



## Online Safety Policy

February 2024

# March School Online Safety Policy

| Revision Number | Date Issued  | Prepared by                   | Approved | Personalised by school | Comments                                       |
|-----------------|--------------|-------------------------------|----------|------------------------|--|
| I               | October 2023 | SWGfL<br>Reviewed by<br>MM/DL |          |                        | SWGfL policy to be personalised by all schools |
|                 |              |                               |          |                        |  |

| Type of Policy             | Tick  |
|----------------------------|---|
| DCAT Statutory Policy      |      |
| DCAT Non-statutory Policy  |   |
| DCAT Model Optional Policy |   |
| Academy Policy             |   |
| Local Authority Policy     |   |

|                        |                              |
|------------------------|------------------------------|
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## Guidance on personalising the policy

This portfolio of school Online Safety Policy templates is intended to help leaders produce a suitable **Online Safety Policy** which will consider all current and relevant issues, in a whole school context, linking with other relevant policies such as a school's Safeguarding Policy, Behaviour Policy and Anti-Bullying Policy.

The requirement that learners can use digital technologies appropriately and safely is addressed as part of the wider duty of care to which all who work in schools are bound. Schools must, through their Online Safety Policy, meet their statutory obligations to ensure that learners are safe and are protected from potential harm, both on and off-site. It will also form part of the school's protection from legal challenge, relating to the use of digital technologies.

These policy templates suggest policy statements which, in the view of SWGfL, would be essential in any school Online Safety Policy, based on good practice. In addition, there are a range of alternative statements that schools should consider, in their particular circumstances.

An effective Online Safety Policy must be tailored to the needs of each school and an important part of the process will be the discussion and consultation which takes place during the writing or review of the policy. It is best practice that the school reviews their Online Safety Policy at least annually and, if necessary, more frequently in response to any significant new technological developments or trends in technology related behaviours.

The DfE Keeping Children Safe in Education statutory guidance requires Local Authorities, Multi Academy Trusts, and schools in England to ensure learners are safe from harm:

*"It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to **online safety** empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate"*

*"Governing bodies and proprietors should ensure **online safety** is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies and procedures. This will include considering how **online safety** is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement"*

The DfE Keeping Children Safe in Education guidance also recommends:

**Reviewing online safety** ... Technology, and risks and harms related to it, evolve, and change rapidly. Schools and colleges should consider carrying out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face. A free online safety self-review tool for schools can be found via the 360 safe self-review tool.

The DfE Keeping Children Safe in Education guidance suggests that:

*The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:*

**content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

**contact:** *being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.*

**conduct:** *online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and*

**commerce:** *risks such as online gambling, inappropriate advertising, phishing and or financial scams.*

Schools in England are subject to an increased level of scrutiny of their online safety practices by Ofsted Inspectors during inspections, while the Counter Terrorism and Securities Act 2015 requires schools to ensure that children and young people are safe from terrorist and extremist material on the internet.

With its optional statements and guidance notes, this portfolio of templates is longer than the resulting policy document is likely to be. It is intended that, while covering this complex and ever-changing issue, the resulting policy document should be concise and easily understood if it is to be effective and adopted by all. The templates are based on current best practice policies and procedures and schools can amend them to suit their requirements.

## Guidance notes

- Within the templates, sections which include information or guidance are shown in **BLUE**. It is anticipated that schools would amend or remove these sections from their completed policy document, though this will be a decision for the school group that produces the policy.
- It is strongly advised that sections formatted in **BOLD** are retained, as they should form an essential part of a school's Online Safety Policy.
- Where sections in the template are formatted in *ITALICS*, it is anticipated that schools would wish to carefully consider whether to include that section or statement in their completed policy.
- The first part of this document provides a template for an overall Online Safety Policy for the school. The appendices contain acceptable use agreement templates and more detailed, specific policy templates. It will be for schools to decide which of these documents they choose to amend and adopt.
- The document will use the term school to encompass schools and academies. The term learner is used generically to cover pupils, students, and children. The term Headteacher is intended to cover Headteachers and Principals.

## Introduction

Our **vision** for our Trust is we exist to:

***Help every child achieve their God-given potential***

Our **aims** are clear. We aim to be a Trust in which:

**D**eveloping the whole child means pupils achieve and maximise their potential

**C**ontinued development of staff is valued and improves education for young people

**A**ll schools are improving and perform above national expectations

**T**he distinct Christian identity of each academy develops and is celebrated

Our work as a Trust is underpinned by shared **values**. They are taken from the Church of England's vision for Education and guide the work of Trust Centre team. They are:

### **Aspiration**

I can do all things through Christ who strengthens me  
(Philippians 4 vs 13).

### **Wisdom**

Listen to advice and accept discipline, and at the end you will be counted among the wise  
(Proverbs 19 vs 20)

### **Respect**

So in everything do to others what you would have them do to you  
(Matthew 7 vs 12)

Our vision of helping every child achieve their God-given potential is aligned with the Church of England's vision for education and is underpinned by the Bible verse from John: *I have come that they may have life, and have it to the full.*

## Scope of the Online Safety Policy

This Online Safety Policy outlines the commitment of The March CE Primary to safeguard members of our school community online in accordance with statutory guidance and best practice. Schools should be aware of the legislative framework under which this Online Safety Policy template and guidance has been produced as outlined in the attached 'Legislation' Appendix.

**This Online Safety Policy applies to all members of the school community (including staff, learners, governors, volunteers, parents and carers, visitors, community users) who have access to and are users of school digital systems, both in and out of the school. It also applies to the use of personal digital technology on the school site (where allowed).**

The March CE Primary will deal with such incidents within this policy and associated behaviour and anti-bullying policies and will, where known, inform parents/carers of incidents of inappropriate online safety behaviour that take place out of school.

### Policy development, monitoring and review

This Online Safety Policy has been developed by the *Online Safety Group* made up of:

- headteacher/senior leaders
- Designated safeguarding lead (DSL)
- Online Safety lead (OSL)
- governors

Consultation with the whole school community has taken place through a range of formal and informal meetings.



### Schedule for development, monitoring and review

|  |   |
|--|---|
| This Online Safety Policy was approved by the Trust  | <i>Insert date</i>  |
| The implementation of this Online Safety Policy will be monitored by:  | <i>ICT LEAD, Governors and DSL's</i>                                  |
| Monitoring will take place at regular intervals:   | <i>Once a year</i>  |
| The Local Governing Body will receive a report on the implementation of the Online Safety Policy generated by the monitoring group (which will include anonymous details of online safety incidents) at regular intervals:                       | <i>Once a year</i>  |
| The Online Safety Policy will be reviewed annually, or more regularly in the light of any significant new technological developments, new threats to online safety or incidents that have taken place. The next anticipated review date will be: | <i>March 2025</i>   |
| Should serious online safety incidents take place, the following external persons/agencies should be informed:   | <i>Head teacher, DSL's Chair of Governors, Police if appropriate.</i> |

### Process for monitoring the impact of the Online Safety Policy

The school will monitor the impact of the policy using:

- logs of reported incidents
- Filtering and monitoring logs
- surveys/questionnaires of:
  - learners
  - parents and carers
  - staff.

## Policy and leadership

### Responsibilities

To ensure the online safeguarding of members of our school community it is important that all members of that community work together to develop safe and responsible online behaviours, learning from each other and from good practice elsewhere, reporting inappropriate online behaviours, concerns, and misuse as soon as these become apparent. While this will be a team effort, the following sections outline the online safety roles and responsibilities of individuals<sup>1</sup> and groups within the school.

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<sup>1</sup> In a small school some of the roles described may be combined, though it is important to ensure that there is sufficient 'separation of responsibility' should this be the case.

## Headteacher and senior leaders

- The headteacher has a duty of care for ensuring the safety (including online safety) of members of the school community and fostering a culture of safeguarding, though the day-to-day responsibility for online safety is held by the Designated Safeguarding Lead, as defined in Keeping Children Safe in Education.
- The headteacher and (at least) another member of the senior leadership team should be aware of the procedures to be followed in the event of a serious online safety allegation being made against a member of staff<sup>2</sup>.
- The headteacher/senior leaders are responsible for ensuring that the Designated Safeguarding Lead / Online Safety Lead, IT provider/technical staff, and other relevant staff carry out their responsibilities effectively and receive suitable training to enable them to carry out their roles and train other colleagues, as relevant.
- The headteacher/senior leaders will ensure that there is a system in place to allow for monitoring and support of those in school who carry out the internal online safety monitoring role.
- The headteacher/senior leaders will receive regular monitoring reports from the Designated Safeguarding Lead / Online Safety Lead.
- The headteacher/senior leaders will work with the responsible Governor, the designated safeguarding lead (DSL) and IT service providers in all aspects of filtering and monitoring.

## The Trust Board

The DfE guidance “Keeping Children Safe in Education” states:

“Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children’s welfare .... this includes ... online safety”

“Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place)”

The Trust Board is responsible for the approval of the Online Safety Policy and delegates the reviewing the effectiveness of the policy to the Local Governing Body (LGB) e.g. by asking the questions posed in the UKCIS document “Online Safety in Schools and Colleges – questions from the Governing Body”.

This review will be carried out by the LGB whose members will receive regular information about online safety incidents and monitoring reports. A member of the LGB will take on the role of Safeguarding Lead Governor to include:

- regular meetings with the Designated Safeguarding Lead / Online Safety Lead
- regularly receiving (collated and anonymised) reports of online safety incidents
- checking that provision outlined in the Online Safety Policy (e.g. online safety education provision and staff training is taking place as intended)

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<sup>2</sup> See flow chart on dealing with online safety incidents in ‘Responding to incidents of misuse’ and relevant local authority/MAT/ HR/other relevant body disciplinary procedures.

- Ensuring that the filtering and monitoring provision is reviewed and recorded, at least annually. (The review will be conducted by members of the SLT, the DSL, and the IT service provider and involve the responsible governor) - in-line with the DfE Filtering and Monitoring Standards
- reporting to LGB
- Receiving (at least) basic cyber-security training to enable the governors to check that the school meets the DfE Cyber-Security Standards

The LGB will also support the school in encouraging parents/carers and the wider community to become engaged in online safety activities.

