



Education My Life Matters

'Success for everyone'

Online Safety Policy

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Contents

1.	Aims	2
2.	Legislation and guidance	2,3
3.	Roles and responsibilities	3,4,5
4.	Educating pupils about online safety	5,6
5.	Educating parents/carers about online safety	6
6.	Cyber-bullying	6,7,8
7.	Acceptable use of the internet in school	8
8.	Pupils using mobile devices in school	8
9.	Staff using work devices outside school	8,9
10.	How the school will respond to issues of misuse	9
11.	Training	9,10
12.	Monitoring arrangements	10
13.	Links with other policies	10
14.	Appendix 1: Mobile and ICT Acceptable use for learners	11,12
	Appendix 2: Acceptable Use Agreement for staff, governors, visitors	13
	Appendix 3: Online safety training needs -self-audit for staff	14
	Appendix 4: Online safety incident log	15

1. Aims

EMLM aims to:

- › Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- › Identify and support groups of pupils that are potentially at greater risk of harm online than others
- › Deliver an effective approach to online safety, which empowers us to protect and educate the whole school community in its use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- › Establish clear mechanisms to identify, intervene and escalate an incident, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- › **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- › **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- › **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- › **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory safeguarding guidance, [Keeping Children Safe in Education](#), and its advice for schools on:

- [Teaching online safety in schools](#)
- [Preventing and tackling bullying](#) and [cyber-bullying: advice for headteachers and school staff](#)
- [Relationships and sex education](#)
- [Searching, screening and confiscation](#)

It also refers to the DfE's guidance on [protecting children from radicalisation](#).

It reflects existing legislation, including but not limited to the [Education Act 1996](#) (as amended), the [Education and Inspections Act 2006](#) and the [Equality Act 2010](#). In addition, it reflects the [Education Act 2011](#), which has given teachers stronger powers to tackle cyber-bullying by, if necessary, searching for and deleting inappropriate images or files on pupils' electronic devices where they believe there is a 'good reason' to do so.

3. Roles and responsibilities

3.1 The Independent Executive Board (IEB)

The IEB has overall responsibility for monitoring this policy and holding the headteacher to account for its implementation.

The IEB will make sure all staff undergo online safety training as part of child protection and safeguarding training, and ensure staff understand their expectations, roles and responsibilities around filtering and monitoring.

The IEB will also make sure all staff receive regular online safety updates (via email, e-bulletins and staff meetings), as required and at least annually, to ensure they are continually provided with the relevant skills and knowledge to effectively safeguard children.

The IEB will co-ordinate regular meetings with appropriate staff to discuss online safety, requirements for training, and monitor online safety logs as provided by the designated safeguarding lead (DSL).

The IEB should ensure all children are taught how to keep themselves and others safe, including keeping safe online.

The IEB must ensure the school has appropriate filtering and monitoring systems in place on school devices and school networks, and will regularly review their effectiveness. The board 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 those standards, which include:

- Identifying and assigning roles and responsibilities to manage filtering and monitoring systems;
- Reviewing filtering and monitoring provisions at least annually;
- Blocking harmful and inappropriate content without unreasonably impacting teaching and learning;
- Having effective monitoring strategies in place that meet their safeguarding needs.

The Board member who oversees online safety is Denzil Bell.

All Board members will:

- Ensure they have read and understand this policy
- Agree and adhere to the terms on acceptable use of the school's ICT systems and the internet (**appendix 3**)
- Ensure that online safety is a running and interrelated theme while devising and implementing their whole-school or college approach to safeguarding and related policies and/or procedures
- Ensure that, where necessary, teaching about safeguarding, including online safety, is adapted for vulnerable children, victims of abuse and some pupils with special educational needs and/or disabilities (SEND). This is because of the importance of recognising that a 'one size fits all' approach may not be appropriate for all children in all situations, and a more personalised or contextualised approach may often be more suitable

3.2 The headteacher

The headteacher is responsible for ensuring that staff understand this policy, and that it is being implemented consistently throughout the school.

3.3 The Designated Safeguarding Lead

Details of the school's designated safeguarding lead (DSL) and deputy/deputies are set out in our child protection and safeguarding policy, as well as within their job description as DSL, which is updated annually.

