

Willand School

Online Safety Policy

This policy applies to all members of the school community (including staff, learners, 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).

Date created: July 2026

Next review date: July 2027

Scope of the Online Safety Policy

This Online Safety Policy sets out how Willand School will safeguard members of our community online, in line with statutory guidance and best practice. The school is aware of the wider statutory requirements that informs this policy.

This policy applies to all members of the school community who access or use school digital systems, including staff, learners, governors, volunteers, parents/carers, visitors and community users. It applies to use of school systems both on and off site, and to the use of personal devices on the school site (where permitted).

Where online safety concerns or incidents occur outside school and are known to the school, Willand School will respond in line with this policy and related procedures, including the school's Safeguarding, Behaviour and Anti-Bullying policies. Where appropriate, parents/carers will be informed of incidents involving inappropriate online behaviour that take place out of school.

Policy development, monitoring and review

This policy has been developed by the Online Safety Lead and Designated Safeguarding Lead drawing on the expertise and responsibilities across the school, including:

- Headteacher (Naomi Tottle) and Senior Leadership Team
- SENDCo (Hannah Telling)
- Teachers
- Support Staff
- Governors
- Parents/carers

Schedule for approval, monitoring and review

Approved by the Governing Body on: 01/10/2026

Monitored by: Online Safety Lead (Pauline Maynard), Senior Leadership Team, Governors, Designated Safeguarding Lead (Amy Leather)

Monitoring frequency: At least annually

Reporting to the Governing Body: Termly, as either part of a headteacher report or as part of the DSL safeguarding report.

Policy review cycle: July 2027 and then annually.

Next planned review date: July 2027

Escalation following serious incidents: the school will inform relevant external agencies as appropriate, (e.g., Police, Front Door, LA ICT Manager, LA Safeguarding Officer)

Monitoring the impact of the policy

The school will evaluate the effectiveness of this policy using evidence such as:

- Logs of reported online safety incidents (with the aid of CPOMs)
- Filtering and monitoring records
- Annual survey of pupils and parents (linked with Safer Internet Day)
- Pupil representative feedback to the Computing Lead
- SWGFL monitoring logs of internet activity
- Internal network activity monitoring data

Policy and leadership

Responsibilities

Online safety is a shared responsibility. All members of the school community are expected to model safe, responsible behaviour, report concerns promptly and learn from incidents and good practice. The roles below clarify accountability.

Headteacher and senior leaders

Senior leaders set the culture and ensure that systems are effective. In line with [KCSIE](#), the DSL holds day-to-day lead responsibility.

Senior leaders will:

- Ensure the school meets its safeguarding duty of care, including online safety.
- Know and apply procedures for serious allegations involving staff (Headteacher plus at least one senior leader).
- Ensure that the DSL/OSL, IT provider/technical staff and relevant colleagues are trained and able to fulfil their roles.
- Put in place appropriate oversight and support for internal monitoring activity.
- Establish and receive regular online safety reports and act on emerging risks and themes.
- Work with governors, the DSL and IT provider on filtering and monitoring.

Governors

Governors approve the Online Safety Policy and challenge its effectiveness, in line with KCSIE expectations.

The governing body will nominate an Online Safety Governor who will:

- Meet regularly with the DSL/OSL.
- Receive anonymised incident and monitoring summaries.
- Check delivery of key commitments (e.g., education, reporting, staff training).
- Through regular review, assess the effectiveness of filtering and monitoring with SLT, DSL and IT provider, in line with DfE standards.
- Report to the relevant governor (Jo Jacobs)
- Undertake basic cyber security awareness training and support school cyber security oversight.

Governors also support parent/carers and community engagement in online safety.

Designated Safeguarding Lead (DSL)

KCSIE states the DSL leads safeguarding and child protection, including online safety, and understands filtering and monitoring systems and processes.

The DSL will:

- Lead safeguarding, including online safety, with clear responsibilities in their job description.
- Maintain up-to-date knowledge of online risks, filtering/monitoring and cyber security.
- Coordinate and record online safety concerns and incidents, escalating and referring in line with safeguarding procedures.
- Liaise with SLT, the Online Safety Governor, the IT provider and relevant external partners as required.
- Review anonymised incident patterns and filtering/monitoring information, confirming at least annual checks.
- Report regularly to SLT and drive continuous improvement across relevant policies and practice, using evidence (e.g. incident data, monitoring, self-review such as 360 safe).
- Ensure appropriate support for learners with SEND.

The Online Safety Lead (OSL) supports delivery; the DSL retains lead responsibility.

All incidents will be recorded on CPOMS; Designated Safeguarding Lead, Headteacher and Online Safety Lead will be alerted.

Online Safety Lead (OSL)

The OSL will:

- Lead the Online Safety Group and support the DSL day to day.
- Lead development and review of online safety documentation.

- Coordinate awareness, staff confidence and reporting readiness through appropriate training
- Work with curriculum leads to map, embed and evaluate online safety education.
- Liaise with IT and pastoral/support teams.
- Maintain current knowledge of risks across content, contact, conduct and commerce.

Curriculum Leads

Curriculum leads will work with the DSL/OSL to deliver a planned online safety programme through appropriate channels, mainly Computing and RSHE, assemblies/pastoral provision and national initiatives e.g. [Safer Internet Day](#).

Teaching and Support Staff

All staff are expected to uphold professional standards online and contribute to a strong safeguarding culture.

Staff will:

- Follow the Online Safety Policy, Safeguarding/Child Protection Policy, Technical Security Policy and sign/comply with the Staff AUA.
- Maintain professional boundaries (including online/remote learning).
- Supervise learner use of technology and follow procedures for online safety issues
- Embed online safety where appropriate; teach research skills, copyright and plagiarism awareness.
- Challenge harmful online behaviour and report concerns promptly.
- Use only school-approved digital services and AI tools; protect data, apply UK GDPR, and verify AI outputs for accuracy/bias before use.
- Complete induction and annual training, with updates as needed; contribute to improvement by sharing learning and concerns.

IT service provider / technical staff

The IT provider supports leaders and the DSL to meet DfE filtering, monitoring and technical standards. Where services are outsourced, the school remains accountable.

The IT provider will:

- Maintain secure infrastructure and managed user access.
- Implement, maintain and update filtering and monitoring; provide reports; act on alerts and concerns.
- Support procurement, risk identification, reviews and checks with SLT/DSL.
- Monitor systems for misuse and report concerns promptly to [School Business Manager \(Jane Howard\)](#).

- Follow the school's Online Safety and Technical Security policies and keep technical knowledge current.

Learners

Learners will:

- Follow the Learner AUA and Online Safety Policy.
- Report concerns and know how to get help.
- Use technology responsibly, respecting others and their copyright and intellectual property.
- Use AI responsibly: protect original work, check accuracy and avoid plagiarism.
- Understand that out-of-school behaviour may be addressed where it affects the school community.

Parents and carers

Parents/carers are key partners in reinforcing safe online behaviour.

The school will:

- Publish the Online Safety Policy and share the learner AUA.
- Provide guidance on the responsible use of online technologies and seek permissions for digital services/images where required.
- Share updates through meetings, newsletters, online channels and campaigns.

Parents and carers will be responsible for:

- reading and supporting their child in adhering to the school's Acceptable Use Policy.
- accessing the school website / on-line pupil records in accordance with the relevant school Acceptable Use Policy.
- supporting the school in reinforcing the online safety messages provided to learners in school.

Online Safety Group

The Online Safety Group provides strategic oversight of online safety, monitors implementation and impact of the Online Safety Policy, and ensures online safety is embedded across safeguarding, curriculum and technical practice. In some schools it may sit within a wider safeguarding or digital strategy group.

