ONLINE SAFETY POLICY

MISSION STATEMENT: Growing Learners to Live in God's World *Matthew 13:31-32*

VISION

Our deeply Christian ethos inspires our service to God and our community. Empowering children with transferrable knowledge and skills, and excellence in learning through our ambitious curriculum, prepares them for future success in a global and digital world. Young minds are encouraged to collaborate, be curious and deepen their understanding through fun, purposeful and memorable learning experiences. Children feel happy, safe, included and valued; confident in self-management and expression. Local and global partnerships enrich and enhance children's opportunities, choice and experiences.

This mission is supported by the school's principles, which have their origins in the Bible:

The Spirit will make you wise and let you understand what it means to know God
Ephesians 1:17

God told me "My grace is enough; it's all you need"
2 Corinthians 12:9

"For I know the plans I have for you", declares the Lord… "plans to give you hope and a future"
Jeremiah 29:11

Headteacher	Jennifer Wise
Chair of Governors signature	Rob Walker
Online Safety Governor	Donna Wilson
Data Protection Officer	Jo Burdfield
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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).

SWGfL
Safe, Secure, Online

Contents

Scope of the Online Safety Policy 4
Legislative and Guidance Framework 4
Relationship with Other School Policies and Procedures 5
Policy development, monitoring and review 6
Schedule for development, monitoring and review 6
Process for monitoring the impact of the Online Safety Policy 7
Policy and leadership 7
Headteacher and senior leaders 7
Online Safety Group 11
Membership 11
Professional Standards 12
Policy 13
Online Safety Policy 13
Acceptable use 13
Reinforcement 13
User actions 15
Reporting and responding 19
School actions 22
Responding to Learner Actions 22
The use of Artificial Intelligence (AI) systems in School 26
Online Safety Education Programme 28
Technology 31
Filtering & Monitoring 31
Technical Security 32
Cyber Security 33
Data Protection 33
Technology Practice 34
Device Management 34
Digital Content 35
Public Online Communications 35
Outcomes 36
List of appendices 37
Appendix A1 - Acceptable Use Agreement Template – for KS2 Learners 38
Appendix A2 - Acceptable Use Agreement Template – for younger learners (EY/KS1) 40

Appendix A3 - Parent/Carer Acceptable Use Agreement 41
Appendix A4 - Staff (and Volunteer) Acceptable Use Agreement 44
Appendix A5 - Acceptable Use Agreement for Community Users 48
Appendix A6 - Online Safety Policy Statement 50
Appendix A7 Responding to incidents of misuse – flow chart 53
Appendix A8 - Record of reviewing devices/internet sites (responding to incidents of misuse) 54
Appendix A9 - Reporting Log 55
Appendix B1 - Training Needs Audit Log 56
Legislation 57
Computer Misuse Act 1990 57
Data Protection Act 1998 57
The Data Protection Act 2018: 58
Freedom of Information Act 2000 58
Communications Act 2003 58
Malicious Communications Act 1988 59
Regulation of Investigatory Powers Act 2000 59
Trade Marks Act 1994 59
Copyright, Designs and Patents Act 1988 59
Telecommunications Act 1984 60
Criminal Justice & Public Order Act 1994 60
Racial and Religious Hatred Act 2006 60
Protection from Harassment Act 1997 60
Protection of Children Act 1978 60
Sexual Offences Act 2003 61
Public Order Act 1986 61
Obscene Publications Act 1959 and 1964 61
Human Rights Act 1998 61
The Education and Inspections Act 2006 62
The Education and Inspections Act 2011 62
The Protection of Freedoms Act 2012 62
The School Information Regulations 2012 62

Serious Crime Act 2015 62
Criminal Justice and Courts Act 2015 62
Online Safety Act 2023 63
The Online Safety Act 2023 is a new set of laws that protects children and adults online. It puts a range of new duties on social media companies and search services, making them more responsible for their users' safety on their platforms. The Act will give providers new duties to implement systems and processes to reduce risks their services are used for illegal activity, and to take down illegal content when it does appear. 63
Ofcom is the independent regulator of Online Safety. It will set out steps providers can take to fulfil their safety duties in codes of practice. It has a broad range of powers to assess and enforce providers' compliance with the framework. 63
Links to other organisations or documents 64
UK Safer Internet Centre 64
CEOP 64
Others 64
Tools / Resources for Schools / other organisations 64
Bullying/Online-bullying/Sexting/Sexual Harassment 65
Social Networking 65
Curriculum 65
Data Protection 65
Professional Standards/Staff Training 65
Infrastructure/Technical Support/Cyber-security 65
Working with parents and carers 66
Prevent 66
Research 66

Scope of the Online Safety Policy

This Online Safety Policy sets out how ***St. Andrew's CE Primary 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, St. Andrew's will respond in line with this policy and related procedures, including the school's Safeguarding, Self-Regulation and Relationships and Child-On-Child Abuse policies. Where appropriate, parents/carers will be informed of incidents involving inappropriate online behaviour that take place out of school.

Legislative and Guidance Framework

The school will manage online safety in accordance with relevant legislation, statutory guidance and recognised national and local standards. Online safety is an integral part of the school's safeguarding responsibilities and will be considered within safeguarding practice, curriculum provision, filtering and monitoring, data protection, cyber security and the safe use of technology.