The DSL takes lead responsibility for online safety in school, in particular:

- › Supporting the headteacher in ensuring that staff understand this policy and that it is being implemented consistently throughout the school
- › Working with the headteacher and governing board to review this policy annually and ensure the procedures and implementation are updated and reviewed regularly
- › Taking the lead on understanding the filtering and monitoring systems and processes in place on school devices and school networks
- › Working with the ICT manager to make sure the appropriate systems and processes are in place
- › Working with the headteacher, ICT manager and other staff, as necessary, to address any online safety issues or incidents
- › Managing all online safety issues and incidents in line with the school's child protection policy
- › Ensuring that any online safety incidents are logged (**see appendix 4**) and dealt with appropriately in line with this policy
- › Ensuring that any incidents of cyber-bullying are logged and dealt with appropriately in line with the school behaviour policy
- › Updating and delivering staff training on online safety (**appendix 3**) contains a self-audit for staff on online safety training needs)
- › Liaising with other agencies and/or external services if necessary
- › Providing regular reports on online safety in school to the headteacher and/or governing board
- › Undertaking annual risk assessments that consider and reflect the risks children face
- › Providing regular safeguarding and child protection updates, including online safety, to all staff, at least annually, in order to continue to provide them with relevant skills and knowledge to safeguard effectively

This list is not intended to be exhaustive.

3.4 The ICT lead

The ICT lead is responsible for:

- › Putting in place an appropriate level of security protection procedures, such as filtering and monitoring systems on school devices and school networks, which are reviewed and updated at least annually to assess effectiveness and ensure pupils are kept safe from potentially harmful and inappropriate content and contact online while at school, including terrorist and extremist material
- › Ensuring that the school's ICT systems are secure and protected against viruses and malware, and that such safety mechanisms are updated regularly
- › Conducting a full security check and monitoring the school's ICT systems on a fortnightly basis
- › Blocking access to potentially dangerous sites and, where possible, preventing the downloading of potentially dangerous files
- › Ensuring that any online safety incidents are logged (**see appendix 4**) and dealt with appropriately in line with this policy
- › Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the school behaviour policy

This list is not intended to be exhaustive.

All staff, including contractors and agency staff, and volunteers are responsible for:

- › Maintaining an understanding of this policy
- › Implementing this policy consistently
- › Agreeing and adhering to the terms on acceptable use of the school's ICT systems and the internet (**appendix 2**), and ensuring that pupils follow the school's terms on acceptable use
- › Knowing that the DSL is responsible for the filtering and monitoring systems and processes, and being aware of how to report any incidents of those systems or processes failing by raising a concern form
- › Following the correct procedures by putting the request in writing and speaking to the DSL, if they need to bypass the filtering and monitoring systems for educational purposes
- › Working with the DSL to ensure that any online safety incidents are logged (**see appendix 4**) and dealt with appropriately in line with this policy
- › Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the school behaviour policy
- › Responding appropriately to all reports and concerns about sexual violence and/or harassment, both online and offline, and maintaining an attitude of 'it could happen here'

This list is not intended to be exhaustive.

3.6 Parents/carers

Parents/carers are expected to:

- › Notify a member of staff or the headteacher of any concerns or queries regarding this policy
- › Ensure their child has read, understood and agreed to the terms on acceptable use of the school's ICT systems and internet (**appendix 1**)

Parents/carers can seek further guidance on keeping children safe online from the following organisations and websites:

- › What are the issues? – [UK Safer Internet Centre](#)
- › Hot topics – [Childnet International](#)
- › Parent resource sheet – [Childnet International](#)

3.7 Visitors and members of the community

Visitors and members of the community who use the school's ICT systems or internet will be made aware of this policy, when relevant, and expected to read and follow it. If appropriate, they will be expected to agree to the terms on acceptable use (appendix 2).