Membership

- DSL, OSL, Senior Leaders

- Online Safety Governor

Core responsibilities

The group supports the DSL/OSL to:

- Draft, review and monitor the Online Safety Policy and related documents.
- Oversee filtering and monitoring, including requests for change.
- Map and review online safety education for breadth, progression and relevance.
- Review anonymised incident data and technical logs to identify trends and emerging risks.
- Gather feedback from learners, staff and parents/carers and turn this into improvement actions.
- Promote learner voice, peer support and awareness activity.
- Track and evidence improvement actions (e.g. 360 safe).

Governance and impact

- Operates to agreed Terms of Reference (membership, frequency, reporting lines), reviewed annually.
- Coordinates with Safeguarding, Behaviour, Curriculum, Digital Strategy and Learner Voice as needed.
- Reports key themes, actions and impact to SLT and governors, and shares appropriate summaries with the wider community.

Policy

Online Safety Policy

The Online Safety Policy is part of the school safeguarding framework and should be read alongside Safeguarding/Child Protection, Behaviour, Anti-Bullying and Data Protection policies.

What the policy does

- Defines responsibilities for online safety.
- Sets expectations for safe, professional and ethical use of technology (including AI).
- Sets out reporting, recording and response procedures for online safety incidents.
- Supports compliance with [KCSIE](#), [DfE Technical Standards](#) and [UK GDPR](#).
- Promotes learners' digital competence and critical understanding.

Implementation, monitoring and review

- Developed through the Online Safety Group and reviewed at least annually, and sooner if risks/technology change.
- Monitored by the DSL/OSL and governors using anonymised incident trends, filtering/monitoring reports and education review activity (e.g. [360 safe](#), [ProjectEVOLVE](#)).
- Findings inform improvement planning and staff training priorities.

Communication and accessibility

- Shared at staff induction and reinforced through training.
- Communicated to learners and parents/carers through AUAs and awareness activity.
- Published on the school website.

Acceptable use

Acceptable use is defined through the Online Safety Policy and a suite of Acceptable Use Agreements (AUAs) (*see appendices*). AUAs matter most when they are understood, reinforced and followed—not simply signed.

Reinforcement

- posters in areas where technology is used
- curriculum and awareness sessions
- communications with parents/carers
- school website

Acceptable/Unacceptable Actions

User actions		Acceptable	Acceptable at certain times	Acceptable for nominated users	Unacceptable	Unacceptable & illegal
Users must not use online services (apps, games, sites) to create, share, download, upload, transfer or communicate material or	Any illegal activity, for example: <ul style="list-style-type: none"> • Child sexual abuse imagery (CSAM)* • Child sexual abuse/exploitation and grooming • Terrorism-related content • Encouraging, promoting or assisting suicide/self-harm 					X

User actions		Acceptable	Acceptable at certain times	Acceptable for nominated users	Unacceptable	Unacceptable & illegal
comments that are:	<ul style="list-style-type: none"> • Sexual image offences (including intimate image abuse/revenge porn and extreme pornography) • Incitement to, or threats of, violence • Hate crime • Public order offences (including harassment and stalking) • Drug-related offences • Weapons/firearms offences • Fraud and financial crime (including money laundering) • <p><i>Note: follow UKSIC and UKCIS guidance when responding to self-generated intimate images (SGII).</i></p>					
Users must not attempt or support cybercrime (Computer Misuse Act 1990), including:	<ul style="list-style-type: none"> • Misusing someone else's username/ID or password to access data, software or systems without authorisation • Gaining unauthorised access to school networks, data or files (including bypassing security controls) • Creating, introducing or spreading malware (viruses, ransomware, harmful scripts) • Phishing, credential theft, or attempting to capture passwords or personal data • Revealing, copying or publishing confidential information (e.g., personal/financial data, databases, access codes) • Disabling, impairing or disrupting network/services (e.g., denial of service) • Using penetration-testing tools without explicit permission <p><i>Note: schools should decide whether incidents are dealt with internally or reported to police. Serious or</i></p>					X

User actions		Acceptable	Acceptable at certain times	Acceptable for nominated users	Unacceptable	Unacceptable & illegal
	<i>repeat offences should be reported. The National Crime Agency provides routes to divert young people away from cybercrime and into positive pathways.</i>					
Unacceptable (not illegal) under school policies, for example:	Accessing inappropriate material/activities online in a school setting including pornography, gambling, drugs. (Informed by the school's filtering practices and/or AUAs)			X	X	
	Promoting discrimination, harassment or hateful content				X	
	Using school systems to run a private business or make unauthorised financial gain				X	
	Using tools/services to bypass filtering, monitoring or other safeguards (e.g., VPN/proxy, anonymisers, alternative DNS)				X	
	Infringing copyright or intellectual property (including via AI tools, stream ripping or unauthorised copying/sharing)				X	
	Unfair usage (downloading/uploading large files that hinders others in their use of the internet)			X	X	
	Sharing content that is offensive, undermines the school's ethos, breaches integrity, or brings the school into disrepute				X	

	Staff and other adults	Learners
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Consider the following activities when used for non-educational purposes.

Add or amend items to reflect current technology, age restrictions and your school's device policy.

	Not allowed	Allowed	Allowed at certain times	Allowed for selected staff	Not allowed	Allowed	Allowed at certain times	Allowed with staff
Online gaming and in-game chat/voice (e.g. Roblox, Fortnite, Minecraft)			x		x			
Online shopping and digital commerce (including in-app purchases, marketplaces, subscriptions)			x		x			
Cloud storage and file sharing (e.g., Google Drive, OneDrive, Dropbox, WeTransfer; P2P/torrents)		x				x		
Social media and user-generated platforms (e.g. TikTok, Instagram, Snapchat, X, Reddit) and other age-restricted services			x		x			
Messaging, chat and voice (e.g., WhatsApp, iMessage, Snapchat, Discord, Teams personal accounts)			x		x			
Streaming entertainment/media (video, music, podcasts) e.g. Netflix, Disney+, Spotify			x		x			
Video platforms and livestreaming (e.g. YouTube, Twitch, TikTok LIVE, Instagram Live)		x			x			

Personal mobile phones and smart devices on site (<i>phones, smartwatches, earbuds</i>)		x				x		
Mobile phones used for learning (teacher-directed and supervised)		x				x		
Mobile phones used during social time/breaks (where permitted) including device-free approaches		x				x		
Taking photos/video/audio on devices (including sharing, location data and consent)					x	x		
Other personal devices (<i>e.g., tablets, handheld consoles, VR headsets, wearables</i>)			x			x		
Personal email accounts on site or on the school network/Wi-Fi (<i>e.g., Gmail, Outlook.com</i>)			x			x		
School email used for personal communication (non-work/non-learning)			x			x		
Unapproved AI tools/services (<i>generative AI chatbots and image/video tools, AI companions, browser extensions</i>)	x					x		

Reporting and responding

Introduction

The school is committed to creating a culture where all members of the community feel confident, safe, and supported in reporting online safety concerns. In line with *Keeping Children Safe in Education (KCSIE)*, the school recognises that online risks may occur in school or outside school and may affect children in any setting. Reporting routes must therefore be clear, accessible, inclusive, and consistently understood by all.

The school recognises national findings, including the [Ofsted Review of Sexual Abuse in Schools and Colleges \(2021\)](#), which highlight that children may not always feel able to report. The school assumes that harmful online behaviours may be occurring, even where none have been disclosed, and responds by maintaining strong systems for reporting, analysing, and addressing concerns.