This includes:

- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children 2026;
- Education Act 2002, including the duty to safeguard and promote the welfare of children;
- Children Act 1989 and Children Act 2004;
- Counter-Terrorism and Security Act 2015, including the Prevent duty;
- Voyeurism (Offences) Act 2019;
- Domestic Abuse Act 2021;
- Online Safety Act 2023;
- UK General Data Protection Regulation (UK GDPR);
- Data Protection Act 2018;
- Data (Use and Access) Act 2025;
- Equality Act 2010;
- Human Rights Act 1998;
- Computer Misuse Act 1990;
- Copyright, Designs and Patents Act 1988;
- Department for Education guidance on Teaching Online Safety in Schools;

- DfE Filtering and Monitoring Core Standard;
- DfE Cyber Security Core Standard and associated digital and technology standards for schools and colleges;
- DfE guidance and standards relating to generative artificial intelligence in education;
- relevant Information Commissioner's Office (ICO) guidance on children's information, privacy and data protection;
- relevant National Cyber Security Centre (NCSC) guidance for schools;
- relevant West Sussex Safeguarding Children Partnership (WSSCP) safeguarding procedures, thresholds and online-safety arrangements;
- relevant West Sussex County Council information-governance, data-protection and digital-security guidance.

The school recognises that online safety risks develop rapidly as technology, social media, artificial intelligence, gaming, messaging platforms and methods of online abuse evolve. The Headteacher and DSL/DDSLs will therefore ensure that the school's arrangements remain responsive to changes in statutory guidance, emerging risks and local safeguarding priorities.

Where national or West Sussex safeguarding guidance is updated, the school will review its procedures and make necessary amendments rather than waiting for the policy's scheduled review date.

Relationship with Other School Policies and Procedures

Online safety is not treated as a separate area of safeguarding. It forms part of the school's whole-school approach to safeguarding, child protection, behaviour, curriculum, data protection, cyber security and the responsible use of technology.

This policy should therefore be implemented in conjunction with the school's:

- Child Protection and Safeguarding Policy;
- Self-Regulation and Relationships Policy;
- Child-On-Child Abuse Policy;
- Staff Code of Conduct;
- Acceptable Use Agreements for staff and pupils;
- Filtering and Monitoring procedures;
- Data Protection Policy;
- Personal Data Breach Management and Response Policy and Plan;
- Cyber Security Policy;
- Cyber Incident Response Policy and Plan;
- Artificial Intelligence (AI) Policy;
- Mobile Phones and Personal Devices procedures;
- Photography, Video and Images procedures;
- RSHE/PSHE and Computing curriculum arrangements;
- SEND and Inclusion arrangements;
- Whistleblowing Policy;
- Complaints Policy;

- Records Management and Retention arrangements.

Where an online incident raises a safeguarding concern, the Child Protection and Safeguarding Policy takes precedence and the matter must be reported immediately in accordance with the school's safeguarding procedures.

Where an incident involves personal data, cyber security, inappropriate AI use, bullying, staff conduct or criminal behaviour, the relevant school policy and response procedure will also be followed.

Policy development, monitoring and review

This Online Safety Policy has been developed by the *Online Safety Group* drawing on the expertise and responsibilities across the school. Membership includes:

- Headteacher / Senior leaders
- Designated Safeguarding Lead (DSL)
- Online Safety Lead (OSL)
- Staff (including teaching, support and technical staff)
- Governors
- Parents/carers
- Community users (where relevant)

Consultation with the wider school community has taken place through a range of formal and informal opportunities to ensure the policy is understood, workable and proportionate.

Schedule for development, monitoring and review

This Online Safety Policy was approved by the *school governing body on:*	*September 2026*
The implementation of this Online Safety Policy will be monitored by:	Jennifer Wise - Headteacher Jo Burdfield – Data Protection Officer Sian Talbot – Computing Lead Donna Wilson - Safeguarding governor
Monitoring will take place at regular intervals:	*Annually in September and reviewed as necessary and In line with guidance*
The *governing body* will receive a report on the implementation of the Online Safety Policy generated	*Half termly*

by the monitoring group (which will include anonymous details of online safety incidents) at regular intervals:	
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:	*Annually (or sooner in line with new guidance)*
Should serious online safety incidents take place, the following external persons/agencies should be informed:	*Escalation to CoG, LA safeguarding officer, police*

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*
- *Reviews of the effectiveness of the filtering systems*
- *internal monitoring data for network activity*
- *surveys/questionnaires of:*
    - *learners*
    - *parents and carers*
    - *staff*

Policy and leadership

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.
- Ensure that all staff receive appropriate online safety training which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring
- ensure that children are taught about how to keep themselves and others safe online, recognising that effective education will be tailored to the specific needs and vulnerabilities of individual children.
- 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.
- Establish a nominated SLT Lead to work with the DSL and IT provider on the (at least annual) review of the effectiveness on filtering and monitoring systems and ensure that these are recorded

Governors

Governors approve the Online Safety Policy and challenge its effectiveness. KCSIE requires them to:

- Ensure that all staff undergo safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – at induction and regularly updated
- Ensure that children be taught about safeguarding, including in relation to online safety
- Review the DfE Filtering and Monitoring Standards and discuss with IT staff and service providers what more needs to be done to support the school in meeting this standard

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).
- Have an understanding of filtering and monitoring and through regular review, assess the effectiveness of filtering and monitoring with SLT, DSL and IT provider, in line with KCSIE and DfE Filtering and Monitoring standards.
- Report to the relevant governor group/committee: ***Donna Wilson and the FGB***
- Undertake basic cyber security awareness training and support school cyber security oversight.
- Participate in the Online Safety Group.

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

Designated Safeguarding Lead (DSL)

KCSIE (Para 125) states that the DSL leads safeguarding and child protection, including online safety, and understands filtering and monitoring systems and processes. KCSIE requires this to explicit in the DSL's job description.

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.
- With the nominated SLT Lead and the IT provider lead the (at least annual) review of the effectiveness on filtering and monitoring systems and ensure that these are recorded.
- 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.

An Online Safety Lead (OSL) may support delivery; the DSL retains lead responsibility.

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 (E4S) through appropriate channels, e.g. Computing, PSHE/RSE, other curriculum areas, 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 *Jo Burdfield SBM and PDO who will report to JSPC.*
- 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 (including personal devices where permitted).
- 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/carers will be encouraged to reinforce key messages and support safe use of personal devices (where permitted in school).