### **Designated Safety Lead (DSL)**

Keeping Children Safe in Education states that:

*“The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder’s job description.”*

*They (the DSL) “are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college”*

*They (the DSL) “can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online”*

- The DSL will:
- hold the lead responsibility for online safety, within their safeguarding role, the school may choose to appoint an Online Safety Lead or other relevant persons to work in support of the DSL in carrying out these responsibilities.
- Receive relevant and regularly updated training in online safety to enable them to understand the risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online
- meet regularly with the online safety governor to discuss current issues, review (anonymised) incidents and filtering and monitoring logs and ensuring that annual (at least) filtering and monitoring checks are carried out
- attend relevant governing body meetings/groups
- report regularly to headteacher/senior leadership team
- be responsible for receiving reports of online safety incidents and handling them, and deciding whether to make a referral by liaising with relevant agencies, ensuring that all incidents are recorded.
- liaise with staff and IT providers on matters of safety and safeguarding and welfare (including online and digital safety)

### **Online Safety Lead**

The Online Safety Lead will:

- lead the Online Safety Group
- work closely on a day-to-day basis with the Designated Safeguarding Lead (DSL),
- receive reports of online safety issues, being aware of the potential for serious child protection concerns and ensure that these are logged to inform future online safety developments
- have a leading role in establishing and reviewing the school online safety policies/documents

- promote an awareness of and commitment to online safety education / awareness raising across the school and beyond
- liaise with curriculum leaders to ensure that the online safety curriculum is planned, mapped, embedded and evaluated
- ensure that all staff are aware of the procedures that need to be followed in the event of an online safety incident taking place and the need to immediately report those incidents
- provide (or identify sources of) training and advice for staff/governors/parents/carers/learners
- liaise with (school/local authority/MAT/external provider) technical staff, pastoral staff and support staff (as relevant)
- receive regularly updated training to allow them to understand how digital technologies are used and are developing (particularly by learners) with regard to the areas defined In Keeping Children Safe in Education:
  - content
  - contact
  - conduct
  - commerce

### Curriculum Leads

Curriculum Leads will work with the DSL/OSL to develop a planned and coordinated online safety education programme e.g. planned from Kapow

This will be provided through:

- PHSE and SRE programmes
- A mapped cross-curricular programme
- assemblies
- through relevant national initiatives and opportunities e.g. [Safer Internet Day](#) and [Anti-bullying week](#).

### Teaching and support staff

School staff are responsible for ensuring that:

- they have an awareness of current online safety matters/trends and of the current school Online Safety Policy and practices
- they understand that online safety is a core part of safeguarding
- they have read, understood, and signed the staff acceptable use agreement (AUA)
- they immediately report any suspected misuse or problem to the Head Teacher or ICT lead for investigation/action, in line with the school safeguarding procedures
- all digital communications with learners and parents/carers are on a professional level and only carried out using official school systems
- online safety issues are embedded in all aspects of the curriculum and other activities
- ensure learners understand and follow the Online Safety Policy and acceptable use agreements, have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations
- they supervise and monitor the use of digital technologies, mobile devices, cameras, etc., in lessons and other school activities (where allowed) and implement current policies regarding these devices
- in lessons where internet use is pre-planned learners are guided to sites checked as suitable for their use *and that processes are in place for dealing with any unsuitable material that is found in internet searches*

- where lessons take place using live-streaming or video-conferencing, there is regard to national safeguarding guidance and local safeguarding policies (n.b. the guidance contained in the SWGfL Safe Remote Learning Resource)
- there is a zero-tolerance approach to incidents of online-bullying, sexual harassment, discrimination, hatred etc
- they model safe, responsible, and professional online behaviours in their own use of technology, including out of school and in their use of social media.

## **IT Provider / Managed Service Provider (MSP)**

### **The DfE Filtering and Monitoring Standards says:**

*“Senior leaders should work closely with governors or proprietors, the designated safeguarding lead (DSL) and IT service providers in all aspects of filtering and monitoring. Your IT service provider may be a staff technician or an external service provider.”*

*“Day to day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective. The DSL should work closely together with IT service providers to meet the needs of your setting. You may need to ask filtering or monitoring providers for system specific training and support.”*

*“The IT service provider should have technical responsibility for:*

- *maintaining filtering and monitoring systems*
- *providing filtering and monitoring reports*
- *completing actions following concerns or checks to systems”*

*“The IT service provider should work with the senior leadership team and DSL to:*

- *procure systems*
- *identify risk*
- *carry out reviews*
- *carry out checks”*

*“We are aware that there may not be full-time staff for each of these roles and responsibility may lie as part of a wider role within the school, college, or trust. However, it must be clear who is responsible, and it must be possible to make prompt changes to your provision.”*

If the school has a technology service provided by an outside contractor, it is the responsibility of the school to ensure that the provider carries out all the online safety measures that the school's obligations and responsibilities require. It is also important that the provider follows and implements school Online Safety Policy and procedures.

The IT Provider / MSP is responsible for ensuring that:

- they are aware of and follow the school Online Safety Policy and Technical Security Policy to carry out their work effectively in line with school policy

- the school technical infrastructure is secure and is not open to misuse or malicious attack
- the school meets (as a minimum) the required online safety technical requirements as identified by the DfE Meeting Digital and Technology Standards in Schools & Colleges and guidance from local authority / MAT or other relevant body
- there is clear, safe, and managed control of user access to networks and devices
- they keep up to date with online safety technical information in order to effectively carry out their online safety role and to inform and update others as relevant
- the use of technology is regularly and effectively monitored in order that any misuse/attempted misuse can be reported to the Head Teacher or DSL's for investigation and action
- the filtering policy is applied and updated on a regular basis and its implementation is not the sole responsibility of any single person (see appendix 'Technical Security Policy template' for good practice).
- monitoring systems are implemented and regularly updated as agreed in school policies

### **Learners**

- are responsible for using the school digital technology systems in accordance with the learner acceptable use agreement and Online Safety Policy (this should include personal devices – where allowed)
- should understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so
- should know what to do if they or someone they know feels vulnerable when using online technology.
- should understand the importance of adopting good online safety practice when using digital technologies out of school and realise that the school's Online Safety Policy covers their actions out of school, if related to their membership of the school.

### **Parents and carers**

Parents and carers play a crucial role in ensuring that their children understand the need to use the online services and devices in an appropriate way.

The school will take every opportunity to help parents and carers understand these issues through:

- publishing the school Online Safety Policy on the school website
- providing them with a copy of the learners' acceptable use agreement
- publish information about appropriate use of social media relating to posts concerning the school.
- seeking their permissions concerning digital images, cloud services etc (see parent/carer AUA in the appendix)
- parents'/carers' evenings, newsletters, website, social media and information about national/local online safety campaigns and literature.

Parents and carers will be encouraged to support the school in:

- reinforcing the online safety messages provided to learners in school.
- the safe and responsible use of their children's personal devices in the school (where this is allowed)

### **Community users**

Community users who access school systems/website/learning platform as part of the wider school provision will be expected to sign a community user AUA before being provided with access to school systems. (A community user's acceptable use agreement template can be found in the appendices).

The school encourages the engagement of agencies/members of the community who can provide valuable contributions to the online safety provision and actively seeks to share its knowledge and good practice with other schools and the community.

## Professional Standards

There is an expectation that required professional standards will be applied to online safety as in other aspects of school life i.e., policies and protocols are in place for the use of online communication technology between the staff and other members of the school and wider community, using officially sanctioned school mechanisms.

## Policy

### Online Safety Policy

The DfE guidance “Keeping Children Safe in Education” states:

“**Online safety** and the school or college’s approach to it should be reflected in the child protection policy”

The school Online Safety Policy:

- sets expectations for the safe and responsible use of digital technologies for learning, administration, and communication
- allocates responsibilities for the delivery of the policy
- is regularly reviewed in a collaborative manner, taking account of online safety incidents and changes/trends in technology and related behaviours
- establishes guidance for staff in how they should use digital technologies responsibly, protecting themselves and the school and how they should use this understanding to help safeguard learners in the digital world
- describes how the school will help prepare learners to be safe and responsible users of online technologies
- establishes clear procedures to identify, report, respond to and record the misuse of digital technologies and online safety incidents, including external support mechanisms
- is supplemented by a series of related acceptable use agreements
- is made available to staff at induction and through normal communication channels (to be described)
- is published on the school website.

## Acceptable use

The school has defined what it regards as acceptable/unacceptable use and this is shown in the tables below.

### Acceptable use agreements

The Online Safety Policy and acceptable use agreements define acceptable use at the school.