4. Educating pupils about online safety

Pupils will be taught about online safety as part of the curriculum:

All schools have to teach:

- › [Relationships and sex education and health education](#) in secondary schools

In **KS3**, pupils will be taught to:

- › Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy
- › Recognise inappropriate content, contact and conduct, and know how to report concerns

Pupils in **KS4** will be taught:

- › To understand how changes in technology affect safety, including new ways to protect their online privacy and identity
- › How to report a range of concerns

By the **end of secondary school**, pupils will know:

- › Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- › About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- › Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- › What to do and where to get support to report material or manage issues online
- › The impact of viewing harmful content
- › That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- › That sharing and viewing indecent images of children (including those created by children) is a criminal offence that carries severe penalties including jail
- › How information and data is generated, collected, shared and used online
- › How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours
- › How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

The safe use of social media and the internet will also be covered in other subjects where relevant.

Where necessary, teaching about safeguarding, including online safety, will be adapted for vulnerable children, victims of abuse and some pupils with SEND.

5. Educating parents/carers about online safety

The school will raise parents/carers' awareness of internet safety in letters, or other communications home, monthly newsletters and in information via our website. This policy will also be shared with parents/carers.

Online safety will also be covered during parent consultations meetings.

The school will let parents/carers know:

- › What systems the school uses to filter and monitor online use
- › What their children are being asked to do online, including the sites they will be asked to access and who from the school (if anyone) their child will be interacting with online

If parents/carers have any queries or concerns in relation to online safety, these should be raised in the first instance with the headteacher and/or the DSL.

Concerns or queries about this policy can be raised with any member of staff or the headteacher.

6. Cyber-bullying

6.1 Definition

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

6.2 Preventing and addressing cyber-bullying

To help prevent cyber-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

EMLM will actively discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be. Teaching staff will discuss cyber-bullying with all learners.

Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying. This includes personal, social, health and economic (PSHE) education, and other subjects where appropriate.

All staff, governors and volunteers (where appropriate) receive training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training (see section 11 for more detail).

The school also has information/leaflets on cyber-bullying on our website for parents/carers so they are aware of the signs, how to report it and how they can support children who may be affected.

In relation to a specific incident of cyber-bullying, the school will follow the processes set out in the school behaviour policy. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.

The DSL will report the incident and provide the relevant material to the police as soon as is reasonably practicable, if they have reasonable grounds to suspect that possessing that material is illegal. They will also work with external services if it is deemed necessary to do so.

6.3 Examining electronic devices

The headteacher, and any member of staff authorised to do so by the headteacher, can carry out a search and confiscate any electronic device if they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils, and/or
- Is identified in the school rules as a banned item for which a search can be carried out, and/or
- Is evidence in relation to an offence

Before a search, if the authorised staff member is satisfied that they have reasonable grounds for suspecting any of the above, they will also:

- Make an assessment of how urgent the search is, and consider the risk to other pupils and staff. If the search is not urgent, they will seek advice from the DSL
- Explain to the pupil why they are being searched, how the search will happen, and give them the opportunity to ask questions about it
- Seek the pupil's co-operation

Authorised staff members may examine any data or files on an electronic device that they have confiscated where they believe there is a 'good reason' to do so.

When deciding whether there is a 'good reason' to examine data or files on an electronic device, the staff member should reasonably suspect that the device has, or could be used to:

- Cause harm, and/or
- Undermine the safe environment of the school or disrupt teaching, and/or
- Commit an offence

If inappropriate material is found on the device, the DSL and senior member of staff will decide on a suitable response. If there are images, data or files on the device that staff reasonably suspect are likely to put a person at risk, they will first consider the appropriate safeguarding response.

If a staff member **suspects** a device **may** contain an indecent image of a child (also known as a nude or semi-nude image), they will:

- **Not** view the image
- Confiscate the device and report the incident to the DSL (or equivalent) immediately, who will decide what to do next. The DSL will make the decision in line with the DfE's latest guidance on [screening, searching and confiscation](#) and the UK Council for Internet Safety (UKCIS) guidance on [sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

Any searching of pupils will be carried out in line with:

- The DfE's latest guidance on [searching, screening and confiscation](#)
- UKCIS guidance on [sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

› Our behaviour policy

Any complaints about searching for or deleting inappropriate images or files on pupils' electronic devices will be dealt with through the school complaints procedure.

6.4 Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

EMLM recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

EMLM will treat any use of AI to bully pupils in line with our anti-bullying policy.