Community users

Community users accessing school systems or platforms will sign a Community User AUA before access is provided. The school welcomes partnership working and shares good practice where appropriate.

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. An Online Safety Group terms of reference template can be found in the appendices.

Membership (DSL, OSL, DPO, CL, Senior Leader(s)

- DSL, OSL, DPO, Senior Leaders
- Online Safety Governor
- IT/technical representative (internal or provider)
- Staff representatives (teaching/support)
- Learner representative(s)
- Parent/carer representative(s)
- Community/external partner (where relevant)

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.

Professional Standards

There is an expectation that professional standards will be applied to online safety as in other aspects of school life i.e.

- there is a consistent emphasis on the central importance of literacy, numeracy, digital competence and digital resilience. Learners will be supported in gaining skills across all areas of the curriculum and every opportunity will be taken to extend learners' skills and competence
- there is a willingness to develop and apply new techniques to suit the purposes of intended learning in a structured and considered approach and to learn from the experience, while taking care to avoid risks that may be attached to the adoption of developing technologies e.g. Artificial Intelligence (AI) tools.
- Staff are able to reflect on their practice, individually and collectively, against agreed standards of effective practice and affirm and celebrate their successes
- 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.
- *Where Generative AI is used to monitor staff communications, it will be balanced with respect for privacy and transparency about what is being monitored and why.*

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 (KCSIE Para 121), 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)
- 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

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

Acceptable use agreements

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

- staff (induction/handbooks) and learner (curriculum and learning)
- on-screen reminders (e.g. splash screens), digital signage
- posters in areas where technology is used

- curriculum and awareness sessions
- communications with parents/carers
- school website
- peer support / learner-led activity

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 comments that are:	Any illegal activity, for example: • Child sexual abuse imagery (CSAM)* • Child sexual abuse/exploitation and grooming • Terrorism-related content • Encouraging, promoting or assisting suicide/self-harm • 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) • *Note: follow UKSIC and UKCIS guidance when responding to self-generated intimate images (SGII).*					X
Users must not attempt or support cybercrime (Computer Misuse Act 1990), including:	• 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)					X

User actions		Acceptable	Acceptable at certain times	Acceptable for nominated users	Unacceptable	Unacceptable & illegal
	• Using penetration-testing tools without explicit permission *Note: schools should decide whether incidents are dealt with internally or reported to police. Serious or repeat offences should be reported. The National Crime Agency provides routes to divert young people away from cybercrime* and into positive pathways.					
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	

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.	Staff and other adults				Learners			
	Not allowed	Allowed	Allowed at certain times	Allowed for selected staff	Not allowed	Allowed	Allowed at certain times	Allowed with staff oversight
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 *(phones, smartwatches, earbuds). N.b Smartphone bans in schools in England)*			x		X			
Taking photos/video/audio on devices (including sharing, location data and consent)			x		x			
Other personal devices *(e.g., tablets, handheld consoles, VR headsets, wearables)*			x				x	
Personal email accounts on site or on the school network/Wi-Fi *(e.g., Gmail, Outlook.com)*			x		x			
School email used for personal communication (non-work/non-learning)	x				x			
Unapproved AI tools/services *(generative AI chatbots and image/video tools, AI companions, browser extensions)*		x					x	

Commented [CA1]: sent a link to scottish guidnace @Ron Richards

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

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. KCSIE suggests that staff should have a professional curiosity and speak to the designated safeguarding lead (or a deputy) if they have concerns about a child.

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 and are displayed in all rooms in the school.
- 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) or Deputy DSLs (DDSL) 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
    - Sale of illegal substances or goods
- Where concerns do not involve suspected illegal activity, devices may be checked using a safe, controlled, and documented process involving senior staff and a designated review device.
- AI-supported monitoring systems, where used, are subject to human oversight to ensure contextual understanding.
- Users who report concerns receive reassurance, appropriate support, and feedback on the outcome.

Recording and Monitoring

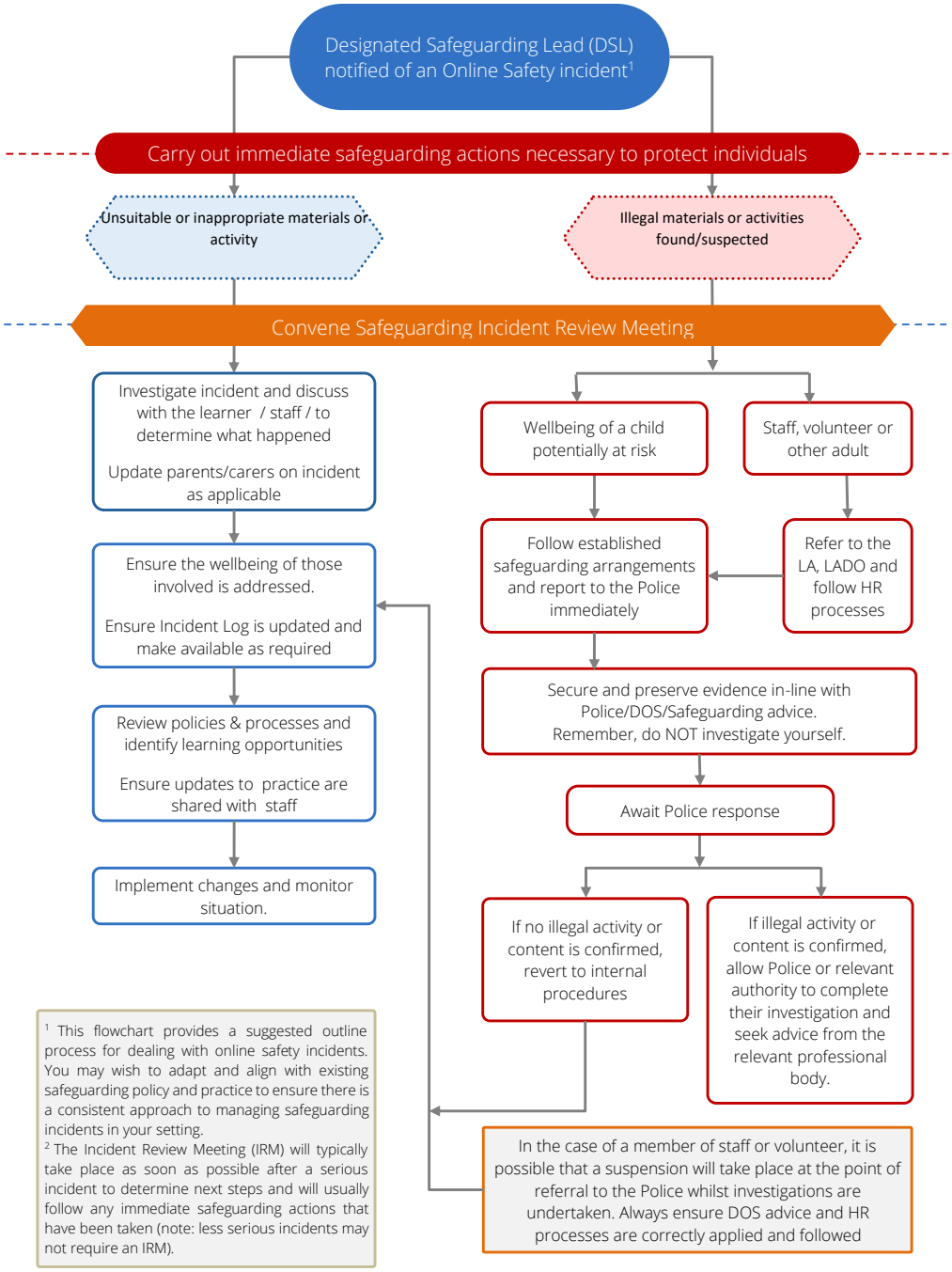
The school will:

- Maintain a secure and confidential record of all incidents, including actions, decisions, and follow-up.
- Ensure reports are audited and analysed regularly to identify emerging trends, patterns of concern, and the effectiveness of responses.
- Provide anonymised summaries of trends and learning to:
    - The Online Safety Group
    - Senior leaders
    - Governors (via safeguarding reports)
    - *Staff*
    - *Learners, where appropriate*
    - *Parents/carers through general communications*
    - *Local safeguarding partners where relevant*

External Support and Escalation

The school will work with appropriate external agencies when required, including:

- Local Authority safeguarding teams
- Local Authority Designated Officer (LADO)
- Police / CEOP
- Local Safeguarding Partnership guidance (e.g., harmful sexual behaviour support)
- *UK Safer Internet Centre's Professionals Online Safety Helpline*
- *Reporting Harmful Content service*



[1] This flowchart provides a suggested outline process for dealing with online safety incidents. You may wish to adapt and align with existing safeguarding policy and practice to ensure there is a consistent approach to managing safeguarding incidents in your setting.

[2] The Incident Review Meeting (IRM) will typically take place as soon as possible after a serious incident to determine next steps and will usually follow any immediate safeguarding actions that have been taken (note: less serious incidents may not require an IRM).

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/tutor	Refer to Head of Department / Principal Teacher / Deputy Head	Refer to Headteacher	Refer to Police/Social Work	Refer to local authority technical support for advice/action	Inform parents/carers	Remove device/ network/internet access	Issue a warning	Further sanction, in line with behaviour policy
Deliberately accessing or trying to access material that could be considered illegal (see list in earlier section on User Actions on unsuitable/inappropriate activities).	X	X	X	X	X	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			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	
Using proxy sites or other means to subvert the school's filtering system.	X	X	X			X		X	X

Accidentally accessing offensive or pornographic material and failing to report the incident.	X	X	X			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			X	X	X	X
Unauthorised use of devices, including taking photos/videos or audio recordings and using a smartphone in school	X	X	X			X	X	X	X
Unauthorised use of online services	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	X
Continued infringements of the above, following previous warnings or sanctions.	X	X	X	X	X	X	X	X	X

Responding to Staff Actions

Incidents	Refer to line manager	Refer to Headteacher/ Principal	Refer to local authority/HR	Refer to Police	Refer to LA / Technical Support Staff for action re filtering, etc.	Informal/Formal meeting to set targets and expectations	Carry out Suspension Risk Assessment	Disciplinary action for serious or repeat offences
Deliberately accessing or trying to access material that could be considered illegal (see list in earlier section on unsuitable / inappropriate activities)		X	X	X	X	X	X	X
Actions which breach data protection or network / cyber-security rules.		X	X	X	X	X	X	X
Deliberately accessing or trying to access offensive or pornographic material		X	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
Unauthorised downloading or uploading of files or file sharing		X	X		X	X	X	X
Breaching copyright/ intellectual property or licensing regulations (including through the use of AI systems)		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		X

Sending an e-mail, text or message that is regarded as offensive, harassment or of a bullying nature		X	X					X
Using personal e-mail/social networking/messaging to carry out digital communications with learners and parents/carers		X	X			X	X	X
Inappropriate personal use of the digital technologies e.g. social media / personal e-mail		X	X			X		X
Careless use of personal data, e.g. displaying, holding or transferring data in an insecure manner		X	X			X		X
Actions which could compromise the 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	X		X
Failing to report incidents whether caused by deliberate or accidental actions		X	X			X	X	X
Continued infringements of the above, following previous warnings or sanctions.		X	X	X	X	X	X	X

The use of Artificial Intelligence (AI) systems in School

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.

KCSIE 2026 recognises that learners may be subject to harmful online interaction with other users or generative AI applications that simulate these.

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 the headteacher.
- 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 (e.g. an "AI in our school" guide).

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.