The acceptable use agreements will be communicated/re-enforced through:

- Enrolment of new pupils
- staff induction and handbook
- communication with parents/carers

- school website

| User actions   |   | Acceptable | Acceptable at certain times | Acceptable for nominated users | Unacceptable | Unacceptable and illegal |
|--|---|------------|-----------------------------|--------------------------------|--------------|--------------------------|
| Users shall not access online content (including apps, games, sites) to make, post, download, upload, data transfer, communicate or pass on, material, remarks, proposals or comments that contain or relate to: | <p><b>Any illegal activity for example:</b></p> <ul style="list-style-type: none"> <li>• Child sexual abuse imagery*</li> <li>• Child sexual abuse/exploitation/grooming</li> <li>• Terrorism</li> <li>• Encouraging or assisting suicide</li> <li>• Offences relating to sexual images i.e., revenge and extreme pornography</li> <li>• Incitement to and threats of violence</li> <li>• Hate crime</li> <li>• Public order offences - harassment and stalking</li> <li>• Drug-related offences</li> <li>• Weapons / firearms offences</li> <li>• Fraud and financial crime including money laundering</li> </ul> <p>N.B. Schools should refer to guidance about dealing with self-generated images/sexting – <a href="#">UKSIC Responding to and managing sexting incidents</a> and <a href="#">UKCIS – Sexting in schools and colleges</a></p>   |            |                             |                                |              | X                        |
| Users shall not undertake activities that might be classed as cyber-crime under the Computer Misuse Act (1990)   | <ul style="list-style-type: none"> <li>• Using another individual's username or ID and password to access data, a program, or parts of a system that the user is not authorised to access (even if the initial access is authorised)</li> <li>• Gaining unauthorised access to school networks, data and files, through the use of computers/devices</li> <li>• Creating or propagating computer viruses or other harmful files</li> <li>• Revealing or publicising confidential or proprietary information (e.g., financial / personal information, databases, computer / network access codes and passwords)</li> <li>• Disable/Impair/Disrupt network functionality through the use of computers/devices</li> <li>• Using penetration testing equipment (without relevant permission)</li> </ul> <p>N.B. Schools will need to decide whether these should be dealt with internally or by the police. Serious or repeat offences should be reported to the police. The National Crime Agency has a remit to prevent learners becoming involved in cyber-crime and harness their activity in positive ways– further information <a href="#">here</a></p> |            |                             |                                |              | X                        |



| User actions  |   | Acceptable | Acceptable at certain times | Acceptable for nominated users | Unacceptable | Unacceptable and illegal |
|---|---|------------|-----------------------------|--------------------------------|--------------|--------------------------|
| Users shall not undertake activities that are not illegal but are classed as unacceptable in school policies: | Accessing inappropriate material/activities online in a school setting including pornography, gambling, drugs. (Informed by the school's filtering practices and/or AUAs) |            |                             |                                | X            |                          |
|   | Promotion of any kind of discrimination   |            |                             |                                | X            |                          |
|   | Using school systems to run a private business  |            |                             |                                | X            |                          |
|   | Using systems, applications, websites or other mechanisms that bypass the filtering/monitoring or other safeguards employed by the school                                 |            |                             |                                | X            |                          |
|   | Infringing copyright  |            |                             |                                | X            |                          |
|   | Unfair usage (downloading/uploading large files that hinders others in their use of the internet)   |            |                             | X                              | X            |                          |
|   | Any other information which may be offensive to others or breaches the integrity of the ethos of the school or brings the school into disrepute                           |            |                             |                                | X            |                          |

| <p>Consideration should be given for the following activities when undertaken for non-educational purposes:</p> <p>Schools may wish to add further activities to this list.</p> | Staff and other adults |         |                          |                      | Learners    |         |                          |                               |
|---|------------------------|---------|--------------------------|----------------------|-------------|---------|--------------------------|-------------------------------|
|   | Not allowed            | Allowed | Allowed at certain times | Allowed for selected | Not allowed | Allowed | Allowed at certain times | Allowed with staff permission |
| Online gaming   |                        |         | X                        | X                    |             |         |                          | X                             |
| Online shopping/commerce  |                        |         |                          | X                    | X           |         |                          |                               |
| File sharing  |                        | X       |                          |                      |             |         | X                        |                               |
| Social media  |                        |         | X                        |                      | X           |         |                          |                               |
| Messaging/chat  |                        |         | X                        |                      | X           |         |                          |                               |
| Entertainment streaming e.g. Netflix, Disney+   |                        |         | X                        |                      | X           |         |                          |                               |
| Use of video broadcasting, e.g. YouTube, Twitch, TikTok   |                        |         | X                        |                      | X           |         |                          |                               |
| Mobile phones may be brought to school  |                        | X       |                          |                      |             |         |                          | X                             |
| Use of mobile phones for learning at school   |                        |         | X                        |                      | X           |         |                          |                               |
| Use of mobile phones in social time at school   |                        |         |                          | X                    | X           |         |                          |                               |
| Taking photos on mobile phones/cameras  | X                      |         |                          |                      | X           |         |                          |                               |
| Use of other personal devices, e.g. tablets, gaming devices   |                        |         |                          | X                    | X           |         |                          |                               |
| Use of personal e-mail in school, or on school network/wi-fi  |                        |         | X                        |                      | X           |         |                          |                               |

|   |  |  |  |   |  |   |  |  |  |
|---|--|--|--|---|--|---|--|--|--|
| Use of school e-mail for personal e-mails |  |  |  | X |  | X |  |  |  |
|---|--|--|--|---|--|---|--|--|--|

When using communication technologies, the school considers the following as good practice:

- when communicating in a professional capacity, staff should ensure that the technologies they use are officially sanctioned by the school.
- any digital communication between staff and learners or parents/carers (e-mail, social media, learning platform, etc.) must be professional in tone and content. Personal e-mail addresses, text messaging or social media must not be used for these communications.
- staff should be expected to follow good practice when using personal social media regarding their own professional reputation and that of the school and its community
- users should immediately report to a nominated person – in accordance with the school policy – the receipt of any communication that makes them feel uncomfortable, is offensive, discriminatory, threatening or bullying in nature and must not respond to any such communication.
- relevant policies and permissions should be followed when posting information online e.g., school website and social media. Only school e-mail addresses should be used to identify members of staff and learners.

## Reporting and responding

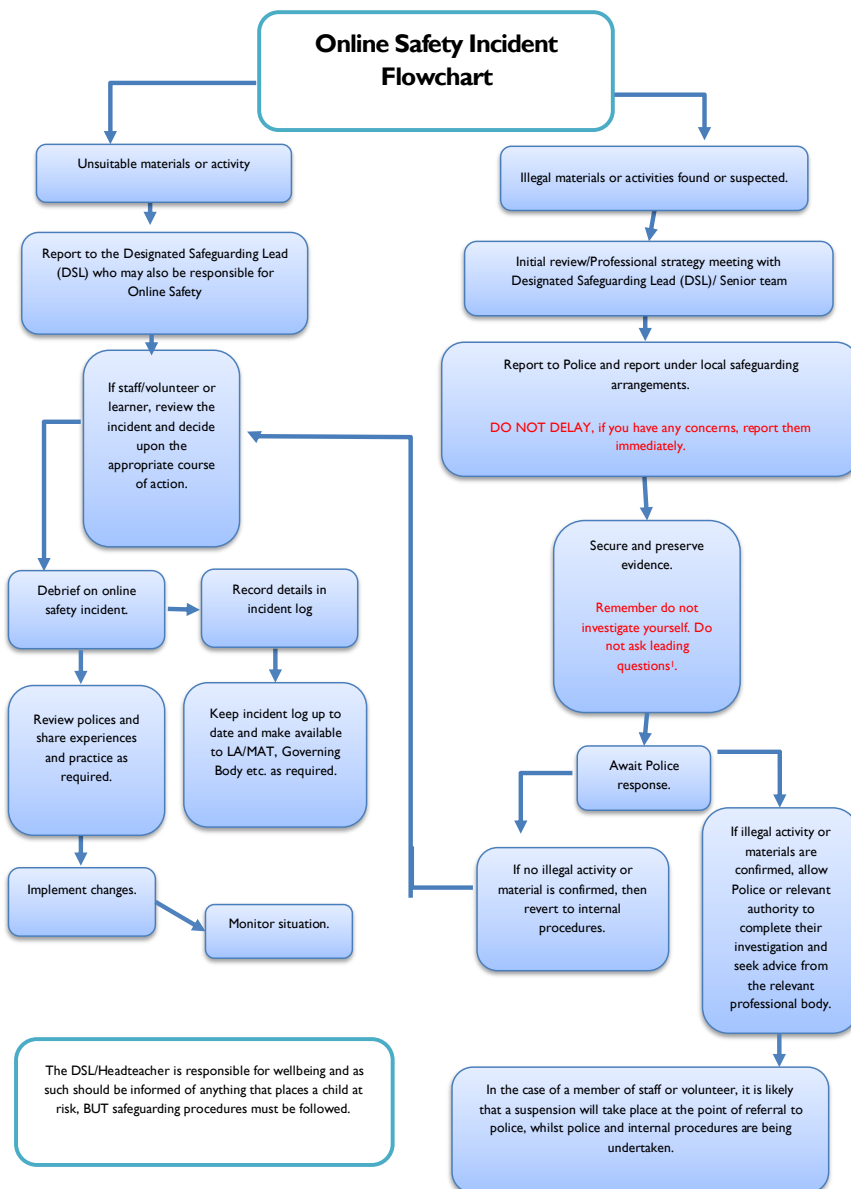
The school will take all reasonable precautions to ensure online safety for all school users but recognises that incidents may occur inside and outside of the school (with impact on the school) which will need intervention.

The school will ensure:

- there are clear reporting routes which are understood and followed by all members of the school community which are consistent with the school safeguarding procedures, and with the whistleblowing, complaints and managing allegations policies.
- all members of the school community will be made aware of the need to report online safety issues/incidents
- reports will be dealt with as soon as is practically possible once they are received
- the Designated Safeguarding Lead, Online Safety Lead and other responsible staff have appropriate skills and training to deal with online safety risks.
- if there is any suspicion that the incident involves any illegal activity or the potential for serious harm ([see flowchart and user actions chart in the appendix](#)), the incident must be escalated through the agreed school safeguarding procedures, this may include
  - Non-consensual images
  - Self-generated images
  - Terrorism/extremism
  - Hate crime/ Abuse
  - Fraud and extortion
  - Harassment/stalking
  - Child Sexual Abuse Material (CSAM)
  - Child Sexual Exploitation Grooming
  - Extreme Pornography
  - Sale of illegal materials/substances
  - Cyber or hacking
  - Copyright theft or piracy
- any concern about staff misuse will be reported to the Headteacher, unless the concern involves the Headteacher, in which case the complaint is referred to the Chair of Governors and the local authority / MAT
- where there is no suspected illegal activity, devices may be checked using the following procedures:

- one or more senior members of staff should be involved in this process. This is vital to protect individuals if accusations are subsequently reported.
- conduct the procedure using a designated device that will not be used by learners and, if necessary, can be taken off site by the police should the need arise (should illegal activity be subsequently suspected). Use the same device for the duration of the procedure.
- ensure that the relevant staff have appropriate internet access to conduct the procedure, but also that the sites and content visited are closely monitored and recorded (to provide further protection).
- record the URL of any site containing the alleged misuse and describe the nature of the content causing concern. It may also be necessary to record and store screenshots of the content on the machine being used for investigation. These may be printed, signed, and attached to the form
- once this has been completed and fully investigated the group will need to judge whether this concern has substance or not. If it does, then appropriate action will be required and could include the following:
  - internal response or discipline procedures
  - involvement by local authority / MAT (as relevant)
  - police involvement and/or action
- it is important that those reporting an online safety incident have confidence that the report will be treated seriously and dealt with effectively
- there are support strategies in place e.g., peer support for those reporting or affected by an online safety incident
- incidents should be logged (A template reporting log can be found in the appendix, but many schools will use logs that are included with their management information systems (MIS).
- relevant staff are aware of external sources of support and guidance in dealing with online safety issues, e.g. local authority; police; Professionals Online Safety Helpline; Reporting Harmful Content; CEOP.
- those involved in the incident will be provided with feedback about the outcome of the investigation and follow up actions (as relevant)
- learning from the incident (or pattern of incidents) will be provided (as relevant and anonymously) to:
  - staff, through regular briefings
  - learners, through assemblies/lessons
  - parents/carers, through newsletters, school social media, website
  - governors, through regular safeguarding updates
  - local authority/external agencies, as relevant (The Ofsted Review into Sexual Abuse in Schools and Colleges suggested “working closely with Local Safeguarding Partnerships in the area where the school or college is located so they are aware of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour”

The school will make the flowchart below available to staff to support the decision-making process for dealing with online safety incidents.



## School actions

It is more likely that the school will need to deal with incidents that involve inappropriate rather than illegal misuse. It is important that any incidents are dealt with as soon as possible in a proportionate manner, and that members of the school community are aware that incidents have been dealt with. It is intended that incidents of misuse will be dealt with through normal behaviour/disciplinary procedures as follows:

## Responding to Learner Actions

| Incidents  | Refer to class teacher | Refer to Headteacher | Refer to Police/Social Work | Refer to local authority technical support for advice/action | Inform parents/carers | Remove device/<br>network/internet access rights | Issue a warning | Further sanction, in line with<br>behaviour policy |
|--|------------------------|----------------------|-----------------------------|--|-----------------------|--|-----------------|--|
| Deliberately accessing or trying to access material that could be considered illegal (see list in <a href="#">earlier section on User Actions</a> on unsuitable/inappropriate activities). |                        | X                    | X                           |  | X                     | X  |                 |  |
| Attempting to access or accessing the school network, using another user's account (staff or learner) or allowing others to access school network by sharing username and passwords        | X                      | X                    |                             |  | X                     | x  | X               | X  |
| Corrupting or destroying the data of other users.  |                        | X                    |                             | X  |                       |  |                 |  |
| Sending an e-mail, text or message that is regarded as offensive, harassment or of a bullying nature   |                        | X                    | X                           |  | X                     | X  | X               | X  |
| Unauthorised downloading or uploading of files or use of file sharing.   | X                      | X                    |                             |  | X                     | X  | X               | X  |
| Using proxy sites or other means to subvert the school's filtering system.   | X                      | X                    | X                           |  | X                     | X  | X               | X  |
| Accidentally accessing offensive or pornographic material and failing to report the incident.  |                        | X                    |                             | X  |                       |  |                 |  |
| Deliberately accessing or trying to access offensive or pornographic material.   |                        | X                    | X                           | X  | X                     | X  | X               | X  |

|  |  |   |  |   |   |   |   |   |
|--|--|---|--|---|---|---|---|---|
| Receipt or transmission of material that infringes the copyright of another person or infringes the Data Protection Act. |  | X |  | X | X |   |   |   |
| Unauthorised use of digital devices (including taking images)  |  | X |  | X |   |   |   |   |
| Unauthorised use of online services  |  | X |  | X |   | X | X | X |
| Actions which could bring the school into disrepute or breach the integrity or the ethos of the school.                  |  | X |  | X | X | X | X | X |
| Continued infringements of the above, following previous warnings or sanctions.  |  | X |  | X | X | X | X | X |

## Responding to Staff Actions

| Incidents   | Refer to line manager | Refer to Headteacher/ Principal | Refer to local authority/MAT/HR | Refer to Police | Refer to LA / Technical Support Staff for action re filtering, etc. | Issue a warning | Suspension | Disciplinary action |
|---|-----------------------|---------------------------------|---------------------------------|-----------------|---|-----------------|------------|---------------------|
| <b>Deliberately accessing or trying to access material that could be considered illegal (see list in earlier section on unsuitable / inappropriate activities)</b>  |                       | X                               | X                               | X               |   |                 |            |                     |
| Deliberate actions to breach data protection or network security rules.   |                       | X                               | X                               |                 | X   | X               | X          | X                   |
| Deliberately accessing or trying to access offensive or pornographic material   |                       | X                               | X                               | X               | X   |                 | X          | X                   |
| Corrupting or destroying the data of other users or causing deliberate damage to hardware or software   |                       | X                               | X                               | X               | X   |                 | X          | X                   |
| Using proxy sites or other means to subvert the school's filtering system.  |                       | X                               | X                               |                 | X   | X               | X          | X                   |
| Unauthorised downloading or uploading of files or file sharing  |                       | X                               | X                               |                 | X   | X               |            | X                   |
| Breaching copyright or licensing regulations.   |                       | X                               | X                               |                 |   | X               |            | X                   |
| Allowing others to access school network by sharing username and passwords or attempting to access or accessing the school network, using another person's account. |                       | X                               | X                               |                 |   | X               |            | X                   |
| Sending an e-mail, text or message that is regarded as offensive, harassment or of a bullying nature  |                       | X                               | X                               |                 |   | X               | X          | X                   |
| Using personal e-mail/social networking/messaging to carry out digital communications with learners and parents/carers  |                       | X                               | X                               |                 |   | X               |            | X                   |



|   |   |   |   |  |   |   |   |   |
|---|---|---|---|--|---|---|---|---|
| Inappropriate personal use of the digital technologies e.g. social media / personal e-mail              |   | X | X |  |   | X | X | X |
| Careless use of personal data, e.g. displaying, holding or transferring data in an insecure manner      |   | X | X |  | X | X | X | X |
| Actions which could compromise the staff member's professional standing                                 | X | X | X |  | X | X | X | X |
| Actions which could bring the school into disrepute or breach the integrity or the ethos of the school. | X | X | X |  | X | X | X | X |
| Failing to report incidents whether caused by deliberate or accidental actions                          | X | X | X |  | X | X | X | X |
| Continued infringements of the above, following previous warnings or sanctions.                         | X | X | X |  | X | X | X | X |

## Online Safety Education Programme

While regulation and technical solutions are particularly important, their use must be balanced by educating learners to take a responsible approach. The education of learners in online safety is therefore an essential part of the school's online safety provision. Learners need the help and support of the school to recognise and avoid online safety risks and develop their resilience.

The 2021 Ofsted "Review of Sexual Abuse in Schools and Colleges" highlighted the need for:

*"a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'..."*

Keeping Children Safe in Education states:

*"Governing bodies and proprietors should ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum ..."*

Online safety should be a focus in all areas of the curriculum and staff should reinforce online safety messages across the curriculum. The online safety curriculum should be broad, relevant and provide progression, with opportunities for creative activities and will be provided in the following ways :

- **A planned online safety curriculum for all year groups matched against a nationally agreed framework e.g. Education for a Connected Work Framework by UKCIS/DCMS and the SWGfL Project Evolve and regularly taught in a variety of contexts.**
- **Lessons are matched to need; are age-related and build on prior learning**
- **Lessons are context-relevant with agreed objectives leading to clear and evidenced outcomes**

- Learner need and progress are addressed through effective planning and assessment
- Digital competency is planned and effectively threaded through the appropriate digital pillars in other curriculum areas e.g. PHSE; SRE; Literacy etc
- it incorporates/makes use of relevant national initiatives and opportunities e.g. [Safer Internet Day](#) and [Anti-bullying week](#)
- the programme will be accessible to learners at different ages and abilities such as those with additional learning needs or those with English as an additional language.
- Vulnerability is actively addressed as part of a personalised online safety curriculum e.g., for victims of abuse and SEND.
- Learners should be helped to understand the need for the learner acceptable use agreement and encouraged to adopt safe and responsible use both within and outside school. Acceptable use is reinforced across the curriculum, with opportunities to discuss how to act within moral and legal boundaries online, with reference to the Computer Misuse Act 1990. Lessons and further resources are available on the Cyber Choices site.
- staff should act as good role models in their use of digital technologies the internet and mobile devices
- in lessons where internet use is pre-planned, it is best practice that learners should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches
- where learners are allowed to freely search the internet, staff should be vigilant in supervising the learners and monitoring the content of the websites the young people visit
- it is accepted that from time to time, for good educational reasons, students may need to research topics, (e.g. racism, drugs, discrimination) that would normally result in internet searches being blocked. In such a situation, staff should be able to request the temporary removal of those sites from the filtered list for the period of study. Any request to do so, should be auditable, with clear reasons for the need
- **the online safety education programme should be relevant and up to date to ensure the quality of learning and outcomes.**

### Contribution of Learners

The school acknowledges, learns from, and uses the skills and knowledge of learners in the use of digital technologies. We recognise the potential for this to shape the online safety strategy for the school community and how this contributes positively to the personal development of young people. Their contribution is recognised through:

- *mechanisms to canvass learner feedback and opinion.*
- *appointment of digital leaders/anti-bullying ambassadors*
- *learners contribute to the online safety education programme e.g. peer education, digital leaders leading lessons for younger learners, online safety campaigns*
- *learners designing/updating acceptable use agreements*
- *contributing to online safety events with the wider school community e.g. parents' evenings, family learning programmes etc.*

### Staff/volunteers

The DfE guidance "Keeping Children Safe in Education" states:

"All staff should receive appropriate safeguarding and child protection training (**including online safety**) at induction. The training should be **regularly updated**. In addition, all staff should receive safeguarding and child protection (**including online safety**) updates (for example, via email, e-

bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.”