Reporting Concerns

The school will ensure that:

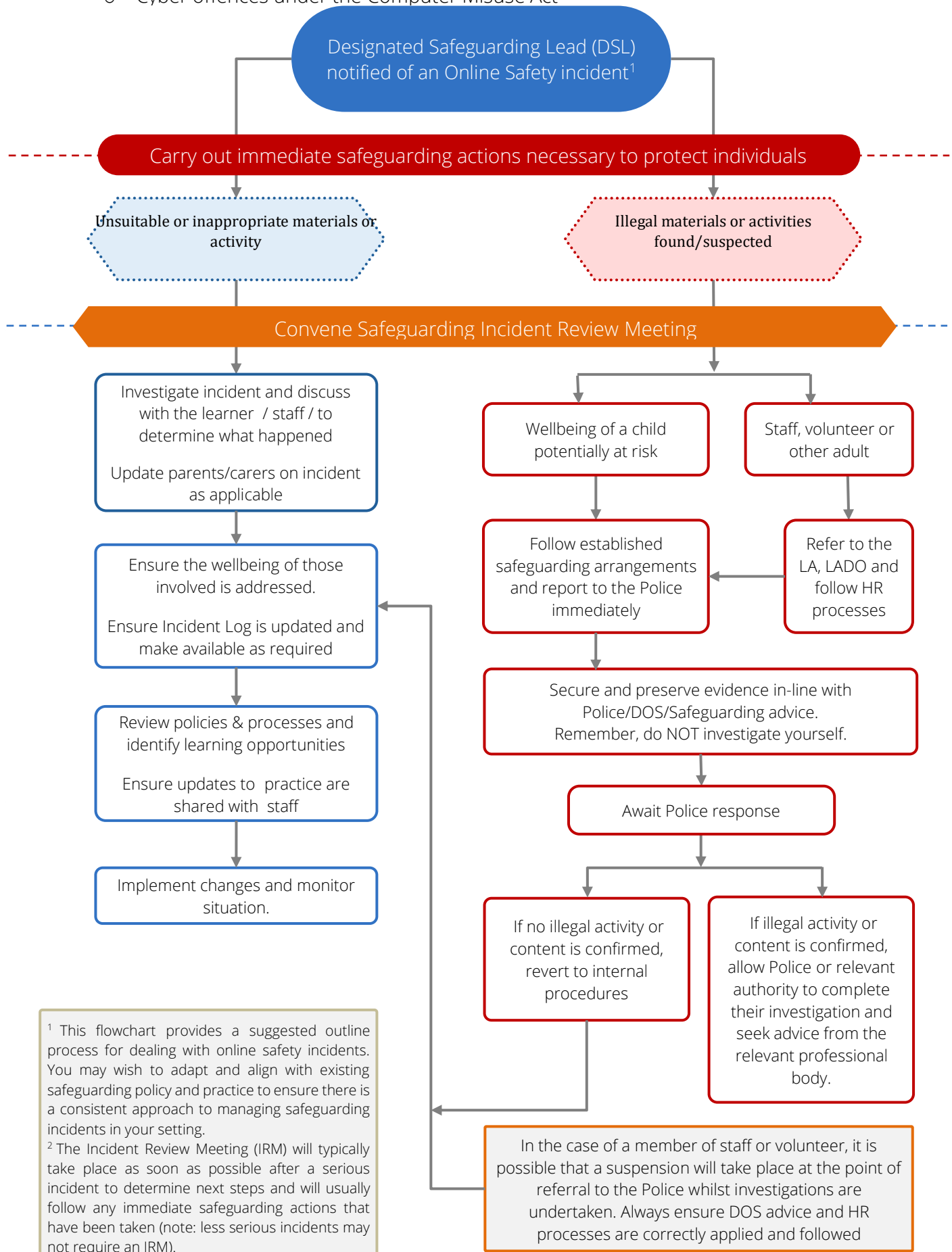
- Clear, accessible reporting routes are in place for all members of the school community, including pupils, staff, governors, parents/carers, and volunteers.
- Reporting processes are fully aligned with safeguarding procedures, including the child protection, whistleblowing, managing allegations and complaints policies.
- Multiple reporting options are available, such as speaking with the Designated Safeguarding Lead (DSL), online or anonymous reporting tools (e.g., Whisper), email contact, or in-person disclosures.
- Reporting routes are well publicised through induction, assemblies, posters, the school website, and digital platforms.
- All users understand that any online safety concern must be reported, including those relating to harmful or illegal behaviour, sexual harassment, bullying, discrimination, grooming, or self-generated sexual imagery.

Responding to Concerns

The school will ensure that:

- Reports are acknowledged and responded to promptly, considering the safety and wellbeing of the person reporting.
- The DSL, Online Safety Lead, and senior leaders have the training and skills needed to recognise, assess, and manage online safety risks.
- Where a report indicates possible illegal activity or serious harm, it is escalated immediately through safeguarding procedures. Examples include (but are not limited to):
 - Child sexual abuse material (CSAM)
 - Non-consensual or self-generated images
 - Grooming, exploitation, or sexual harassment
 - Terrorism or extremism

- Hate crime, fraud, extortion, stalking
- Cyber offences under the Computer Misuse Act



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 DSL / OSL	Refer to SLT	Refer to Police/Social Services	Refer to IT Services Provider	Inform parents/carers	Remove device / network /internet / access rights	Issue a warning	Further sanction, in line with behaviour policy
Accessing illegal material (or attempting to), as defined in the earlier "Unsuitable/Inappropriate Activities" section.		X	X	X	X	X			X
Unauthorised access to the school network, including using another person's account or sharing usernames/passwords.	X	X	X		X	X	X	X	
Damaging, corrupting or deleting another user's data.	X	X	X			X	X	X	X
Sending offensive, harassing or bullying emails, texts or messages.	X	X	X		X	X	X	X	X
Unauthorised downloading/uploading, file sharing or distribution of files.	X	X	X		X		X	X	
Bypassing filtering (e.g. proxy sites, VPNs or similar tools).	X	X	X		X	X	X	X	X
Failing to report accidental access to offensive or pornographic material	X	X	X		X	X	X	X	X

Deliberately accessing offensive or pornographic material (or attempting to)	X	X	X		X	X	X	X	X
Sharing or receiving content that breaches copyright or data protection law.	X	X	X		X			X	
Unauthorised use of devices , including taking photos/videos or audio recordings.	X	X	X					X	
Unauthorised use of online services (apps, websites or platforms).	X	X	X				X	X	
Any online behaviour that could bring the school into disrepute or undermines the school's ethos.	X	X	X		X	X	X	X	X
Repeated breaches of these rules following previous warnings or sanctions.	X	X	X		X	X	X	X	X

Responding to Staff Actions

Incidents	Refer to line manager	Refer to SLT / Headteacher	Refer to LA	Refer to Police / LADO	Refer to IT Services Provider	Issue a warning	Further Disciplinary action in line with Behaviour Policy
Accessing illegal material (or attempting to), as defined in the earlier “Unsuitable/Inappropriate Activities” section.		X	X	X	X	X	X
Breaching data protection or cyber-security requirements , including network security rules.		X	X		X	X	X
Accessing offensive or pornographic material (or attempting to).		X	X	X	X	X	X
Damaging systems or data , including corrupting/deleting others’ data or deliberately damaging hardware/software.	X	X			X	X	X
Bypassing filtering controls (e.g. proxy sites, VPNs or similar methods).	X	X			X	X	X
Unauthorised downloading, uploading or file sharing.	X	X			X	X	X
Breaching copyright, licensing or intellectual property , including misuse of AI systems.	X	X				X	X
Unauthorised account/network access , including sharing passwords, using another person’s account, or allowing others access.	X	X			X	X	X

Sending offensive, harassing or bullying emails, texts or messages.	X	X		X		X	X
Use of personal email/social media/messaging to communicate with learners or parents/carers.		X		X		X	X
Inappropriate personal use of school technology , including personal email and social media use during work time/using school systems.	X	X				X	X
Mishandling personal data , including storing, displaying or transferring it insecurely.	X	X	X		X	X	X
Any action that undermines professional conduct or a staff member's professional standing.	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
Failing to report incidents , whether accidental or deliberate.	X	X				X	X
Repeated breaches following previous warnings or sanctions.	X	X					X

Use of Artificial Intelligence (AI)

Generative AI (Gen AI) is developing rapidly and its use in education is increasing. In schools, AI is typically used in three areas: learner support, teacher support, and school operations. All use must be safe, ethical and responsible.