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 – JSPC, and monitoring – Smoothwall and SurfProtect). 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", West Sussex E4S, the PSHE Association. Learning is age-appropriate, builds on prior learning, is matched to need, and is taught through existing curriculum areas (including RSHE/RSE, Health Education, Computing and Citizenship), with assessment and clear intended outcomes.

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 (including awareness of the Computer Misuse Act 1990).

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. An understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring (KCSIE 2026)
- 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 adopted by the school.
- 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:

- Attendance at training offered by the Local Authority, National College 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.

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*
- *the Online Safety Group has learner representation*
- *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.*

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/carer 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 & Monitoring

The school has appropriate filtering and monitoring systems (Smoothwall and JSPC) 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, DfE Generative AI: product safety standards; KCSIE) and

best practice guidance (e.g., UKSIC Appropriate Filtering and Monitoring). 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 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.
- where Generative AI products are used they must effectively and reliably prevent users from accessing harmful or inappropriate content and filtering mechanisms should be embedded within these products
- the technical limitations of the filtering system are understood, including whether the solution can monitor and filter real-time, dynamic, personalised or AI generated content

Oversight and Review

- Senior leaders, the Designated Safeguarding Lead (DSL), technical staff and governors have clear roles and responsibilities
- Governors will review the DfE Filtering and Monitoring Standards and discuss with IT staff and service providers what needs to be done to support the school in meeting this standard.
- filtering and monitoring effectiveness is reviewed at least annually, and following significant changes or incidents. (e.g., using Testfiltering). Reviews will be carried out by the SLT member responsible for filtering and monitoring, with the support of the school's designated safeguarding lead and IT support. The review will include checks that filtering is working appropriately on all internet-connected devices in all relevant locations. Record of these checks will be kept and will include: when checks were conducted; which devices and environments were tested, issues identified and actions taken.
- log reports provide actionable information for safeguarding decisions.
- no system is relied upon in isolation; reporting routes and professional judgement remain central

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.

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. (KCSIE 2026 refers to the DfE Cyber Security Standards and recognises cyber security as a safeguarding issue).

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 their safeguarding implications 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.

Data Protection

The school is committed to protecting personal data and complying with data protection legislation. (The Data (Use and Access) Act 2025 makes additional requirements on schools – particularly that online services accessed by pupils meet higher protection standards)

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.
- where AI and Automated Decision-Making are in use, human oversight will be maintained for significant decisions, risk assessments will be conducted and the school will ensure automated systems are transparent and explainable.

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.

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
- As part of the behaviour policy, and in line with the DfE statutory guidance, the school prohibits for learners the use of mobile phones and other smart technology with similar functionality to mobile throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime.

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. It has considered the risks of AI manipulation of images as highlighted in the UK Online Harms Early Warning group guidance on Protecting your setting's images from AI manipulation and abuse

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. (guidance is available from UKSIC)
- 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. 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

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 (EY/KS1)
A3 - Parent/Carer Acceptable Use Agreement Template
A4 - Staff (and Volunteer) Acceptable Use Policy Agreement Template
A5 - Community Users Acceptable Use Agreement Template
A6 – Online Safety Policy Statement Template
A7 - Harmful Sexual Behaviour Policy Template
A8 - Computer Misuse and Cyber Choices Policy Template
A9 - Responding to incidents of misuse – flow chart
A10 - Record of reviewing devices/internet sites (responding to incidents of misuse)
A11 - Reporting Log
B1 - Training Needs Audit Log
C1 – Filtering and Monitoring Policy Template
C2 - Technical Security Policy Template (including Technical Security and Device Management
C3 - Cyber Security Policy Template
C4 - Data Protection Policy Template
C5 - Electronic Devices - Searching Screening and Confiscation Policy Template
C6 – Public Online Communications Policy Template
C7 – Use of Artificial Intelligence (AI) in Schools Policy Template
Legislation
Links to other organisations and resources

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. Copyright of these policy templates is held by SWGfL. Schools and other educational institutions are permitted free use of the policy templates for the purposes of policy review and development. Any person or organisation wishing to use the document for other purposes should seek consent from SWGfL (onlinesafety@swgfl.org.uk) and acknowledge its use.

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Appendix A1 - Acceptable Use Agreement Template – for KS2 Learners

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

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.

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 use my own devices in the school (when allowed) 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: .....

Staff will share the acceptable use agreement with children during their first week of school at the beginning of the year of for in year admissions. Posters will then be displayed in classrooms.

Appendix A2 - Acceptable Use Agreement Template – 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. (Schools will need to decide whether they wish parents to sign the acceptable use agreement on behalf of their child)

Permission Form

Parent/Carers Name: .....

Learner Name: .....

As the parent/carer 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.

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 first name or 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 in 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.

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: .....

This form will be printed
Teachers, the Designated Safeguarding Lead, Senior Leaders will have access to the form
The form will be stored in a secure place
The form will be stored for 1 year
The form will be destroyed in confidential waste

Learner Acceptable Use Agreement

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

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 - Acceptable Use Agreement for Community Users

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.

As the school is collecting personal data by issuing this form, it should inform community users about:

This form will be printed
Teachers, the Designated Safeguarding Lead, Senior Leaders will have access to the form
The form will be stored in a secure place
The form will be stored for 1 year
The form will be destroyed in confidential waste

Name: ..... Signed: ..... Date: .....