“Governing bodies and proprietors should ensure... that safeguarding training for staff, **including online safety** training, is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning.”

All staff will receive online safety training and understand their responsibilities, as outlined in this policy.

Training will be offered as follows:

- a planned programme of formal online safety, cyber security and data protection training will be made available to all staff. This will be regularly updated and reinforced. An audit of the online safety training needs of all staff will be carried out regularly.
- the training will be an integral part of the school's annual safeguarding and data protection training for all staff
- all new staff will receive online safety and cyber security training as part of their induction programme, ensuring that they fully understand the school online safety policy and acceptable use agreements. It includes explicit reference to classroom management, professional conduct, online reputation and the need to model positive online behaviours.
- the Online Safety Lead and Designated Safeguarding Lead (or other nominated person) will receive regular updates through attendance at external training events, (e.g. DCAT DSL Hubs, Local Safeguarding training and networking) and by reviewing guidance documents released by relevant organisations
- this Online Safety Policy and its updates will be presented to and discussed by staff in staff/team meetings/INSET days
- the Designated Safeguarding Lead/Online Safety Lead (or other nominated person) will provide advice/guidance/training to individuals as required.

## Governors

**Governors should take part in online safety training/awareness sessions**, This may be offered in several ways such as:

### Mandatory training

- Completing The Key Safeguarding online safety training annually
- NSCS Cyber-security training annually

### Other training may include:

- Training to allow the governors to understand the school's filtering and monitoring provision, in order that they can participate in the required checks and review.
- Attendance at training provided by the local authority/MAT or other relevant organisation (e.g., SWGfL)
- Participation in school training / information sessions for staff or parents (this may include attendance at assemblies/lessons).

## Families

The school will seek to provide information and awareness to parents and carers through:

- regular communication, awareness-raising and engagement on online safety issues, curriculum activities and reporting routes
- regular opportunities for engagement with parents/carers on online safety issues through awareness workshops / parent/carers evenings etc

- the learners – who are encouraged to pass on to parents the online safety messages they have learned in lessons .
- letters, newsletters, website,
- high profile events / campaigns e.g. Safer Internet Day
- reference to the relevant web sites/publications, e.g. SWGfL; [www.saferinternet.org.uk/](http://www.saferinternet.org.uk/); [www.childnet.com/parents-and-carers](http://www.childnet.com/parents-and-carers) (see Appendix for further links/resources).
- Sharing good practice with other schools in clusters and or the local authority/MAT

### Adults and Agencies

The school will provide opportunities for local community groups and members of the wider community to gain from the school's online safety knowledge and experience. This may be offered through the following:

- online safety messages targeted towards families and relatives.
- providing family learning courses in use of digital technologies and online safety
- providing online safety information via their website and social media for the wider community

## Technology

The school is responsible for ensuring that the school infrastructure/network is as safe and secure as is reasonably possible and that policies and procedures approved within this policy are implemented. The school should ensure that all staff are made aware of policies and procedures in place on a regular basis and explain that everyone is responsible for online safety and data protection. A more detailed technical security policy template can be found in the Appendix.

### Filtering & Monitoring

The DfE guidance (for England) on filtering and monitoring in "Keeping Children Safe in Education" states:

"It is essential that governing bodies and proprietors ensure that appropriate filtering and monitoring systems are in place ...governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the ... risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filtering and monitoring systems in place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified..."

The appropriateness of any filtering and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty. To support schools and colleges to meet this duty, the Department for Education has published filtering and monitoring standards..."

**The school filtering and monitoring provision is agreed by senior leaders, governors, and the IT Service Provider and is regularly reviewed (at least annually) and updated in response to changes in technology and patterns of online safety incidents/behaviours**

Commented [JS1]: Marc can you check that this reflects the current practice please? Please highlight any changes.

Commented [M(2R1)]: I'm happy with this

Day to day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective. The DSL will have lead responsibility for safeguarding and online safety and the IT service provider will have technical responsibility

The filtering and monitoring provision is reviewed (at least annually) by senior leaders, the Designated Safeguarding Lead and a governor with the involvement of the IT Service Provider.

- checks on the filtering and monitoring system are carried out by the IT Service Provider with the involvement of a senior leader, the Designated Safeguarding Lead and a governor, in particular when a safeguarding risk is identified, there is a change in working practice, e.g. remote access or BYOD or new technology is introduced e.g. using [SWGfL Test Filtering](#)

## Filtering

- the school manages access to content across its systems for all users and on all devices using the schools internet provision. The filtering provided meets the standards defined in the DfE Filtering standards for schools and colleges and the guidance provided in the UK Safer Internet Centre [Appropriate filtering](#).
- illegal content (e.g., child sexual abuse images) is filtered by the broadband or filtering provider by actively employing the Internet Watch Foundation URL list and the police assessed list of unlawful terrorist content, produced on behalf of the Home Office. Content lists are regularly updated
- there are established and effective routes for users to report inappropriate content, recognising that no system can be 100% effective
- there is a clear process in place to deal with, and log, requests/approvals for filtering changes (see Appendix for more details).
- filtering logs are regularly reviewed and alert the Designated Safeguarding Lead to breaches of the filtering policy, which are then acted upon.
- the school has (if possible) provided enhanced/differentiated user-level filtering (allowing different filtering levels for different abilities/ages/stages and different groups of users: staff/learners, etc.)
- younger learners will use child friendly/age-appropriate search engines e.g. [SWGfL Swiggle](#)
- the school has a mobile phone policy and where personal mobile devices have internet access through the school network, content is managed in ways that are consistent with school policy and practice.
- access to content through non-browser services (e.g. apps and other mobile technologies) is managed in ways that are consistent with school policy and practice.

If necessary, the school will seek advice from, and report issues to, the SWGfL [Report Harmful Content](#) site.

## Monitoring

The school has monitoring systems in place to protect the school, systems and users:

- The school monitors all network use across all its devices and services.
- monitoring reports are urgently picked up, acted on and outcomes are recorded by the Designated Safeguarding Lead, all users are aware that the network (and devices) are monitored.

- There are effective protocols in place to report abuse/misuse. There is a clear process for prioritising response to alerts that require rapid safeguarding intervention.
- Management of serious safeguarding alerts is consistent with safeguarding policy and practice.
- Live monitoring is in place for keyword detection for all school devices

The school follows the UK Safer Internet Centre [Appropriate Monitoring](#) guidance and protects users and school systems through the use of the appropriate blend of strategies informed by the school's risk assessment. These may include:

- physical monitoring (adult supervision in the classroom)
- internet use is logged, regularly monitored and reviewed
- filtering logs are regularly analysed and breaches are reported to senior leaders
- pro-active alerts inform the school of breaches to the filtering policy, allowing effective intervention.
- where possible, school technical staff regularly monitor and record the activity of users on the school technical systems
- use of a third-party assisted monitoring service to review monitoring logs and report issues to school monitoring lead(s)

## Technical Security

The school technical systems will be managed in ways that ensure that the school meets recommended technical requirements

- responsibility for technical security resides with SLT who may delegate activities to identified roles.
- all users have clearly defined access rights to school technical systems and devices. Details of the access rights available to groups of users will be recorded by the IT service provider and will be reviewed, at least annually, by the SLT/Online Safety Group
- password policy and procedures are implemented. (consistent with guidance from the National Cyber Security Centre)
- the security of their username and password and must not allow other users to access the systems using their log on details.
- all users have responsibility for the security of their username and password and must not allow other users to access the systems using their log on details.
- all school networks and system will be protected by secure passwords. Passwords must not be shared with anyone. (see section on passwords in 'Technical security policy template' in the Appendix C I)
- the administrator passwords for school systems are kept in a secure place, e.g. school safe. (Core service passwords should be shared with the trust using the trust password manager )
- there is a risk-based approach to the allocation of learner usernames and passwords. (see 'Technical security policy template' in the Appendix C I for more information)
- there will be regular reviews and audits of the safety and security of school technical systems
- servers, wireless systems and cabling are securely located and physical access restricted
- appropriate security measures are in place to protect the servers, firewalls, routers, wireless systems and devices 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 endpoint software.
- there are rigorous and verified back-up routines, including the keeping of network-separated (air-gapped) copies off-site or in the cloud,

- JSPC and IT Lead is responsible for ensuring that all software purchased by and used by the school is adequately licenced and that the latest software updates (patches) are applied.
- an appropriate system is in place for users to report any actual/potential technical incident/security breach to the relevant person, as agreed)
- use of school devices out of school and by family members is regulated by an acceptable use statement that a user consents to when the device is allocated to them
- personal use of any device on the school network is regulated by acceptable use statements that a user consents to when using the network
- staff members are not permitted to install software on a school-owned devices without the consent of the SLT/IT service provider
- removable media is not permitted unless approved by the SLT/IT service provider
- systems are in place to control and protect personal data and data is encrypted at rest and in transit. (See school personal data policy template in the appendix for further detail)
- mobile device security and management procedures are in place
- guest users are provided with appropriate access to school systems based on an identified risk profile.

## Mobile technologies

The DfE guidance “Keeping Children Safe in Education” states:

*“The school or college should have a clear policy on the use of mobile and smart technology. Amongst other things this will reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. Schools and colleges should carefully consider how this is managed on their premises and reflect this in their mobile and smart technology policy and their child protection policy.*

Mobile technology devices may be school owned/provided or personally owned and might include smartphone, tablet, wearable devices, notebook/laptop or other technology that usually has the capability of utilising the school’s wireless network. The device then has access to the wider internet which may include the school learning platform and other cloud-based services such as e-mail and data storage.

All users should understand that the primary purpose of the use of mobile/personal devices in a school context is educational. The mobile technologies policy should be consistent with and inter-related to other relevant school policies including but not limited to those for safeguarding, behaviour, anti-bullying, acceptable use, and policies around theft or malicious damage. Teaching about the safe and appropriate use of mobile technologies should be an integral part of the school’s online safety education programme.