7. Acceptable use of the internet in school

All pupils, parents/carers, staff, volunteers and governors are expected to sign an agreement regarding the acceptable use of the school's ICT systems and the internet (**appendices 1 and 2**). Visitors will be expected to read and agree to the school's terms on acceptable use if relevant.

Use of the school's internet must be for educational purposes only, or for the purpose of fulfilling the duties of an individual's role.

We will monitor the websites visited by pupils, staff, volunteers, governors and visitors (where relevant) to ensure they comply with the above and restrict access through filtering systems where appropriate.

More information is set out in the acceptable use agreements in **appendices 1 and 2**.

8. Pupils using mobile devices in school

At Education My Life Matters (EMLM) we recognise that mobile phones, including smart phones, are an important part of everyday life for our learners and parents/carers. We also understand that many parent/carers rely on the functionality of smart phones such as tracking software or communication apps to keep in touch with their child. Our learners carry mobile phones as they make their way to and from school each day but upon arrival, all our learners must ensure their phones are switched off and handed to staff and will be returned at the end of the day.

Pupils may bring mobile devices into school, but are not permitted to use them during:

- › Lessons
- › Tutor group time

Any use of mobile devices in school by pupils must be in line with the acceptable use agreement (see **appendices 1**).

Any breach of the acceptable use agreement by a pupil may trigger disciplinary action in line with the school behaviour policy, which may result in the confiscation of their device.

9. Staff using work devices outside school

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- › Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- › Ensuring their hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- › Making sure the device locks if left inactive for a period of time
- › Not sharing the device among family or friends
- › Installing anti-virus and anti-spyware software
- › Keeping operating systems up to date by always installing the latest updates

Staff members must not use the device in any way that would violate the school's terms of acceptable use, as set out in appendix 2.

Work devices must be used solely for work activities.

If staff have any concerns over the security of their device, they must seek advice from the Leadership team

10. How the school will respond to issues of misuse

Where a pupil misuses the school's ICT systems or internet, we will follow the procedures set out in our policies on [behaviour and ICT and internet acceptable use]. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident, and will be proportionate.

Where a staff member misuses the school's ICT systems or the internet, or misuses a personal device where the action constitutes misconduct, the matter will be dealt with in accordance with the staff disciplinary procedures / staff code of conduct. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident.

EMLM will consider whether incidents that involve illegal activity or content, or otherwise serious incidents, should be reported to the police.

11. Training

All new staff members will receive training, as part of their induction, on safe internet use and online safeguarding issues, including cyber-bullying and the risks of online radicalisation.

All staff members will receive refresher training at least once each academic year as part of safeguarding training, as well as relevant updates as required (for example through emails, e-bulletins and staff meetings).

By way of this training, all staff will be made aware that:

- Technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse
- Children can abuse their peers online through:
 - Abusive, harassing and misogynistic messages
 - Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
 - Sharing of abusive images and pornography, to those who don't want to receive such content
- Physical abuse, sexual violence and initiation/hazing type violence can all contain an online element

Training will also help staff:

- Develop better awareness to assist in spotting the signs and symptoms of online abuse
- Develop the ability to ensure pupils can recognise dangers and risks in online activity and can weigh up the risks
- Develop the ability to influence pupils to make the healthiest long-term choices and keep them safe from harm in the short term

The DSL [and deputy/deputies] will undertake child protection and safeguarding training, which will include online safety, at least every 2 years. They will also update their knowledge and skills on the subject of online safety at regular intervals, and at least annually.

Governors will receive training on safe internet use and online safeguarding issues as part of their safeguarding training.

Volunteers will receive appropriate training and updates, if applicable.

More information about safeguarding training is set out in our child protection and safeguarding policy.

12. Monitoring arrangements

The DSL logs behaviour and safeguarding issues related to online safety. An incident report log can be found in **appendix 4**.

This policy will be reviewed every year. At every review, the policy will be shared with the governing board. The review (such as the one available [here](#)) will be supported by an annual risk assessment that considers and reflects the risks pupils face online. This is important because technology, and the risks and harms related to it, evolve and change rapidly.