Appendix A6 - Online Safety Policy Statement

At St. Andrew's SC Primary 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 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 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

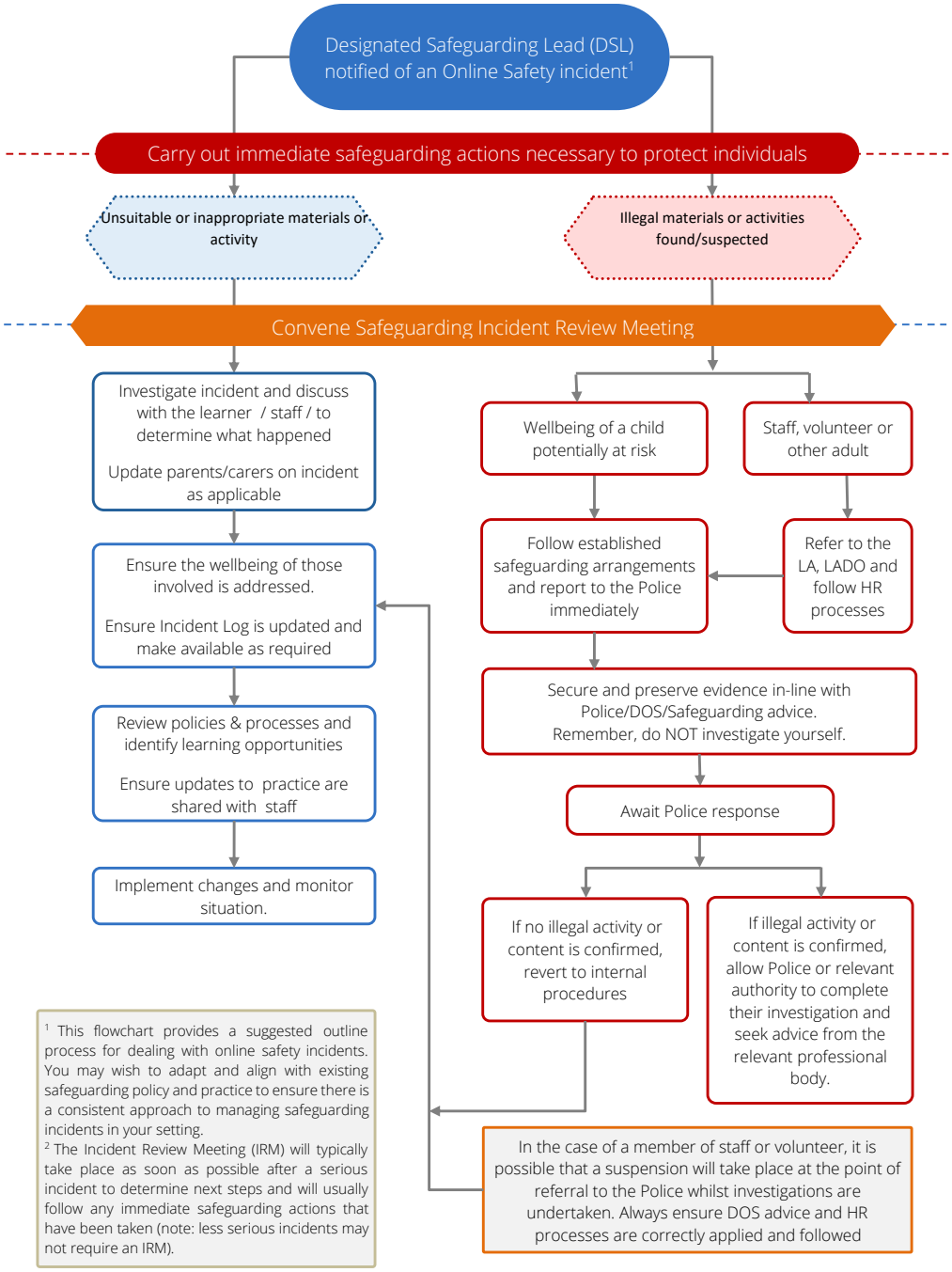
If something online worries you, we want to know.

- Learners: talk to a trusted adult, your tutor/class teacher, or the safeguarding team.
- Parents/carers: contact [DSL name / safeguarding email/phone].
- Staff: follow safeguarding procedures and record concerns promptly.

Our commitment

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

Appendix A7 Responding to incidents of misuse – flow chart



[1] This flowchart provides a suggested outline process for dealing with online safety incidents. You may wish to adapt and align with existing safeguarding policy and practice to ensure there is a consistent approach to managing safeguarding incidents in your setting.

[2] The Incident Review Meeting (IRM) will typically take place as soon as possible after a serious incident to determine next steps and will usually follow any immediate safeguarding actions that have been taken (note: less serious incidents may not require an IRM).

Appendix A8 - 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	

Appendix A9 - Reporting Log

Group: .....

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

Appendix B1 - Training Needs Audit Log

Group: .....

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

360safe.org.uk
360safe@swgfl.org.uk

Legislation

Schools should be aware of the legislative framework under which this online safety policy template and guidance has been produced. It is important to note that in general terms an action that is illegal if committed offline is also illegal if committed online.

It is recommended that legal advice is sought in the advent of an online safety issue or situation.

A useful summary of relevant legislation can be found at: Report Harmful Content: Laws about harmful behaviours

Computer Misuse Act 1990

This Act makes it an offence to:

- Erase or amend data or programs without authority;
- Obtain unauthorised access to a computer;
- "Eavesdrop" on a computer;
- Make unauthorised use of computer time or facilities;
- Maliciously corrupt or erase data or programs;
- Deny access to authorised users.

Schools may wish to view the National Crime Agency website which includes information about the Cyber Choices programme. Each region in England (& Wales) has a Regional Organised Crime Unit (ROCU) Cyber-Prevent team that works with schools to encourage young people to make positive use of their cyber skills. There is a useful summary of the Act on the NCA site.

Data Protection Act 1998

This protects the rights and privacy of individual's data. To comply with the law, information about individuals must be collected and used fairly, stored safely and securely and not disclosed to any third party unlawfully. The Act states that person data must be:

- Fairly and lawfully processed.
- Processed for limited purposes.
- Adequate, relevant and not excessive.
- Accurate.
- Not kept longer than necessary.

- Processed in accordance with the data subject's rights.
- Secure.
- Not transferred to other countries without adequate protection.