The school acceptable use agreements for staff, learners, parents, and carers outline the expectations around the use of mobile technologies.

The school allows:

|                     | School devices                  |                                 |                                | Personal devices |             |               |
|---------------------|---------------------------------|---------------------------------|--------------------------------|------------------|-------------|---------------|
|                     | School owned for individual use | School owned for multiple users | Authorised device <sup>3</sup> | Student owned    | Staff owned | Visitor owned |
| Allowed in school   | Yes                             | Yes                             | Yes                            | No               | Yes         | Yes           |
| Full network access | Yes                             | Yes                             | Yes                            | No               | Yes         | No            |
| Internet only       | Yes                             | Yes                             | Yes                            | No               | Yes         | No            |
| No network access   | Yes                             | Yes                             | Yes                            | No               | yes         | No            |

**School owned/provided devices:**

- all school devices are managed through the use of Mobile Device Management software
- there is an asset log that clearly states whom a device has been allocated to. There is clear guidance on where, when and how use is allowed
- personal use (e.g. online banking, shopping, images etc.) is clearly defined and expectations are well-communicated.
- the use of devices on trips/events away from school is clearly defined and expectations are well-communicated.
- liability for damage aligns with current school policy for the replacement of equipment.
- education is in place to support responsible use.
- Will be actively monitored for misuse (e.g Keyword detection, Operating system changes,)

**Personal devices:**

- there is a clear policy covering the use of personal mobile devices on school premises for all users
- where devices are used to support learning, staff have been trained in their planning, use and implementation, ensuring that all learners can access a required resource.
- where personal devices are brought to school, but their use is not permitted, appropriate, safe and secure storage should be made available.
- use of personal devices for school business is defined in the acceptable use policy and staff handbook. Personal devices commissioned onto the school network are segregated effectively from school-owned systems
- the expectations for taking/storing/using images/video aligns with the school's acceptable use policy and use of images/video policy. The non-consensual taking/using of images of others is not permitted.
- liability for loss/damage or malfunction of personal devices is clearly defined
- there is clear advice and guidance at the point of entry for visitors to acknowledge school requirements

<sup>3</sup> Authorised device – purchased by the learner/family through a school-organised scheme. This device may be given full access to the network as if it were owned by the school.



- education about the safe and responsible use of mobile devices is included in the school online safety education programmes

## Social media

With widespread use of social media for professional and personal purposes a policy that sets out clear guidance for staff to manage risk and behaviour online is essential. Core messages should include the protection of learners, the school and the individual when publishing any material online.

Expectations for teachers' professional conduct are set out in the DfE Teachers Standards but all adults working with children and young people must understand that the nature and responsibilities of their work place them in a position of trust and that their conduct should reflect this.

All schools and local authorities have a duty of care to provide a safe learning environment for learners and staff. Schools could be held responsible, indirectly for acts of their employees in the course of their employment. Staff members who harass, bully online, discriminate on the grounds of sex, race, or disability or who defame a third party may render the school liable to the injured party. Reasonable steps to prevent predictable harm must be in place.

The school provides the following measures to ensure reasonable steps are in place to minimise risk of harm to learners through:

- ensuring that personal information is not published.
- education/training being provided including acceptable use, age restrictions, social media risks, digital and video images policy, checking of settings, data protection and reporting issues.
- clear reporting guidance, including responsibilities, procedures, and sanctions.
- risk assessment, including legal risk.
- guidance for learners, parents/carers

School staff should ensure that:

- No reference should be made in social media to learners, parents/carers or school staff.
- they do not engage in online discussion on personal matters relating to members of the school community.
- personal opinions should not be attributed to the school.
- security settings on personal social media profiles are regularly checked to minimise risk of loss of personal information.
- they act as positive role models in their use of social media

When official school social media accounts are established, there should be:

- a process for approval by senior leaders
- clear processes for the administration, moderation, and monitoring of these accounts – involving at least two members of staff
- a code of behaviour for users of the accounts
- systems for reporting and dealing with abuse and misuse
- understanding of how incidents may be dealt with under school disciplinary procedures.

## Personal use

- personal communications are those made via personal social media accounts. In all cases, where a personal account is used which associates itself with, or impacts on, the school it must be made clear

that the member of staff is not communicating on behalf of the school with an appropriate disclaimer. Such personal communications are within the scope of this policy

- personal communications which do not refer to or impact upon the school are outside the scope of this policy
- where excessive personal use of social media in school is suspected, and considered to be interfering with relevant duties, disciplinary action may be taken
- **the school permits reasonable and appropriate access to personal social media sites during school hours**

### **Monitoring of public social media**

- As part of active social media engagement, the school may pro-actively monitor the Internet for public postings about the school.
- the school should effectively respond to social media comments made by others according to a defined policy or process.
- when parents/carers express concerns about the school on social media we will urge them to make direct contact with the school, in private, to resolve the matter. Where this cannot be resolved, parents/carers should be informed of the school complaints procedure.

School use of social media for professional purposes will be checked regularly by a senior leader and the Online Safety Lead to ensure compliance with the social media, data protection, communications, digital image and video policies. In the event of any social media issues that the school is unable to resolve support may be sought from the Professionals Online Safety Helpline.

### **Digital and video images**

The development of digital imaging technologies has created significant benefits to learning, allowing staff and learners instant use of images that they have recorded themselves or downloaded from the internet. However, staff, parents/carers and learners need to be aware of the risks associated with publishing digital images on the internet. Such images may provide avenues for online bullying to take place. Digital images may remain available on the internet forever and may cause harm or embarrassment to individuals in the short or longer term. It is common for employers to carry out internet searches for information about potential and existing employees.

The school will inform and educate users about these risks and will implement policies to reduce the likelihood of the potential for harm

- the school may use live-streaming or video-conferencing services in line with national and local safeguarding guidance / policies.
- when using digital images, staff will inform and educate learners about the risks associated with the taking, use, sharing, publication and distribution of images.
- staff/volunteers must be aware of those learners whose images must not be taken/published. Those images should only be taken on school devices. The personal devices of staff should not be used for such purposes
- in accordance with [guidance from the Information Commissioner's Office](#), parents/carers are welcome to take videos and digital images of their children at school events for their own personal use (as such use is not covered by the Data Protection Act). To respect everyone's privacy and in some cases protection, these images should not be published/made publicly available on social networking sites, nor should parents/carers comment on any activities involving other learners in the digital/video images

- staff and volunteers are allowed to take digital/video images to support educational aims, but must follow school policies concerning the sharing, storage, distribution and publication of those images
- care should be taken when sharing digital/video images that learners are appropriately dressed
- learners must not take, use, share, publish or distribute images of others without their permission
- photographs published on the website, or elsewhere that include learners will be selected carefully and will comply with Online Safety Policy
- learners' full names will not be used anywhere on a website or blog, particularly in association with photographs.
- written permission from parents or carers will be obtained before photographs of learners are taken for use in school or published on the school website/social media. (see parents and carers acceptable use agreement in the Appendix). Permission is not required for images taken solely for internal purposes
- parents/carers will be informed of the purposes for the use of images, how they will be stored and for how long – in line with the school data protection policy
- images will be securely stored in line with the school retention policy
- learners' work can only be published with the permission of the learner and parents/carers.

## Online Publishing

The school communicates with parents/carers and the wider community and promotes the school through

- Public-facing website
- Online newsletters
- Other such as Arbor or Class Dojo
- 

The school website is managed/hosted by eschools. The school ensures that online safety policy has been followed in the use of online publishing e.g., use of digital and video images, copyright, identification of young people, publication of school calendars and personal information – ensuring that there is least risk to members of the school community, through such publications.

Where learner work, images or videos are published, their identities are protected, and full names are not published.

## Data Protection

Personal data will be recorded, processed, transferred, and made available according to the current data protection legislation.

The Trust / school:

- has a Data Protection Policy
- implements the data protection principles and can demonstrate that it does so
- has paid the appropriate fee to the Information Commissioner's Office (ICO)
- has appointed an appropriate Data Protection Officer (DPO) who has effective understanding of data protection law and is free from any conflict of interest.
- has a 'Record of Processing Activities' in place and knows exactly what personal data is held, where, why and which member of staff has responsibility for managing it

- the Record of Processing Activities lists the lawful basis for processing personal data (including, where relevant, consent). Where special category data is processed, an additional lawful basis is listed
- has an 'information asset register' in place and knows exactly [what personal data is held](#), where, why and which member of staff has responsibility for managing it
- information asset register lists the lawful basis for processing personal data (including, where relevant, consent). Where special category data is processed, an additional lawful basis will have also been listed
- will hold the minimum personal data necessary to enable it to perform its function and will not hold it for longer than necessary for the purposes it was collected for. The school 'retention schedule' supports this
- data held is accurate and up to date and is held only for the purpose it was held for. Systems are in place to identify inaccuracies, such as asking parents to check emergency contact details at suitable intervals
- provides staff, parents, volunteers, teenagers, and older children with information about how the school looks after their data and what their rights are in a clear Privacy Notice (see Privacy Notice section in the appendix)
- has procedures in place to deal with the individual rights of the data subject,
- carries out Data Protection Impact Assessments (DPIA) where necessary e.g. to ensure protection of personal data when accessed using any remote access solutions, or entering into a relationship with a new supplier
- has undertaken appropriate due diligence and has data protection compliant contracts in place with any data processors
- understands how to share data lawfully and safely with other relevant data controllers.
- has clear and understood policies and routines for the deletion and disposal of data
- [reports any relevant breaches to the Information Commissioner](#) within 72hrs of becoming aware of the breach as required by law. It also reports relevant breaches to the individuals affected as required by law. In order to do this, it has a policy for reporting, logging, managing, investigating and learning from information risk incidents
- has a Freedom of Information Policy which sets out how it will deal with FOI requests
- provides data protection training for all staff at induction and appropriate refresher training thereafter. Staff undertaking particular data protection functions, such as handling requests under the individual's rights, will receive training appropriate for their function as well as the core training provided to all staff

When personal data is stored on any mobile device or removable media the member of staff is responsible for ensuring that the

- data will be encrypted, and password protected.
- device will be password protected.
- device will be protected by up-to-date endpoint (anti-virus) software

data will be securely deleted from the device, in line with school policy (below) once it has been transferred or its use is complete. Staff must ensure that they:

- at all times take care to ensure the safe keeping of personal data, minimising the risk of its loss or misuse

- can recognise a possible breach, understand the need for urgency and know who to report it to within the school
- can help data subjects understand their rights and know how to handle a request whether verbal or written and know who to pass it to in the school
- only use encrypted data storage for personal data
- will not transfer any school personal data to personal devices.
- use personal data only on secure password protected computers and other devices, ensuring that they are properly “logged-off” at the end of any session in which they are using personal data
- transfer data using encryption, a secure email account (where appropriate), and secure password protected devices.

