidance on risk, harm, and safeguarding.

4. Team Teach Approach

WMPS uses **Team Teach** as its approved training system. Team Teach:

- Prioritises **60–95% de-escalation and prevention**
- Provides safe, accredited **positive handling techniques**
- Emphasises **communication**, emotional safety, and post-incident reflection
- Ensures that any physical intervention is used **minimally and safely**

Only **Team Teach-trained staff** may use physical intervention techniques.

5. Prevention and De-Escalation

Staff will rely first on the preventative relational strategies embedded in the WMPS Positive Relationships Policy:

- Calm, consistent, private corrections
- Use of scripts and gentle reminders
- Time to regulate
- Restorative questions and conversations
- Safe spaces and co-regulation strategies
- Positive recognition systems

These elements are central to reducing the likelihood of crisis behaviours.

6. Reporting and Recording Positive Handling

Where positive handling has taken place:

1. **Staff must inform the Headteacher and DSL/DDSL immediately**
2. A record must be made in **CPOMS** (time, location, lead-up, intervention, duration, staff involved, and outcome)

3. **Parents/carers must be informed on the same day**, where possible
4. Any injuries to staff or pupils must be recorded and acted upon
5. A **restorative conversation** must take place with the child as soon as appropriate
6. An incident review is undertaken to identify patterns or alternative strategies

Where safeguarding concerns arise, WMPS will follow Warwickshire procedures, including referrals to **Family Connect**, as per the main Safeguarding Policy.

7. Post-Incident Support

Following positive handling:

- The child will be given time and space to recover emotionally
- Staff will conduct a restorative conversation to repair trust
- Additional support plans (e.g. risk assessments, regulation plans, pastoral support) may be implemented
- Parents/carers will be involved in planning next steps
- Staff wellbeing will be supported through debriefing and supervision

This reflects the Paul Dix emphasis on repair, restoration, and supportive adult–child relationships.

8. Children with Additional Needs

For pupils with SEND, trauma backgrounds or significant emotional needs, positive handling considerations must be:

- Child-specific
- Informed by EHCPs, risk assessments and support plans
- Reviewed regularly with families and external professionals

WMPS recognises the additional vulnerabilities of children with SEND as referenced in the Safeguarding Policy.

9. Partnership with Parents and Carers

WMPS works transparently with families by:

- Discussing regulation strategies
- Involving them in individual behaviour planning
- Reviewing any incidents collaboratively
- Agreeing consistent approaches

Parents are assured that physical intervention is used only when **absolutely necessary** to safeguard a child or others.

10. Training and Governance

- All staff involved in positive handling must receive **regular Team Teach training**
- Training records will be maintained and reviewed by senior leaders
- Governors will be informed through safeguarding reporting
- The Positive Handling Appendix will be reviewed **annually** as part of safeguarding and Positive Relationships policy monitoring

This aligns with KCSIE expectations regarding staff competence, training, and safeguarding oversight.

11. Linked Policies and Guidance

- WMPS Safeguarding & Child Protection Policy (including reasonable force, child-on-child abuse, recording and reporting)
- WMPS Positive Relationships Policy (Paul Dix relational approach)
- Warwickshire Safeguarding: Spectrum of Support & Family Connect pathways
- Team Teach Principles and Safe Practice
- KCSIE (2025): Reasonable Force & Safer Working Practice guidance

Appendix 5: Mobile Phone and Device Use Policy

Watling Meadows Primary School (WMPS)

1. Introduction

Watling Meadows Primary School is committed to safeguarding and promoting the welfare of all children. Mobile phone and device use must support — not compromise — our safe, nurturing and relational learning environment.

This policy ensures that:

- Children are protected from **online harms**, inappropriate content, and digital risks
- Staff uphold the highest standards of **professional conduct**, in line with KCSIE and our Code of Conduct
- School routines remain calm, consistent and aligned with our values: **Be Kind, Be Safe, Be Yourself**
- The Positive Relationships approach (Paul Dix) is upheld, focusing on connection, predictability, and emotional safety

This policy applies to all staff, pupils, parents/carers, visitors, volunteers, and contractors on site.

2. Key Principles

- The safety and wellbeing of pupils is paramount.
- Mobile phones/devices can present safeguarding risks including: online bullying, exposure to harmful content, exploitation, and breaches of privacy.
- Under KCSIE, WMPS has duties relating to online safety, filtering/monitoring, child-on-child abuse, and staff conduct — all of which apply to mobile phone use.
- A consistent, whole-school approach ensures clarity for all stakeholders.
- Technology should enhance learning, not distract from it.