The Data Protection Act 2018:

Updates the 1998 Act, incorporates the General Data Protection Regulations (GDPR) and aims to:

- Facilitate the secure transfer of information within the European Union.
- Prevent people or organisations from holding and using inaccurate information on individuals. This applies to information regarding both private lives or business.
- Give the public confidence about how businesses can use their personal information.
- Provide data subjects with the legal right to check the information businesses hold about them. They can also request for the data controller to destroy it.
- Give data subjects greater control over how data controllers handle their data.
- Place emphasis on accountability. This requires businesses to have processes in place that demonstrate how they're securely handling data.
- Require firms to keep people's personal data safe and secure. Data controllers must ensure that it is not misused.
- Require the data user or holder to register with the Information Commissioner.

All data subjects have the right to:

- Receive clear information about what you will use their data for.
- Access their own personal information.
- Request for their data to be revised if out of date or erased. These are known as the right to rectification and the right to erasure
- Request information about the reasoning behind any automated decisions, such as if computer software denies them access to a loan.
- Prevent or query about the automated processing of their personal data.

Freedom of Information Act 2000

The Freedom of Information Act gives individuals the right to request information held by public authorities. All public authorities and companies wholly owned by public authorities have obligations under the Freedom of Information Act. When responding to requests, they have to follow a number of set procedures.

Communications Act 2003

Sending by means of the Internet a message or other matter that is grossly offensive or of an indecent, obscene or menacing character; or sending a false message by means

of or persistently making use of the Internet for the purpose of causing annoyance, inconvenience or needless anxiety is guilty of an offence liable, on conviction, to imprisonment. This wording is important because an offence is complete as soon as the message has been sent: there is no need to prove any intent or purpose.

Malicious Communications Act 1988

It is an offence to send an indecent, offensive, or threatening letter, electronic communication or other article to another person.

Regulation of Investigatory Powers Act 2000

It is an offence for any person to intentionally and without lawful authority intercept any communication. Monitoring or keeping a record of any form of electronic communications is permitted, in order to:

- Establish the facts;
- Ascertain compliance with regulatory or self-regulatory practices or procedures;
- Demonstrate standards, which are or ought to be achieved by persons using the system;
- Investigate or detect unauthorised use of the communications system;
- Prevent or detect crime or in the interests of national security;
- Ensure the effective operation of the system.
- Monitoring but not recording is also permissible in order to:
- Ascertain whether the communication is business or personal;
- Protect or support help line staff.
- The school reserves the right to monitor its systems and communications in line with its rights under this act.

Trade Marks Act 1994

This provides protection for Registered Trade Marks, which can be any symbol (words, shapes or images) that are associated with a particular set of goods or services. Registered Trade Marks must not be used without permission. This can also arise from using a Mark that is confusingly similar to an existing Mark.

Copyright, Designs and Patents Act 1988

It is an offence to copy all, or a substantial part of a copyright work. There are, however, certain limited user permissions, such as fair dealing, which means under certain circumstances permission is not needed to copy small amounts for non-commercial research or private study. The Act also provides for Moral Rights, whereby authors can sue if their name is not included in a work they wrote, or if the work has

been amended in such a way as to impugn their reputation. Copyright covers materials in print and electronic form, and includes words, images, and sounds, moving images, TV broadcasts and other media (e.g. YouTube).

Telecommunications Act 1984

It is an offence to send a message or other matter that is grossly offensive or of an indecent, obscene or menacing character. It is also an offence to send a message that is intended to cause annoyance, inconvenience or needless anxiety to another that the sender knows to be false.

Criminal Justice & Public Order Act 1994

This defines a criminal offence of intentional harassment, which covers all forms of harassment, including sexual. A person is guilty of an offence if, with intent to cause a person harassment, alarm or distress, they:

- Use threatening, abusive or insulting words or behaviour, or disorderly behaviour; or
- Display any writing, sign or other visible representation, which is threatening, abusive or insulting, thereby causing that or another person harassment, alarm or distress.

Racial and Religious Hatred Act 2006

This Act makes it a criminal offence to threaten people because of their faith, or to stir up religious hatred by displaying, publishing or distributing written material which is threatening. Other laws already protect people from threats based on their race, nationality or ethnic background.

Protection from Harassment Act 1997

A person must not pursue a course of conduct, which amounts to harassment of another, and which he knows or ought to know amounts to harassment of the other. A person whose course of conduct causes another to fear, on at least two occasions, that violence will be used against him is guilty of an offence if he knows or ought to know that his course of conduct will cause the other so to fear on each of those occasions.

Protection of Children Act 1978

It is an offence to take, permit to be taken, make, possess, show, distribute or advertise indecent images of children in the United Kingdom. A child for these purposes is anyone under the age of 18. Viewing an indecent image of a child on your

computer means that you have made a digital image. An image of a child also covers pseudo-photographs (digitally collated or otherwise). A person convicted of such an offence may face up to 10 years in prison

Sexual Offences Act 2003

A grooming offence is committed if you are over 18 and have communicated with a child under 16 at least twice (including by phone or using the Internet) it is an offence to meet them or travel to meet them anywhere in the world with the intention of committing a sexual offence. Causing a child under 16 to watch a sexual act is illegal, including looking at images such as videos, photos or webcams, for your own gratification. It is also an offence for a person in a position of trust to engage in sexual activity with any person under 18, with whom they are in a position of trust. (Typically, teachers, social workers, health professionals, connexions staff fall in this category of trust). Any sexual intercourse with a child under the age of 13 commits the offence of rape.

Public Order Act 1986

This Act makes it a criminal offence to stir up racial hatred by displaying, publishing or distributing written material which is threatening. Like the Racial and Religious Hatred Act 2006 it also makes the possession of inflammatory material with a view of releasing it a criminal offence. Children, Families and Education Directorate page 38 April 2007.

Obscene Publications Act 1959 and 1964

Publishing an "obscene" article is a criminal offence. Publishing includes electronic transmission.