The Personal Data Advice and Guidance in the appendix (B2) provides more detailed information on the school’s responsibilities and on good practice.

## Outcomes

The impact of the Online Safety Policy and practice is regularly evaluated through the review/audit of online safety incident logs; behaviour/bullying reports; surveys of staff, learners; parents/carers and is reported to relevant groups:

- there is balanced professional debate about the evidence taken from the reviews/audits and the impact of preventative work e.g., online safety education, awareness, and training
- there are well-established routes to regularly report patterns of online safety incidents and outcomes to school leadership and Governors
- parents/carers are informed of patterns of online safety incidents as part of the school’s online safety awareness raising
- online safety (and related) policies and procedures are regularly updated in response to the evidence gathered from these reviews/audits/professional debate
- the evidence of impact is shared with other schools, agencies and LAs to help ensure the development of a consistent and effective local online safety strategy.

## Appendix

Copies of the more detailed template policies and agreements, contained in the appendix, can be found in the links and resources section of the relevant aspects in the 360safe self-review tool and online on the [SWGfL website](#). The appendices are as follows:

- A1 - Learner Acceptable Use Agreement Template – KS2
- A2 - Learner Acceptable Use Agreement Template – for younger learners (Foundation/KS1)
- A3 - Parent/Carer Acceptable Use Agreement Template
- A4 - Community Users Acceptable Use Agreement Template
- A5 - Responding to incidents of misuse – flow chart
- A6 - Record of reviewing devices/internet sites (responding to incidents of misuse)
- A7 - Reporting Log
- Legislation
- Links to other organisations and resources
- Glossary of Terms

SWGfL would like to acknowledge a range of individuals and organisations whose policies, documents, advice, and guidance have contributed to the development of this school Online Safety Policy template and of the 360 safe online safety self-review tool:

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# School Online Safety Policy

## Template Appendices

### Appendices

A1 - Learner Acceptable Use Agreement Template – KS2  
A2 - Learner Acceptable Use Agreement Template – for younger learners (Foundation/KS1)  
A3 - Parent/Carer Acceptable Use Agreement Template  
A4 - Community Users Acceptable Use Agreement Template  
A5 - Responding to incidents of misuse – flow chart  
A6 - Record of reviewing devices/internet sites (responding to incidents of misuse)  
B1 - Reporting Log  
Legislation  
Links to other organisations and resources  
Glossary of Terms

# AI Learner Acceptable Use Agreement Template – for KS2

## Introduction

Digital technologies have become integral to the lives of children and young people, both within and outside schools. These technologies are powerful tools, which open-up new opportunities for everyone. They can stimulate discussion, encourage creativity, and stimulate awareness of context to promote effective learning. Learners should have an entitlement to safe access to these digital technologies.

### This acceptable use agreement is intended:

- to ensure that learners will have good access to devices and online content, be responsible users and stay safe while using digital technologies for educational, personal and recreational use
- to help learners understand good online behaviours that they can use in school, but also outside school
- to protect school devices and networks from accidental or deliberate misuse that could put the security of the systems and users at risk.

## Acceptable Use Agreement

When I use devices I must behave responsibly to help keep me and other users safe online and to look after the devices.

### For my own personal safety:

- I understand that what I do online will be supervised and monitored and that I may not be allowed to use devices in school unless I follow these rules and use them responsibly.
- I will only visit internet sites that adults have told me are safe to visit.
- I will keep my username and password safe and secure and not share it with anyone else.
- I will be aware of “stranger danger” when I am online.
- I will not share personal information about myself or others when online.
- If I arrange to meet people off-line that I have communicated with online, I will do so in a public place and take a trusted adult with me.
- I will immediately tell an adult if I see anything that makes me feel uncomfortable when I see it online.

### I will look after the devices I use, so that the school and everyone there can be safe:

- I will handle all the devices carefully and only use them if I have permission.
- I will not try to alter the settings on any devices or try to install any software or programmes.
- I will tell an adult if a device is damaged or if anything else goes wrong.
- I will only use the devices to do things that I am allowed to do.

### I will think about how my behaviour online might affect other people:

- When online, I will act as I expect others to act toward me.
- I will not copy anyone else’s work or files without their permission.



- I will be polite and responsible when I communicate with others, and I appreciate that others may have different opinions to me.
- I will not take or share images of anyone without their permission.

**I know that there are other rules that I need to follow:**

- I will not use my own personal devices (mobile phones/USB devices etc.) in the school.
- Where work is protected by copyright, I will not try to download copies (including music and videos).
- When I am using the internet to find information, I should take care to check that the information is accurate, as I understand that the work of others may not be truthful and may be a deliberate attempt to mislead me.
- I should have permission if I use the original work of others in my own work.

**I understand that I am responsible for my actions, both in and out of school:**

- I know that I am expected to follow these rules in school and that I should behave in the same way when out of school as well.
- I understand that if I do not follow these rules, I may be subject to disciplinary action. This could include loss of access to the school network/internet, detentions, suspensions, parents/carers contacted and in the event of illegal activities involvement of the police.

**Learner Acceptable Use Agreement Form**

Please complete the sections below to show that you have read, understood and agree to the rules included in the acceptable use agreement. If you do not sign and return this agreement, access will not be granted to school systems.

I have read and understand the above and agree to follow these guidelines when:

- I use the school systems and devices (both in and out of school)
- I will not use my own devices in the school e.g. mobile phones, gaming devices USB devices, cameras etc.
- I am out of school and involved in any online behaviour that might affect the school or other members of the school.

Name of Learner:

Group/Class:

Signed:

Date:

**Parent/Carer Countersignature**

.....

Date.....

## A2 Learner Acceptable Use Agreement Template – for younger learners (Foundation/KSI)

This is how we stay safe when we use computers:

- I will ask a teacher or suitable adult if I want to use the computers/tablets.
- I will only use activities that a teacher or suitable adult has told or allowed me to use.
- I will take care of computers/tablets and other equipment.
- I will ask for help from a teacher or suitable adult if I am not sure what to do or if I think I have done something wrong.
- I will tell a teacher or suitable adult if I see something that upsets me on the screen.
- I know that if I break the rules, I might not be allowed to use a computer/tablet.

Signed (parent):

## A3 Parent/Carer Acceptable Use Agreement Template

Digital technologies have become integral to the lives of children and young people, both within schools and outside school. These technologies provide powerful tools, which open new opportunities for everyone. They can stimulate discussion, promote creativity, and stimulate awareness of context to promote effective learning. Young people should have an entitlement to safe internet access at all times.

**This acceptable use policy is intended to ensure:**

- that young people will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.
- that school systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- that parents and carers are aware of the importance of online safety and are involved in the education and guidance of young people with regard to their on-line behaviour.

The school will try to ensure that learners have good access to digital technologies to enhance their learning and will, in return, expect the learners to agree to be responsible users. A copy of the learner acceptable use agreement is attached to this permission form, so that parents/carers will be aware of the school expectations of the young people in their care.

Parents are requested to sign the permission form below to show their support of the school in this important aspect of the school's work.

### Permission Form

Parent/Carers Name:

Learner Name:

As the parent/carers of the above learners, I give permission for my son/daughter to have access to the digital technologies at school.

### Either: KS2

*I know that my son/daughter has signed an acceptable use agreement and has received, or will receive, online safety education to help them understand the importance of safe use of technology and the internet – both in and out of school.*

### Or: (KS1)

*I understand that the school has discussed the acceptable use agreement with my son/daughter and that they have received, or will receive, online safety education to help them understand the importance of safe use of technology and the internet – both in and out of school.*

I understand that the school will take every reasonable precaution, including monitoring and filtering systems, to ensure that young people will be safe when they use the internet and systems. I also understand that the school cannot ultimately be held responsible for the nature and content of materials accessed on the internet and using mobile technologies.

I understand that my son's/daughter's activity on the systems will be monitored and that the school will contact me if they have concerns about any possible breaches of the acceptable use agreement.

I will encourage my child to adopt safe use of the internet and digital technologies at home and will inform the school if I have concerns over my child's online safety.

As the schools is collecting personal data by issuing this form, it should inform parents/carers as to:

|  |
|--|
| This form (electronic or printed)              |
| Both   |
| Who will have access to this form.             |
| Teachers and SLT                               |
| Where this form will be stored.                |
| Childs file                                    |
| How long this form will be stored for.         |
| Entire time they are in education at The March |
| How this form will be destroyed.               |
| Confidential waste when they leave the school  |

Signed:

Date:

### Use of Digital/Video Images

The use of digital/video images plays an important part in learning activities. Learners and members of staff may use digital cameras to record evidence of activities in lessons and out of school. These images may then be used in presentations in subsequent lessons.

Images may also be used to celebrate success through their publication in newsletters, on the school website and occasionally in the public media. Where an image is publicly shared by any means, only your child's initials will be used.

The school will comply with the Data Protection Act and request parent's/carer's permission before taking images of members of the school. We will also ensure that when images are published that the young people cannot be identified by the use of their names.

In accordance with guidance from the Information Commissioner's Office, parents/carers are welcome to take videos and digital images of their children at school events for their own personal use (as such use is not covered by the Data Protection Act). To respect everyone's privacy and in some cases protection, these images should not be published/made publicly available on social networking sites, nor should parents/carers comment on any activities involving other learners in the digital/video images.