We recognise that Gen AI can introduce risks. These risks can be reduced through our existing safeguarding, data protection and technical security arrangements, and by updating procedures where needed. Safeguarding of learners and staff remains central to our approach.

Policy statements

The school will:

- Support appropriate use of AI to enhance learning and teaching, improve outcomes, streamline administration and reduce workload. Staff remain professionally responsible and accountable for any work supported by AI.
- Comply with relevant law and guidance, including Keeping Children Safe in Education (KCSIE) and UK GDPR.
- Provide training and guidance for staff and governors on the benefits, risks and safe use of AI, and identify further development needs.
- Teach about AI through the curriculum where appropriate, helping learners understand how Gen AI works, its benefits and limitations, and its ethical and social impacts.

Safe use, data protection and security

The school will:

- Protect personal and sensitive data. Staff must not enter personally identifiable or sensitive information into AI tools. Where AI is used, staff should use anonymised data only.
- Require UK GDPR compliance. Staff must ensure any AI tool used meets data protection and security requirements before use.
- Approve tools and accounts. Only school-approved AI tools may be used for schoolwork, and staff should use school-provided AI accounts where available to support oversight and reduce risk.
- Safeguard sensitive information. Internal documents, strategic plans or other sensitive material must not be entered into third-party AI tools unless the tool and purpose have been explicitly approved.

Quality, fairness and integrity

The school will:

- Maintain human oversight. AI may support work but must not replace professional judgement—especially in decisions that affect people. AI outputs must be checked for accuracy before sharing or publishing.
- Promote transparency. Where AI has materially supported an output (e.g. documents, presentations, communications), staff should make this clear where appropriate.
- Address bias and discrimination. We recognise AI outputs may reflect bias. The school will use appropriate safeguards, review processes and procurement checks to prioritise fairness and safety.
- Protect copyright and intellectual property. The school will take steps to avoid copyright infringement and protect the intellectual property of staff and learners, including ensuring learners' work is not used to train AI systems without appropriate consent.

Reporting, monitoring and accountability

The school will:

- Require prompt reporting of AI-related concerns, including misuse, data incidents or inappropriate outputs, to OSL and DSL (via cpoms).
- Maintain an inventory of AI tools in use, with purposes and risks recorded, and carry out regular review using the risk assessment matrices in Appendix C7.
- Engage parents/carers with clear information about how AI is used in school.

Use in assessment and feedback

AI tools may be used to support teachers with assessment processes (e.g. identifying areas for improvement and drafting feedback), and to support learners in improving their work. Teachers remain responsible for outcomes and must ensure accuracy, fairness and appropriate use.

Misuse and disciplinary action

Improper use of AI—including breaches of this policy, data protection failures, misuse of sensitive information, or failure to follow agreed processes—may result in action under the school's Staff Disciplinary Policy.

Education

Online Safety Education Programme

Online safety education is a core part of the school's safeguarding approach and sits alongside effective technical controls (including filtering and monitoring). In line with KCSIE, online safety is a running and interrelated theme reflected across relevant policies and the curriculum.

The school delivers a planned, progressive and inclusive programme of online safety education for all learners, aligned to nationally recognised guidance and frameworks (including [DfE "Teaching Online Safety in Schools"](#), [UKCIS "Education for a Connected World"](#), and resources such as [SWGfL ProjectEVOLVE](#)). Learning is age-appropriate, builds on prior learning, is matched to need, and is taught through existing curriculum areas (including RSHE and Computing).

The programme develops learners' ability to:

- recognise and manage online risks, including harmful content, contact, conduct and commerce risks;
- understand consent, sexual harassment and sexual violence (including online), supported by safe opportunities for discussion;
- think critically about what they see online, including how to check reliability and accuracy and the role of AI-generated content;
- respect copyright and intellectual property, including when using online material and AI tools;
- understand and follow the learner acceptable use agreement, and act within moral and legal boundaries.

Where internet use is planned, learners are guided to appropriate resources and supported if unsuitable content is encountered. Where open searching is permitted, staff supervise and remain vigilant. Filtering may be temporarily adjusted for legitimate curriculum research, with auditable approval and clear rationale.

Learner voice is actively used to strengthen the school's approach through feedback, learner representation (e.g. on an Online Safety Group), and opportunities such as digital leaders, peer mentoring, campaigns, and contribution to acceptable use and community-facing online safety activities.

Staff

In line with [DfE Keeping Children Safe in Education \(KCSIE\)](#), all staff and volunteers receive safeguarding and child protection training, including online safety, at induction and through regular updates (at least annually). Online safety training is integrated into the school's whole-school safeguarding approach, wider staff development and curriculum planning.

- All staff will receive online safety training and understand their responsibilities under this policy. Training will include (select/delete as appropriate):
- A planned programme of online safety, data protection and cybersecurity training for all staff, regularly updated and reinforced. Staff training needs will be reviewed periodically to ensure provision remains relevant and effective.
- Online safety training for all new staff as part of induction, ensuring understanding of the Online Safety Policy and Acceptable Use Agreements, including classroom management, professional conduct, online reputation and modelling positive online behaviour.
- Regular updates for the Designated Safeguarding Lead and Online Safety Lead (or other nominated staff) through external training and review of relevant guidance (e.g. UK Safer Internet Centre, SWGfL, MAT, Local Authority or other appropriate organisations).
- Support for staff knowledge-building and consistent practice through structured professional learning resources (e.g. [ProjectEVOLVE EDU](#)) and, where appropriate, enhanced pathways (e.g. [ProjectEVOLVE SAFEGUARDING](#)).
- Regular review of this Online Safety Policy and updates through staff meetings, team briefings and/or INSET.
- Targeted advice, guidance and training from the DSL/OSL (or nominated staff) to individuals as required.

Governors

Governors should take part in online safety training and awareness activity. This is particularly important for governors serving on committees with responsibility for safeguarding, online safety, technology or health and safety.

Training and updates may be provided through (select/delete as appropriate):

- Attendance at training offered by the Local Authority, MAT or other relevant organisations (e.g. SWGfL).
- Participation in school training and information sessions (for example, staff briefings or parent events). This may include attendance at assemblies or lessons where appropriate.

- Regular update meetings with the DSL and/or Online Safety Lead to review key themes, incidents and current priorities.

Enhanced training will be provided for (at least) the Online Safety Governor. This will include:

- Basic cyber security awareness training.
- Training to understand the school's filtering and monitoring provision, enabling effective participation in required checks and reviews.

External Stakeholders

Families, the wider community and external agencies play a vital role in supporting the online safety education and wellbeing of learners. The school recognises that parents and carers may have limited awareness of online risks, and that many external bodies can enhance the school's safeguarding approach. The school therefore works actively to build strong partnerships, share key messages, and ensure that families and the wider community are equipped to help keep children safe online.