3. Pupils' Use of Mobile Phones and Devices

3.1 Primary Pupils (Reception–Year 6)

- Pupils are **not permitted** to use mobile phones or personal devices during the school day.
- If a pupil needs to bring a mobile phone (e.g., for walking home), it must be:
 - **Switched off** before entering school
 - Handed in to the class teacher or office for safe storage
 - Collected at the end of the day

3.2 During the School Day

Mobile phones/devices must **not** be used in:

- Classrooms
- Playgrounds

- Corridors
- Toilets or changing areas (a significant safeguarding risk)
- Any supervised or unsupervised learning space

This protects pupils from risks outlined in WMPS safeguarding policy, including online safety, harmful sexual behaviour, and child-on-child abuse.

3.3 Misuse

If a child uses a device inappropriately (e.g., filming, messaging, taking photographs, accessing inappropriate content):

- Staff will follow the **corrective sequence** from the Positive Relationships Policy (reminder → refocus → restorative conversation)
- The device will be confiscated and returned at the end of the day
- Parents/carers will be informed
- Safeguarding procedures will be followed where necessary (e.g., child-on-child abuse, online harm, or illegal content)

4. Staff Use of Mobile Phones and Devices

4.1 Professional Conduct

Staff must not use personal mobile phones or devices:

- During contact time with pupils
- In any area where pupils are present
- To photograph, message or contact pupils
- For social media use relating to school
- In ways that breach confidentiality

This fully aligns with the WMPS Safeguarding Policy and Staff Code of Conduct, which clearly states that devices must remain out of sight and never used to take photographs of children.

4.2 Permitted Use

Staff may use personal phones only:

- In designated areas (staffroom, office)
- During non-contact times
- When authorised for emergency situations

4.3 Use of School Devices

Staff may use approved school devices for learning, assessment, or communication, ensuring:

- Devices are used appropriately
- Data protection expectations are followed

- Images or recordings follow GDPR and safeguarding guidance

5. Parents, Carers and Visitors

Parents and visitors must:

- Not use mobile phones in classrooms or learning spaces
- Avoid taking photos/videos during normal school hours unless explicitly authorised (e.g., special events)
- Never share images of other children online
- Follow staff requests to limit device use during school events

These expectations help maintain emotional safety and privacy for all pupils.

6. Online Safety, Filtering and Monitoring

WMPS meets DfE and KCSIE requirements by ensuring:

- Strong filtering and monitoring systems on school networks
- Alerts linked to DSL oversight and safeguarding responses
- Clear teaching of digital citizenship and online safety within the curriculum
- Pupils understand how to report harmful content

This is directly aligned with the online safety section of the WMPS Safeguarding Policy.

7. Searching, Screening & Confiscation

If a phone/device is suspected to contain harmful, illegal or unsafe material:

- Staff follow **Searching, Screening and Confiscation** guidance (KCSIE 2025)
- Staff **must not** search through a device unless authorised by the Head or DSL
- **Staff must not view illegal images** (e.g., nudes/semi-nudes) — this is clearly prohibited in WMPS safeguarding procedures linked to UKCIS guidance
- Any concerns are escalated via CPOMS and safeguarding procedures

8. Safeguarding Risks Related to Devices

Mobile phone misuse may lead to:

- Cyberbullying and online harassment
- Child-on-child abuse or exploitation (including sexualised behaviour)
- Exposure to harmful content
- Breaches of privacy and data protection
- Radicalisation or extremist content

These risks are managed in line with WMPS safeguarding procedures, Prevent duty, Warwickshire guidance and national frameworks.

9. Sanctions, Restorative Work and Support

Positive Relationships Policy Appendices

WMPS handles incidents using a relational, restorative model:

- Conversations explore what happened, who was affected, and how to repair harm
- Support is offered to both the child harmed and the child responsible
- Where appropriate, additional measures such as behaviour plans or online safety interventions are put in place
- Safeguarding pathways (Early Help/Early Support or Family Connect referrals) may be triggered if risk escalates

10. Monitoring and Review

- The DSL monitors device-related safeguarding patterns through CPOMS
- Senior leadership reviews practice annually
- Governors oversee policy implementation as part of their safeguarding responsibilities
- Feedback from staff, pupils and families informs future improvements

11. Linked Policies and Guidance

- WMPS Safeguarding and Child Protection Policy (including online safety, child-on-child abuse)
- WMPS Positive Relationships Policy (Paul Dix approach)
- Prevent Statement (Appendix)
- Anti-Bullying Statement (Appendix)
- Warwickshire Safeguarding WCC Guidance
- KCSIE 2025: Staff Conduct, Online Safety, Searching & Screening, Low-Level Concerns
- Data Protection Policy

Appendix 6: Online Safety Policy

Watling Meadows Primary School (WMPS)

1. Introduction

Online safety is a core safeguarding priority at WMPS. Children's digital lives are central to their learning, relationships and wellbeing, and the online world brings both significant opportunities and risks. WMPS follows national legislation, Warwickshire guidance and a relational school ethos to ensure pupils are safe, supported and empowered online.

This policy complements the WMPS **Safeguarding & Child Protection Policy** and aligns with statutory duties in the **Online Safety Act 2023**, **KCSIE 2025**, and local WCC expectations.