Parents/carers are requested to sign the permission form below to allow the school to take and use images of their children and for the parents/carers to agree.

|  |  |
|--|--|
| This form (electronic or printed)<br><br>Both  | The images   |
| Who will have access to this form.<br><br>Teachers and SLT                                   | Where the images may be published. the schools website, local press, newsletter without surnames |
| Where this form will be stored.<br><br>Childs file   | Who will have access to the images.<br><br>Only school staff                                     |
| How long this form will be stored for.<br><br>Entire time they are in education at The March | Where the images will be stored.<br><br>Secure password protected drive and deleted after use    |
| How this form will be destroyed.<br><br>Confidential waste when they leave the school        | How long the images will be stored for.<br><br>Time the child is on school                       |
|  | How a request for deletion of the images can be made.  |

|  |                         |
|--|-------------------------|
|  | Email the school office |
|  | SAR                     |

## Digital/Video Images Permission Form

Parent/Carers Name:                      Learner Name:

|   |        |
|---|--------|
| As the parent/carer of the above learner, I agree to the school taking digital/video images of my child/children.   | Yes/No |
| I agree to these images being used:   |        |
| ▪ to support learning activities.   | Yes/No |
| ▪ in publicity that reasonably celebrates success and promotes the work of the school.  | Yes/No |
| Insert statements here that explicitly detail where images are published by the schools   | Yes/No |
| I agree that if I take digital or video images at, or of school events which include images of children, other than my own, I will abide by these guidelines in my use of these images. | Yes/No |

Signed:

Date:

## Use of Cloud Systems Permission Form

The school uses Google school accounts / Arbor / Times table rock stars/ My Maths/Class dojo accounts for learners and staff. This permission form describes the tools and learner responsibilities for using these services.

The following services are available to each learner as part of the school's online presence

Using Google classrooms will enable your child to collaboratively create, edit and share files and websites for school related projects and communicate via email with other learners and members of staff. These services are entirely online and available 24/7 from any internet-connected computer.

The school believes that use of the tools significantly adds to your child's educational experience.

As the school is collecting personal data and sharing this with a third party, it should inform parents/carers about:

|                                    |   |
|------------------------------------|---|
| This form (electronic or printed)  | The data shared with the service provider |
| Who will have access to this form. | What data will be shared                  |

|   |  |
|---|--|
| Business manager and HT<br>Data Controller                          | Name and age   |
| Where this form will be stored.<br>Electronically and in pupil file | Who the data will be shared with<br>Only school based learning platforms as agreed by the school |
| How long this form will be stored for.<br>Time in the school        | Who will have access to the data.<br>Data Controller and teachers                                |
| How this form will be destroyed.<br>Confidential Waste              | Where the data will be stored.<br>Cloud based secure systems                                     |
|   | How long the data will be stored for.<br>Time pupil is in school and 15years                     |
|   | How the data will be destroyed.<br>Confidential waste  |
|   | How a request for deletion of the data can be made.<br>SAR ? contact school office               |

Do you consent to your child to having access to this service? Yes/No

Learner Name: Parent/Carers Name:

Signed: Date:

### **Learner Acceptable Use Agreement**

On the following pages we have copied, for the information of parents and carers, the learner acceptable use agreement.



## A4 Acceptable Use Agreement for Community Users Template

**This acceptable use agreement is intended to ensure:**

- that community users of school digital technologies will be responsible users and stay safe while using these systems and devices
- that school systems, devices and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- that users are protected from potential harm in their use of these systems and devices

### Acceptable Use Agreement

I understand that I must use school systems and devices in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the systems, devices and other users. This agreement will also apply to any personal devices that I bring into the school:

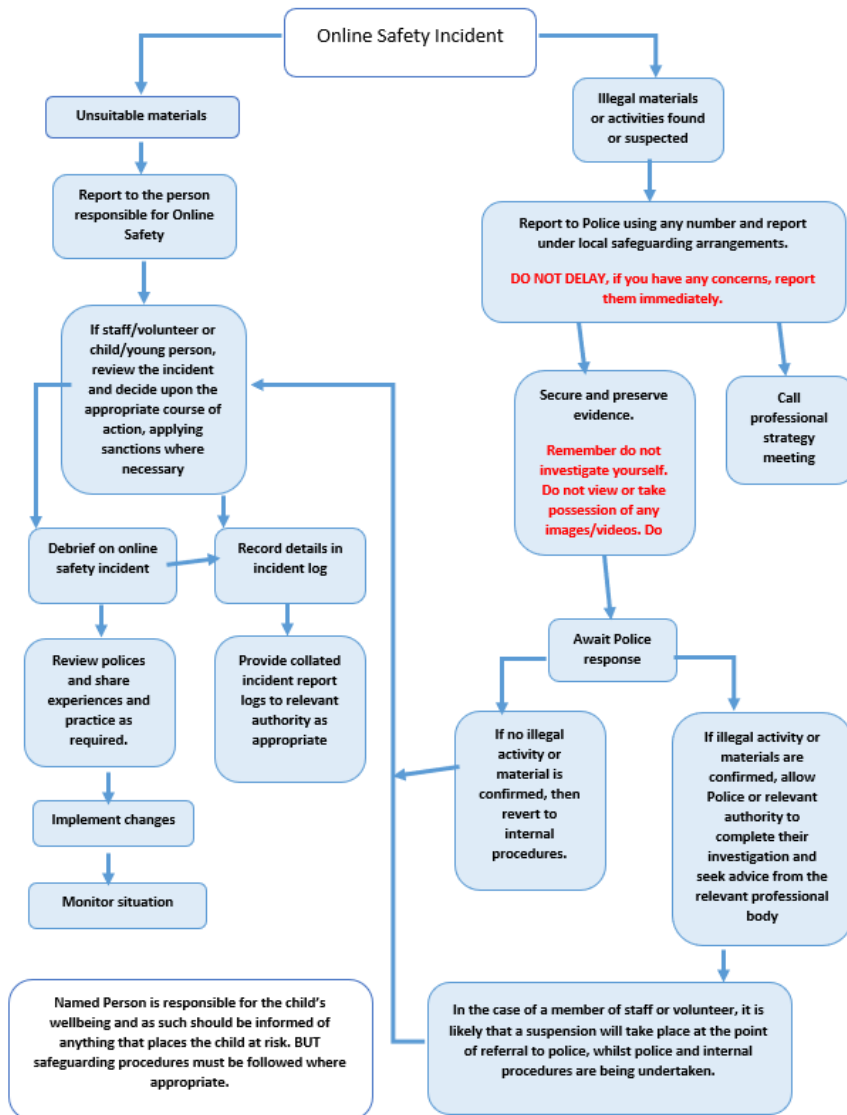
- I understand that my use of school systems and devices will be monitored
- I will not use a personal device that I have brought into school for any activity that would be inappropriate in a school setting.
- I will not try to upload, download or access any materials which are illegal (child sexual abuse images, criminally racist material, terrorist and extremist material, adult pornography covered by the Obscene Publications Act) or inappropriate or may cause harm or distress to others. I will not try to use any programmes or software that might allow me to bypass the filtering/security systems in place to prevent access to such materials.
- I will immediately report any illegal, inappropriate or harmful material or incident, I become aware of, to the appropriate person.
- I will not access, copy, remove or otherwise alter any other user's files, without permission.
- I will ensure that if I take and/or publish images of others I will only do so with their permission. I will not use my personal equipment to record these images, without permission. If images are published it will not be possible to identify by name, or other personal information, those who are featured.
- I will not publish or share any information I have obtained whilst in the school on any personal website, social networking site or through any other means, unless I have permission from the school.
- I will not, without permission, make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not install or attempt to install programmes of any type on a school device, nor will I try to alter computer settings, unless I have permission to do so.
- I will not disable or cause any damage to school equipment, or the equipment belonging to others.
- I will immediately report any damage or faults involving equipment or software, whatever the cause.
- I will ensure that I have permission to use the original work of others in my own work
- Where work is protected by copyright, I will not download or distribute copies (including music and videos).
- I understand that if I fail to comply with this acceptable use agreement, the school has the right to remove my access to school systems/devices

I have read and understand the above and agree to use the school systems (both in and out of school) and my own devices (in school and when carrying out communications related to the school) within these guidelines.

|   |   |
|---|---|
| Who will have access to this form.<br><br>Business team and Head teacher<br><br>Data Controller | How this form will be destroyed.<br><br>Confidential waste  |
| Where this form will be stored.<br><br>Secure files and electronically scanned                  | How long this form will be stored for.<br><br>For as long as the community group work with the school and then 10 years |

Name: Signed: Date: .....

## A5 Responding to incidents of misuse – flow chart



A6 Record of reviewing devices/internet sites (responding to incidents of misuse)

Group:  
Date:  
Reason for investigation:

Details of first reviewing person  
Name:  
Position:  
Signature:

Details of second reviewing person  
Name:  
Position:  
Signature:

Name and location of computer used for review (for web sites)  
.....  
.....

| Web site(s) address/device | Reason for concern |
|----------------------------|--------------------|
|                            |                    |
|                            |                    |
|                            |                    |

| Conclusion and Action proposed or taken |
|---|
|   |
|   |
|   |

## A8 Reporting Log

Group: .....

| Date | Time | Incident | Action Taken |          | Incident Reported By | Signature |
|------|------|----------|--------------|----------|----------------------|-----------|
|      |      |          | What?        | By Whom? |                      |           |
|      |      |          |              |          |                      |           |
|      |      |          |              |          |                      |           |
|      |      |          |              |          |                      |           |
|      |      |          |              |          |                      |           |
|      |      |          |              |          |                      |           |
|      |      |          |              |          |                      |           |

## B1 Training Needs Audit Log

Group: .....

| Relevant training the last 12 months | Identified Training Need | To be met by | Cost | Review Date |
|--------------------------------------|--------------------------|--------------|------|-------------|
|                                      |                          |              |      |             |
|                                      |                          |              |      |             |
|                                      |                          |              |      |             |