The following principles underpin the school's engagement with external stakeholders:

Working with Parents and Carers

The school will support parents and carers to understand online risks, build confidence, and reinforce safe online behaviours at home. This includes:

- Regular communication and awareness-raising about online safety issues, curriculum content, and reporting routes.
- Providing information through newsletters, the school website, learning platforms, and digital communication tools.
- Offering opportunities such as parent/carers workshops, information events, or drop-ins focused on online safety.
- Involving learners in sharing online safety messages with parents/carers, including contributing to information events.
- Signposting parents and carers to trusted national resources (e.g. [UK Safer Internet Centre](#), [Internet Matters](#), [Childnet](#), [SWGfL](#)).
- Promoting and participating in key national events such as Safer Internet Day.

- Ensuring parents and carers understand acceptable use expectations and relevant school policies related to online safety.

Wider Community and Agencies

The school recognises the value of working with external organisations to strengthen local online safety awareness and provision. This may include:

- Sharing online safety information, resources or updates with community groups, extended family members and the wider community.
- Providing or supporting family learning opportunities on digital technologies and safe online behaviours.
- Using the school website or social media channels to offer online safety content suitable for the broader community.
- Collaborating with early years settings, childminders, youth and sports groups, libraries, voluntary organisations or other local agencies.
- Drawing on the expertise of external agencies (e.g. UK Safer Internet Centre, CEOP, Local Safeguarding Partnerships, Prevent teams, police and health professionals).
- Participating in shared activities with other schools or settings, including transition projects and multi-school events.
- Supporting external groups to review and improve their own online safety practice, including through recommended tools such as 360 Early Years or 360 Groups.

Technology

Purpose

The school recognises that effective filtering, monitoring, technical security, cyber security and data protection are essential to safeguarding children and protecting the wider school community. These measures support safe and responsible use of technology while enabling effective teaching, learning and administration.

Detailed arrangements are set out in the Appendix C1 - Filtering and Monitoring Policy Template and Appendix C2 - Technical Security Policy Template.

Filtering and Monitoring

The school has appropriate filtering and monitoring systems in place to help protect users from illegal, inappropriate and harmful online content and activity, in line with statutory guidance. (e.g.,

[DfE Technical Standards](#), [KCSIE](#)) and best practice guidance (e.g., [UKSIC Appropriate Filtering and Monitoring](#))

The school ensures that:

- filtering and monitoring arrangements are safeguarding-led, proportionate and regularly reviewed
- filtering blocks illegal content and provides age-appropriate and role-appropriate access
- monitoring supports the rapid identification of safeguarding concerns and enables timely intervention
- all school-owned devices are subject to filtering and monitoring, including when used off-site
- staff and learners understand that filtering and monitoring are in place, why they are needed, and how concerns are escalated
- Where the use of personal devices is allowed, users understand that their use may be filtered and monitored by the school.

Oversight and Review

- Senior leaders, the Designated Safeguarding Lead (DSL), technical staff and governors have clear roles and responsibilities
- filtering and monitoring effectiveness is reviewed at least annually, and following significant changes or incidents. (e.g., using [Testfiltering](#))
- log reports provide actionable information for safeguarding decisions.
- no system is relied upon in isolation; reporting routes and professional judgement remain central

Further detail is provided in the Appendix C1 - Filtering and Monitoring Policy Template

Technical Security

The school takes steps to ensure that its technical infrastructure is secure, reliable and well managed and meets its statutory requirements.

The school ensures that:

- access to systems and data is controlled through appropriate authentication and permissions
- devices, networks and systems are protected through secure configuration, patching and malware protection
- backups and recovery arrangements are in place to reduce the impact of system failure or attack
- incidents and weaknesses are reported, recorded and used to inform improvement

- responsibilities for technical security are clearly defined and supported by appropriate expertise
- systems are regularly reviewed and tested, meet statutory requirements and address emerging threats.

Further detail is provided in the Appendix C2 - Technical Security Policy Template.

Cyber Security

The school recognises cyber security as a leadership and governance responsibility and takes steps to reduce the risk and impact of cyber incidents.

The school ensures that:

- a cyber security approach is in place to prevent, detect, respond to and recover from cyber threats
- senior leaders and governors understand cyber risks and receive appropriate assurance
- staff and learners are educated/trained to recognise and report cyber security concerns
- business continuity and incident response arrangements are maintained and reviewed
- cyber security arrangements are kept under regular review and updated in line with emerging risks.

Further detail is provided in the Appendix C3 – Cyber Security Policy Template.

Data Protection

The school is committed to protecting personal data and complying with data protection legislation.

The school ensures that:

- personal data is processed lawfully, fairly and transparently
- a Data Protection Officer (DPO) is appointed and appropriate governance arrangements are in place
- all staff receive regular training to ensure they are aware of their responsibilities and can respond appropriately to data protection incidents.
- systems are in place to respond effectively to Freedom of Information and Subject Access Requests
- Data Protection Impact Assessments have been conducted on existing and planned use of software and systems.
- privacy notices explain how data is used and how individual rights can be exercised
- data is stored, shared and disposed of securely

- data breaches are reported and managed in line with legal requirements
- data protection is embedded across safeguarding, teaching, learning and administration.

Further detail is provided in the Appendix C4 – Data Protection Policy Template.

Review

Arrangements for filtering, monitoring, technical/cyber security and data protection are reviewed regularly and updated to reflect:

- changes in technology
- emerging safeguarding risks
- national guidance and statutory expectations

Technology Practice

Purpose

The school recognises that the safe and responsible day-to-day use of technology plays a vital role in safeguarding children, supporting learning, and protecting the school community. Clear expectations, consistent practice and informed users help reduce risk while enabling positive and purposeful use of digital technologies.

This approach supports the safeguarding duties set out in [*Keeping Children Safe in Education*](#), emphasising safeguarding and whole-school responsibility, including the requirement to address online safety through policy, practice and education.

Detailed arrangements are set out in the Appendix C2 - Technical Security Policy Template and Appendix C6 – Public Online Communications Policy Template

Device Management

The school manages the use of digital devices in a way that supports safeguarding, learning and responsible behaviour. This reflects KCSIE's requirement for a clear mobile / smart technology policy and explicitly links device use to behaviour, safeguarding and education

The school ensures that:

- expectations for the use of school-owned and personal devices are clearly defined and communicated

- device use is consistent with safeguarding, behaviour, data protection and acceptable use policies
- appropriate technical and procedural controls are in place to support safe use
- staff, learners and visitors have been trained/educated/informed and understand their responsibilities when using devices on school premises or systems
- education on the safe and responsible use of devices forms part of the school's online safety education

Decisions about device use are informed by risk assessment and reviewed regularly.

Digital Content

The school recognises that digital content (images, video and any other multi-modal digital media) can enrich learning and communication when used responsibly. It directly supports KCSIE expectations around sexual imagery, sharing of images, consent and coercion. It also reinforces lawful management of digital content as part of safeguarding and embeds education and prevention alongside policy.

The school ensures that:

- clear expectations are in place for the creation, use, storage and sharing of digital content
- consent, privacy and safeguarding considerations are applied consistently
- staff and learners are trained/educated to understand their responsibilities when creating or sharing digital content
- personal data and images are handled securely and lawfully
- policy and practice are reviewed in the light of emerging technologies and risks.

Public Online Communications

The school uses public online communications to inform, celebrate success and engage with the wider community, while managing associated risks. It supports KCSIE expectations around professional boundaries and staff conduct online, addresses reputational and safeguarding risk from public platforms while reinforcing parental engagement and transparency.