Human Rights Act 1998

This does not deal with any particular issue specifically or any discrete subject area within the law. It is a type of "higher law", affecting all other laws. In the school context, human rights to be aware of include:

- The right to a fair trial
- The right to respect for private and family life, home and correspondence
- Freedom of thought, conscience and religion
- Freedom of expression
- Freedom of assembly
- Prohibition of discrimination
- The right to education

These rights are not absolute. The school is obliged to respect these rights and freedoms, balancing them against those rights, duties and obligations, which arise from other relevant legislation.

The Education and Inspections Act 2006

Empowers Headteachers, to such extent as is reasonable, to regulate the behaviour of learners when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour.

The Education and Inspections Act 2011

Extended the powers included in the 2006 Act and gave permission for Headteachers (and nominated staff) to search for electronic devices. It also provides powers to search for data on those devices and to delete data. (see template policy in these appendices for DfE guidance)

The Protection of Freedoms Act 2012

Requires schools to seek permission from a parent/carer to use Biometric systems

The School Information Regulations 2012

Requires schools to publish certain information on its website:

https://www.gov.uk/guidance/what-maintained-schools-must-publish-online

https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online

Serious Crime Act 2015

Introduced new offence of sexual communication with a child. Also created new offences and orders around gang crime (including CSE)

Criminal Justice and Courts Act 2015

Revenge porn – as it is now commonly known – involves the distribution of private and personal explicit images or video footage of an individual without their consent, with the intention of causing them embarrassment and distress. Often revenge porn is used maliciously to shame ex-partners. Revenge porn was made a specific offence in the Criminal Justice and Courts Act 2015. The Act specifies that if you are accused of revenge porn and found guilty of the criminal offence, you could be prosecuted and face a sentence of up to two years in prison.

For further guidance or support please contact the Revenge Porn Helpline

Online Safety Act 2023

The Online Safety Act 2023 is a new set of laws that protects children and adults online. It puts a range of new duties on social media companies and search services, making them more responsible for their users' safety on their platforms. The Act will give providers new duties to implement systems and processes to reduce risks their services are used for illegal activity, and to take down illegal content when it does appear.

Ofcom is the independent regulator of Online Safety. It will set out steps providers can take to fulfil their safety duties in codes of practice. It has a broad range of powers to assess and enforce providers' compliance with the framework.

Links to other organisations or documents

The following links may help those who are developing or reviewing a school online safety policy and creating their online safety provision:

UK Safer Internet Centre

Safer Internet Centre – https://www.saferinternet.org.uk/
South West Grid for Learning - https://swgfl.org.uk/products-services/online-safety/
Childnet – http://www.childnet-int.org/
Professionals Online Safety Helpline - http://www.saferinternet.org.uk/about/helpline
Revenge Porn Helpline - https://revengepornhelpline.org.uk/
Internet Watch Foundation - https://www.iwf.org.uk/
Report Harmful Content - https://reportharmfulcontent.com/
Harmful Sexual Support Service

CEOP

CEOP - http://ceop.police.uk/
ThinkUKnow - https://www.thinkuknow.co.uk/

Others

Kent – Online Safety Resources page
INSAFE/Better Internet for Kids - https://www.betterinternetforkids.eu/
UK Council for Internet Safety (UKCIS) -
https://www.gov.uk/government/organisations/uk-council-for-internet-safety

Tools / Resources for Schools / other organisations

Whisper Anonymous Reporting Tool - https://swgfl.org.uk/products/whisper/
360 Degree Safe – Online Safety self-review tool – https://360safe.org.uk/
SWGfL Test filtering - http://testfiltering.com/
SWGfL 360 Groups – online safety self review tool for organisations working with children
SWGfL 360 Early Years - online safety self review tool for early years organisations
Childline – Report / Remove
SWGfL- Assisted Monitoring
SWGfL – Resources for Education
DfE Using AI in education settings: support materials

Bullying/Online-bullying/Sexting/Sexual Harassment

Enable – European Anti Bullying programme and resources (UK coordination/participation through SWGfL & Diana Awards) - http://enable.eun.org/

Scottish Anti-Bullying Service, Respectme - http://www.respectme.org.uk/

Childnet – Cyberbullying guidance and practical PSHE toolkit: http://www.childnet.com/our-projects/cyberbullying-guidance-and-practical-toolkit

Childnet – Project deSHAME – Online Sexual Harrassment

UKSIC – Sexting Resources

Ditch the Label – Online Bullying Charity

Diana Award – Anti-Bullying Campaign

Social Networking

UKSIC - Safety Features on Social Networks

Children's Commissioner, TES and Schillings – Young peoples' rights on social media

Curriculum

SWGfL Evolve - https://projectevolve.co.uk

SWGfL - ProjectEvolveEdu

UKCCIS – Education for a connected world framework

Department for Education: Teaching Online Safety in Schools

Teach Today – www.teachtoday.eu/

Data Protection

DfE – Data Protection in schools toolkit

ICO Guides for Organisations

ICO Guidance on taking photos in schools

Professional Standards/Staff Training

DfE – Keeping Children Safe in Education

DfE - Safer Working Practice for Adults who Work with Children and Young People

UK Safer Internet Centre Professionals Online Safety Helpline

SWGfL – Online Safety Training

Infrastructure/Technical Support/Cyber-security

DfE – Technical Standards for Schools and Colleges

UKSIC – Appropriate Filtering and Monitoring

SWGfL Safety & Security Resources

SWGfL - Cyber Security in Schools.

NCA – Guide to the Computer Misuse Act

SWGfL- Assisted Monitoring

Secure Schools – Cyber Security

Working with parents and carers

Childnet Webpages for Parents & Carers
Get Safe Online - resources for parents
Teach Today - resources for parents workshops/education
Internet Matters

Prevent

Prevent Duty Guidance
Childnet – Trust Me

Research

Ofcom – Childrens Media Habits
Ofsted: Review of sexual abuse in schools and colleges

Further links can be found at the end of the UKCIS Education for a Connected World Framework

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