2. Statutory and Regulatory Framework

WMPS meets requirements from:

2.1 Online Safety Act 2023

The Act strengthens protections for children by requiring online platforms to:

- Prevent access to harmful or age-inappropriate content
- Detect and remove illegal content (e.g. CSA material, terrorism, self-harm promotion)
- Enforce age limits and implement age-verification measures
- Provide clear reporting routes for online harms

2.2 KCSIE 2025

WMPS adheres to updated statutory expectations:

- DSL has oversight of digital safeguarding and filtering/monitoring systems
- Policies must address appropriate filtering & monitoring on school networks
- Increased focus on **misinformation, disinformation and conspiracy theories**
- Online safety training for all staff must be regular and up-to-date

2.3 Warwickshire County Council

Warwickshire guidance emphasises:

- CEOP support for online abuse/exploitation
- NCSC security advice
- Advice for parents on privacy, safe content, cyberbullying and digital wellbeing

3. Our Approach

WMPS takes a **whole-school online safety approach**, integrating:

3.1 Relational Practice

Online safety is delivered through the WMPS Positive Relationships framework (Paul Dix), promoting:

- Respectful communication
- Calm, consistent boundaries
- Clear expectations (Be Kind, Be Safe, Be Yourself)
- Restorative responses to conflict and online harm

3.2 Four Areas of Online Risk

As defined in KCSIE and our safeguarding policy:

- **Content** (e.g. harmful, violent, sexual, extremist content; misinformation/disinformation)
- **Contact** (e.g. grooming, exploitation, online coercion)
- **Conduct** (e.g. cyberbullying, inappropriate behaviour, sharing nudes/semi-nudes)
- **Commerce** (e.g. scams, gambling, phishing)

3.3 Teaching and Curriculum

Online safety is taught through RSHE, computing and assemblies, covering:

- Digital citizenship
- Critical evaluation of online content
- Harmful online behaviours
- Social media awareness
- Privacy, security, passwords
- Healthy screen-time habits

4. Filtering and Monitoring

WMPS is committed to meeting DfE and KCSIE standards for filtering and monitoring:

- Systems block harmful and inappropriate content
- External human moderation reviews alerts (as outlined in WMPS safeguarding policy)
- The DSL regularly reviews the effectiveness and risk levels of systems
- Decisions account for vulnerable pupils and usage patterns

We recognise filtering cannot be fully effective, particularly on mobile data; therefore staff vigilance and education remain essential.

5. Roles and Responsibilities

5.1 Governing Body

Ensures:

- Statutory duties are met, including filtering and monitoring
- Online safety is embedded across safeguarding practice
- Policies are updated annually

5.2 Headteacher

Oversees implementation, ensures appropriate resourcing and staff training.

5.3 Designated Safeguarding Lead (DSL)

Holds strategic oversight of online safety:

- Manages filtering/monitoring systems
- Leads responses to online harms
- Ensures staff, pupils and parents are supported
- Liaises with WCC, CEOP or police where required

5.4 Staff

All staff must:

- Model safe and appropriate digital behaviour
- Understand risks and reporting routes
- Record incidents promptly on CPOMS
- Follow staff Code of Conduct regarding device use and communication

5.5 Parents/Carers

We work in partnership with families, sharing advice via Warwickshire cyber-safety guidance and encouraging safe home-use practices

6. Managing Online Incidents

Any concern must be recorded on CPOMS and reported to the DSL.

Incidents may include:

- Cyberbullying or harassment
- Sexting/youth-produced sexual imagery
- Online exploitation or grooming
- Exposure to harmful content
- Fraud, scams or commercial exploitation
- Misinformation or extremist content

Responses follow the WMPS Safeguarding Policy (e.g. Early Help, referral to Family Connect, police involvement for illegal content).

Staff **must not view or forward illegal images**, following UKCIS and KCSIE guidance.

7. Mobile Phones and Devices

As outlined in the WMPS Mobile Phone & Device Policy:

- Pupils must not access personal devices during the school day
- Staff must not use personal phones around pupils

Positive Relationships Policy Appendices

- Devices may be searched only following KCSIE guidance
- Confiscation, restorative work and safeguarding actions may apply

8. Remote Learning

If remote learning is required:

- Safeguarding principles apply equally online
- Platform settings must protect privacy and limit risks
- Staff must follow professional conduct expectations
- Pupils should access remote learning through supervised, safe environments

9. Education and Support for Parents

WMPS signposts families to:

- CEOP resources
- Warwickshire cyber-safety advice (gaming risks, parental controls, online harms)
- NCSC guidance on secure passwords and device settings
- NSPCC support for difficult online issues

10. Monitoring, Review and Compliance

- The DSL monitors online safety incidents and patterns termly
- Governors review compliance with the Online Safety Act and KCSIE annually
- This policy is reviewed every year or following significant updates (e.g. new Ofcom codes under the Online Safety Act)
- Staff receive regular (at least annual) updates