The school ensures that:

- public online communications are appropriate, accurate and well-managed
- public communications from or regarding the school are monitored and addressed where appropriate

- published content complies with safeguarding, data protection and statutory requirements
- to reduce the risk of illegal manipulation of publicly available images of staff and learners, the school has procedures in place to control how those images are shared online.
- online safety information is shared with parents, carers and the wider community
- clear processes exist for managing school online accounts
- staff understand expectations around professional conduct and online behaviour

Review

Technology practice is reviewed regularly to reflect:

- changes in technology and online behaviour
- emerging safeguarding risks
- feedback from staff, learners and parents
- national guidance and statutory expectations

Outcomes

The impact of the Online Safety Policy and practice is evaluated regularly using evidence such as online safety incident logs, behaviour and bullying records, and surveys of staff, learners and parents/carers. Evaluating student outcomes as part of their online safety should be defined and evaluated as part of the school's assessment processes (e.g. using [ProjectEVOLVE Knowledge Maps](#) assessment and tracking). Findings are reported to relevant groups and used to strengthen practice.

This process ensures that:

- Evidence from audits and reviews is discussed through balanced professional debate, alongside the impact of preventative work (education, awareness and training).
- Clear reporting routes are in place so patterns, themes and outcomes are shared regularly with senior leaders and governors.
- Parents/carers are informed of key patterns and learning through the school's online safety communication and awareness activity.
- Online safety and related policies and procedures are updated in response to evidence and emerging risks.
- Learning and evidence of impact are shared, where appropriate, with other schools, agencies and local authorities to support a consistent local approach to online safety

List of appendices

- A1 - Learner Acceptable Use Agreement – KS2
- A2 - Learner Acceptable Use Agreement – for younger learners (EY/KS1)
- A3 - Parent/Carer Acceptable Use Agreement
- A4 - Staff (and Volunteer) Acceptable Use Policy Agreement
- A5 – Online Safety Policy Statement
- A6 – List of approved AI tools for staff and pupils

Appendix A1 - Acceptable Use Agreement– for KS2 Learners

Acceptable Use Agreement

I agree to use the school's digital systems safely and responsibly to protect me, other learners and the school.

Keeping Safe Online

- The school will check how I use devices and the internet to keep everyone safe.
- I will keep my usernames and passwords private and tell a trusted adult if someone else knows them.
- I will be careful when talking to people online and will only talk to people I know and trust.
- I will not share personal information like my name, address, or photos without asking a trusted adult.
- I will only take or share images of myself, or others, when fully dressed.
- If I see or hear something online that worries or upsets me, I will tell a trusted adult straight away.
- I will only meet people I have spoken to online if a trusted adult is with me.

Using Computers and the Internet Sensibly

- I will only use devices, apps and sites that I am allowed to, and will check if I am unsure.
- I will always ask permission and check with a trusted adult before using someone else's work or pictures.
- I will make sure the information I find online is true by checking carefully.
- I will only use apps or tools, like AI, that my teacher has said are OK, and I will ask for help if I'm unsure.
- I will not copy or use music, videos, or games unless I have permission.
- I will tell a trusted adult about any damage to devices or if anything else goes wrong.
- I will check with trusted adults before clicking on any unexpected messages or links (even if these look as though they are from people that I already know).

Being Respectful and Responsible

- I will treat others kindly online, just as I do in real life.
- I will make good choices about what I share online to protect myself and others.
- I will spend a healthy amount of time using devices and make time for other activities too.
- I will always think about how my behaviour online could affect me, my friends, and my school.

What Happens If I Break These Rules?

- If I don't follow these rules, my teacher may stop me from using computers or devices, speak to my parents, or take other actions to help me make better choices in the future.

By following these rules, I can enjoy using technology safely and responsibly.

Appendix A2 - Acceptable Use Agreement– for younger learners (EY/KS1)

Our Technology Rules

I will follow these rules to use computers, tablets and the internet safely at school. These rules help us all stay safe and have fun using computers and tablets at school!

Staying Safe

- My teacher will watch what I do on computers, tablets and the internet to keep me safe.
- I will keep my passwords secret and tell my teacher if I need help.
- I understand that people online are not always who they say they are. I will only talk to people online if my teacher or a trusted adult says it's OK.
- I will not share my name, address, or pictures without asking my teacher or a trusted adult first.
- If I see something that makes me feel worried or upset, I will tell my teacher or a trusted adult straight away.
- I will only use apps, games or websites my teacher says are safe.

Using Technology Kindly

- I will be kind when using technology, just like I am in real life.
- I will take care of the computers and tablets I use.
- I will only look at things my teacher says are OK.

Making Good Choices

- I will ask my teacher before I use someone else's pictures or work.
- I will take breaks from screens and do other fun things too.
- I know that I can say no / please stop to anyone online who makes me feel sad, uncomfortable, embarrassed or upset.
- I will ask for help from a trusted adult if I am not sure what to do or if I think I may have done something wrong.

What Happens If I Forget the Rules

- If I forget the rules, my teacher will help me learn to make better choices next time.

Appendix A3 - Parent/Carer Acceptable Use Agreement

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.

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 devices.

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 digital technologies at home and will inform the school if I have concerns over my child's online safety.

Who will have access to this form.
Where this form will be stored.
How long this form will be stored for.
How this form will be destroyed.

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 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 **delete as relevant** first name/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.

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

This form (electronic or printed)	The images
Who will have access to this form.	Where the images may be published. Such e.g., Social Media, website, local press, etc. (see relevant section of form below)
Where this form will be stored.	Who will have access to the images.
How long this form will be stored for.	Where the images will be stored and for how long
How this form will be destroyed.	How the images will be destroyed.
	How a request for deletion of the images can be made.

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:	
<ul style="list-style-type: none"> to support learning activities. 	Yes/No

<ul style="list-style-type: none"> 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

Schools that use cloud hosting services may be required to seek parental permission to set up an account for learners.

Schools will need to review and amend the section below, depending on which cloud hosted services are used.

The school uses **insert cloud service provider name** 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 in **insert cloud service provider name**

Using **insert cloud service provider name** 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
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Who will have access to this form.	What data will be shared and with whom
Where this form / data will be stored.	Who will have access to the data.
How long this form will be stored for.	Where the data will be stored and for how long
How this form will be destroyed.	How a request for deletion of the data can be made.

Do you consent to your child to having access to cloud services? Yes/No

Learner Name: Parent/Carers Name:.....

Signed: Date:

Use of Biometric Systems in England and Wales

If the school uses biometric systems (e.g. fingerprint/palm recognition technologies) to identify children for access, attendance recording, charging, library lending etc it must (under the "Protection of Freedoms" and Data Protection legislation) seek permission from a parent or carer.

The school uses biometric systems for the recognition of individual children in the following ways (the school should describe here how it uses the biometric system).

Biometric technologies have certain advantages over other automatic identification systems as learners do not need to remember to bring anything with them (to the canteen or school library) so nothing can be lost, such as a swipe card.

The school has carried out a data privacy impact assessment and is confident that the use of such technologies is effective and justified in a school context.

No complete images of fingerprints/palms are stored and the original image cannot be reconstructed from the data. Meaning that it is not possible, for example, to recreate a learner's fingerprint or even the image of a fingerprint from what is in effect a string of numbers.

As the school is collecting special category personal data and **delete as appropriate** 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 and with whom
Where this form / data will be stored.	Who will have access to the data.
How long this form will be stored for.	Where the data will be stored and for how long
How this form / the data will be destroyed.	How consent to process the biometric data can be withdrawn.

Parent/Carers Name:

Learner Name:

As the parent/carer of the above learner, I agree to the school using biometric recognition systems, as described above. Yes/No

I understand that the images cannot be used to create a whole fingerprint/palm print of my child and that these images will not be shared with anyone outside the school. Yes/No

Signed:

Further guidance

- (In England) Each parent of the child should be notified by the school that they are planning to process their child's biometrics and notified that they are able to object.
- In order for a school to process children's biometrics at least one parent must consent and no parent has withdrawn consent. This needs to be in writing.
- The child can object or refuse to participate in the processing of their biometric data regardless of parents' consent.
- Schools must provide reasonable alternative means of accessing services for those learners who will not be using an automated biometric recognition system.
- Permission only needs to be collected once during the period that the learner attends the school, but new permission is required if there are changes to the biometric systems in use.

Learner Acceptable Use Agreement

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

It is suggested that when the learner AUA is written that a copy should be attached to the parents/carers acceptable use agreement to provide information for parents and carers about the rules and behaviours that learners have committed to by signing the form.

Appendix A4 - Staff (and Volunteer) Acceptable Use Agreement

School Policy

Digital technologies have become integral to the lives of everyone, including children and young people, both within schools and in their lives outside school. The internet and digital technologies are powerful tools, which can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. They also bring opportunities for staff to be more creative and productive in their work. The school has the right to protect itself and its systems and all users should have an entitlement to safe access to the internet and digital technologies at all times.

This acceptable use policy is intended to ensure:

- that staff and volunteers will be responsible users and stay safe while online and using digital 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 staff are protected from potential risk in their use of technology in their everyday work.

The school will try to ensure that staff and volunteers will have good access to digital technology to enhance their work, to enhance learning opportunities and will, in return, expect staff and volunteers to agree to be responsible users.

Acceptable Use Policy Agreement

I understand that I must use school systems in a responsible way, to minimise the risk to the safety, privacy or security of the school community and its systems. I acknowledge the potential of digital technologies for enhancing learning and will endeavour to integrate them in a way that aligns with the school's policy, ethos and values.

For my professional and personal safety:

- I understand that the school will monitor my use of school devices and digital technology systems
- I understand that the rules set out in this agreement also apply to use of these devices and technologies out of school, and to the transfer of personal / sensitive data (digital or paper based) out of the school
- I understand that the school devices and digital technology systems are primarily intended for educational use and that I will only use them for personal or recreational use within relevant school policies.
- I will not disclose my username or password to anyone else, nor will I try to use any other person's username and password.
- I will store my passwords securely and in line with the school's relevant security policy.

- I will immediately report any illegal, inappropriate or harmful material or incident, I become aware of, to the appropriate person.

I will be professional in my communications and actions when using digital technologies and systems:

- I will not access, copy, remove or otherwise alter any other user's files, without their express permission.
- I will communicate with others in a professional manner. I will not use aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will ensure that when I take and/or publish images of others I will do so with their permission and in accordance with the school's policy on the use of digital/video images, and taking account of parental permissions. I will not use my personal equipment to record these images, unless I have permission to do so. Where these images are published (e.g. on the school website) it will not be possible to identify by name, or other personal information, those who are featured.
- I will only use social networking sites in the school in accordance with school policies.
- I will only communicate with learners and parents/carers using official school systems. Any such communication will be professional in tone and manner.
- I will not engage in any online activity that may compromise my professional responsibilities.

The school has the responsibility to provide safe and secure access to technologies and ensure the smooth running of the school:

- I will abide by all relevant guidance and legislation (e.g., Keeping Children Safe in Education / UK GDPR)
- I will ensure that I am aware of cyber-security risks and that I will not respond to any communications that might put my / school data or systems at risk from attack
- When using AI systems in my professional role I will use these responsibly and:
 - will only use AI technologies approved by the school
 - will be aware of the risks of bias and discrimination, critically evaluating the outputs of AI systems for such risks
 - to protect personal and sensitive data, I will ensure that I have explicit authorisation when uploading sensitive school-related information into AI systems
 - will take care not to infringe copyright or intellectual property conventions – care will be taken to avoid intellectual property, including that of the learners, being used to train generative AI models without appropriate consent.
 - ensure that documents, emails, presentations, and other outputs influenced by AI include clear labels or notes indicating AI assistance

- critically evaluate AI-generated outputs to ensure that all AI-generated content is fact-checked and reviewed for accuracy before sharing or publishing
- will use generative AI tools responsibly to create authentic and beneficial content, ensuring respect for individuals' identity and well-being
- When I use my personal mobile devices in school, I will follow the rules set out by the school, in the same way as if I was using school equipment. I will ensure that any such devices are protected by up to date anti-virus / anti-malware software and are free from viruses.
- When communicating in a professional capacity, I will only use technology and systems sanctioned by the school.
- I will not use personal accounts on school systems.
- I will exercise informed safe and secure practice when accessing links to content from outside of my organisation to reduce the risk of cyber security threats.
- I will ensure that my data is regularly backed up, in accordance with relevant school policies.
- I will not access illegal, inappropriate or harmful content on school systems.
- I will not bypass any filtering or security systems that are used to prevent access to such content.
- I will not install or attempt to install unauthorised programmes of any type on a school device, nor will I try to alter device settings, unless this is allowed in school policies
- I will not disable or cause any damage to school equipment, or the equipment belonging to others.
- I will only transport, hold, disclose or share personal information about myself or others, as outlined in the school Data Security Policy (or other relevant policy). Where digital personal data is transferred outside the secure local network, it must be encrypted. Paper based documents containing personal data must be held in lockable storage.
- I understand that the data protection policy requires that any staff or learner data to which I have access, will be kept private and confidential, except when it is deemed necessary that I am required by law or by school policy to disclose such information to an appropriate authority.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.

When using digital technologies in my professional capacity or for school sanctioned personal use:

- I will ensure that I have appropriate permissions to use the original work of others in my own work and will reflect this with appropriate acknowledgements, particularly where AI has been used to generate content

- Where content is protected by copyright, I will not download or distribute copies (including music and videos).

I understand that I am responsible for my actions in and out of the school:

- I understand that this acceptable use agreement applies to my use of digital technologies related to my professional responsibilities, within or outside of the school.
- I will ensure my use of technologies and platforms is in line with the school's agreed codes of conduct.
- I understand that if I fail to comply with this acceptable use agreement, I could be subject to disciplinary action. This could include a warning, a suspension, referral to Governors and/or the Local Authority. In the event of illegal activities, the involvement of the Police.

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

Staff/Volunteer Name:

Signed:

Date:

Appendix A5 - Online Safety Policy Statement

At Willand School, we want every user to be safe, confident and supported when using technology - whether learning in school, at home, or in the wider community. Online safety is part of safeguarding and wellbeing. It is not “just an IT issue”: it is about people, relationships, behaviour, learning, and protection.

Our online safety strategy is built around four outcomes-focused areas that strengthen day-to-day practice:

- Leadership and policy that make expectations clear
- Education that builds skills, resilience and positive behaviour
- Technology that protects users and supports safe learning
- Impact review that proves what’s working and what we will improve

Leadership and policy: clarity, consistency and accountability

- When leadership is strong, online safety becomes part of “how we do things here”—not a one-off initiative.

Clear responsibilities

- We make sure roles are defined and understood across senior leaders, the Designated Safety Lead, an Online Safety Lead, governors/trustees and technical staff/providers. This ensures safeguarding decisions and technical safeguards work together.
- What this improves: decisions are quicker, concerns are escalated correctly, and actions don’t get “lost” between teams.
- Benefit for users: children and adults get safer, more consistent support.

A joined-up Online Safety Group

- We involve the right voices—leaders, staff, governors, and (where appropriate) learners and families—to keep online safety responsive to real experiences and emerging risks.
- What this improves: shared ownership and a whole-school approach.
- Benefit for users: safer practice is reinforced across school and home.

A policy that is understood and used

- Our online safety policy is aligned with safeguarding expectations and linked to related policies so that staff and families can see one clear, consistent approach.
- What this improves: fewer grey areas and more confident decision-making.
- Benefit for users: clear boundaries and predictable responses.

Acceptable use expectations that protect everyone

- We set out simple, age-appropriate expectations for learners and clear professional expectations for staff, so everyone understands what safe and respectful use looks like.
- What this improves: behaviour, consistency, and fairness.
- Benefit for users: safer online spaces and fewer harmful incidents.

Reporting and responding that leads to action

- We promote a culture where people feel able to speak up, and we respond consistently, recording concerns, acting promptly, and learning from patterns and new risks.
- What this improves: early identification and effective safeguarding intervention.
- Benefit for users: children get help sooner; everyone feels listened to and protected.

Education: confident learners and informed adults

- We teach online safety to build knowledge, skills, attitudes and resilience—so learners can enjoy the benefits of technology while managing risks.

Planned learning for learners

- Online safety education is progressive, inclusive and revisited regularly. We use learner voice to shape what we teach and to keep it relevant.
- What this improves: safer choices, healthier online behaviour, and confident help-seeking.
- Benefit for users: learners become better prepared for real-life online challenges.

Staff training that supports safeguarding practice

- All staff receive induction and ongoing updates so they can spot concerns, respond appropriately, and model safe practice. Key roles receive enhanced training to lead and make informed decisions.
- What this improves: confidence and consistency across the workforce.
- Benefit for users: concerns are handled calmly, correctly and promptly.

Governors trained to provide challenge and support

- Governors/trustees understand their duties and can ask the right questions about policy, training, curriculum, filtering/monitoring, and cyber security.
- What this improves: accountability and sustained improvement.
- Benefit for users: online safety stays a priority over time, not just after incidents.

Strong partnerships with families and agencies

- We communicate practical guidance to families and work with relevant partners. We also share effective practice beyond our school where it supports safer communities.
- What this improves: joined-up messages and earlier support.

- Benefit for users: children experience consistent expectations across school and home.

Technology: protection that enables learning

- We use proportionate technical controls to reduce exposure to harm while supporting teaching and learning.

Effective filtering

- Filtering reduces the risk of access to harmful and illegal content and is reviewed to ensure it stays fit for purpose.
- Benefit for users: safer browsing and research.

Safeguarding-led monitoring

- Monitoring helps identify concerns early and supports timely intervention, handled with appropriate governance and data protection.
- Benefit for users: timely intervention when risk is emerging.

Secure systems and cyber resilience

- We protect networks, devices and accounts, and we prepare for threats like phishing and ransomware—so learning is not disrupted and users are protected.
- Benefit for users: safer services, fewer incidents, faster recovery.

Data protection that builds trust

- We handle personal and sensitive information carefully and lawfully, with clear processes and accountability.
- Benefit for users: privacy is respected and risks from misuse are reduced.

Safe day-to-day practice

- We manage devices consistently (including expectations around personal devices where relevant), apply safeguarding and consent to digital content, and communicate responsibly through our public channels.
- Benefit for users: fewer avoidable mistakes and a safer, more responsible digital culture.

Impact: proving what works and improving what doesn't

- We regularly review how well our policies and practice are working, what the evidence tells us, and what we will improve next. This keeps our approach current, targeted and effective.

How to raise a concern or get help

If something online worries you, we want to know.

- Learners: talk to a trusted adult, your tutor/class teacher, or the safeguarding team.



- Parents/carers: contact the school Designated Safeguarding Lead (via the school office).
- Staff: follow safeguarding procedures and record concerns promptly.

Our commitment

We will keep strengthening leadership, education, technology and impact review so that technology at Willand School is used safely, respectfully and positively—and so our community can be confident that online safeguarding is robust, consistent and always improving.

Appendix A6 – List of Approved AI Tools

Name	Primary Purpose / Function	Data Handling Status (e.g., GDPR compliant)	Safeguarding/Age Appropriateness	Risk Assessment (Low/Medium/High)	Approved User Group (Staff/Students)
ChatGPT (OpenAI)	Lesson planning, resource creation, drafting communications, summarising information and generating teaching materials.	Requires user account; data controls available. Data may be used for service improvement unless organisational controls or opt-out settings are applied.	Generally suitable for users aged 13+. Staff should verify outputs and never enter pupil personal data or safeguarding information.	Medium	Staff
Microsoft Copilot	Summarising meetings, administrative tasks, planning, research and resource creation.	Compliant when used within school's Microsoft 365 licensing and data protection arrangements.	Age-appropriate protections available through Microsoft Education environments. Staff should not input confidential safeguarding information.	Low	Staff
Google Gemini	Research, text generation, lesson	Governed by school Google Workspace for Education	Subject to Workspace for Education age restrictions and school policies.	Low	Staff

	support and content creation.	agreements and associated data protection controls.			
KeyGPT	Summarising meetings, administrative tasks, email composition, policy support and school communications.	Data protected under UK GDPR. The Key states Anthropic does not use submitted data for model training through KeyGPT. Uploaded files are deleted after 72 hours and sensitive personal data should not be uploaded. [keygpt.net]	Designed specifically for school staff. Not intended for direct student use. Avoid entering safeguarding, SEND or personnel information. [keygpt.net]	Low-Medium	Staff
Canva (Magic Studio)	Presentation creation, posters, worksheets, social media graphics, video editing and AI-assisted design.	Canva for Education includes education privacy controls and states Education content is not used for AI model training. [esafety.gov.au] , [AI tools table Word]	Suitable for pupils when managed through Canva for Education. Under-13s should access through teacher-managed educational accounts. [teachmeaisafety.com] , [canva.com]	Medium	Staff and Students

Grammarly	Grammar checking, proofreading, writing support and AI-assisted drafting.	User content is encrypted and not sold to third parties. Data is processed to provide writing assistance services. [production....institute] , [support.gr...mmarly.com]	Suitable for secondary-age students and staff. Users must not paste confidential school, staff or pupil information. [support.gr...mmarly.com] , [production....institute]	Medium	Staff and Secondary Students
MagicSchool AI	Lesson planning, assessment generation, differentiation, feedback, communication and classroom support.	Designed for schools with education-focused privacy controls. Student data is not sold, used for advertising or used to train AI models. [whatdothey...ollect.com] , [magicschool.ai] , [magicschool.ai]	Specifically built for K-12 education with educational safeguards and age-appropriate controls. [magicschool.ai]	Low	Staff and Students
Claude (Anthropic)	Research, writing assistance, data analysis, resource generation and coding support.	Enterprise and education offerings provide enhanced privacy protections. Data is only used for model improvement where permission is granted. [youtube.com] ,	Appropriate for older students and staff under supervision. Personal and confidential data should not be uploaded. [youtube.com] , [anonymome.com]	Medium	Staff and KS4/KS5 Students

		[anonymome.com] , [claude.com]			
Perplexity AI	AI-powered search engine, research assistant and source discovery tool.	Enterprise data is not used for AI training. Standard accounts may use data for model improvement unless users opt out. [cuit.columbia.edu] , [perplexity.ai]	Most suitable for older students who can evaluate sources critically. Users should not enter personal or confidential information. [cuit.columbia.edu]	Medium-High	Staff and KS4/KS5 Students