13. Links with other policies

This online safety policy is linked to our:

- › Child protection and safeguarding policy
- › Behaviour policy
- › Staff disciplinary procedures
- › Data protection policy and privacy notices
- › Complaints procedure
- › ICT and internet acceptable use policy

Appendix 1:

Mobile & ICT Acceptable Use Agreement for Learners

Mobile Phones:

At Education My Life Matters (EMLM) we recognise that mobile phones, including smart phones, are an important part of everyday life for our learners and parents/carers. We also understand that many parent/carers rely on the functionality of smart phones such as tracking software or communication apps to keep in touch with their child. Our learners carry mobile phones as they make their way to and from school each day but upon arrival, all our learners must ensure their phones are switched off and handed to staff and will be returned at the end of the day.

Virtual Lessons:

During any pre-recorded or live lessons delivered by staff, learners must follow the principles set out in the 'ICT Acceptable Use Policy for learners' outlined below. Learners must also take note of the instructions given in the rest of this document.

Learners must not take recordings and screenshots of the lesson under any circumstances. This principle protects all who engage in virtual lessons and ensures photos or recordings are not taken or circulated without consent.

You must have your microphone set to mute and only unmute when asked to by your teacher. You must speak in a respectful manner and stay on the topic of the work, this includes 'chat' functions in live lessons. If video is turned on, you must be in appropriate clothes and have a neutral and appropriate background.

Use of the Internet:

The internet is not to be used to access anything which is illegal, or anything that someone else may find offensive. This includes indecent images, extremist or discriminatory material, racial or religious hatred. If you are unsure, or if you come across anything which makes you feel uncomfortable, you should turn your computer monitor off and let a teacher know.

Logins and Passwords:

Every learner has a different computer login and password. You should never allow anyone else to use your details. Change your password if you think someone else may have your details.

Social Networking:

Never upload pictures or videos of others without their permission. It is not advisable to upload pictures or videos of yourself as they can easily be manipulated and used against you. You should never make negative remarks about the school or anyone within the school. Always keep your personal information private. Consider using a nickname and only inviting people you know. Universities and future employers search social networking sites in order to carry out background checks on students.

Extremism and radicalisation:

Individuals, groups and organisations with extremist and radicalised views use the internet to exert influence on young people. Do not access any websites or social network pages that promote such views. The school has systems in place to block extremist material and monitor learners who try to access it. Any learner found accessing such material will be reported to the relevant authorities.

Profiles:

Beware of fake profiles and people pretending to be somebody else. If something doesn't feel right follow your instincts and report it to an appropriate adult. Never create a false profile as a joke and pretend to be somebody else. This can have serious consequences.

Chat Rooms:

Some social networking sites have a chat facility. You should never chat to anyone that you don't know or don't recognise. It is recommended that you never meet a stranger after meeting them online. If you do, always inform your parents and take one of them with you.

Security:

You should never try to bypass any of the security in place, this includes using proxy bypass sites. This security is in place to protect you from illegal sites, and to prevent hacking into other people's accounts.

Copyright:

You should never take information from the internet and use it as your own. A lot of information is copyright, which means that somebody else owns it and it is illegal to use this information without permission from the owner. If you are unsure, ask an adult.

Etiquette:

Be respectful online; don't be abusive. Consider what you are saying, and how somebody else might read it as some things you write may be read incorrectly.

Mobile Phones:

Phones should be handed into a member of staff upon arrival. Never take inappropriate pictures of yourself and send to your friends or upload onto social networking sites. Never forward inappropriate pictures that you have received from somebody else.

Use of ICT in lessons:

ICT facilities must be used only as directed by the class teacher.

Cyber-bullying:

Never use the internet or other ICT communication to bully or make fun of people. It can have very serious consequences. Report incidents of cyber-bullying to a responsible, trusted adult in school or on via the Learners' voice box.

ICT equipment:

Treat all school equipment with care and respect. Report any problems to a member of staff.

Consequences:

Failure to follow this guidance, or deliberate misuse of school ICT, may result in consequences which will depend on severity of

Agreement and Understanding

EMLM assumes you have read and understood all of the above and that you understand that any of your electronic communications could be looked at if they are related to your well-being, and that you understand that any electronic communications related to school are not entirely private.

Appendix 2: acceptable use agreement (staff, governors, volunteers and visitors)

ACCEPTABLE USE OF THE SCHOOL'S ICT SYSTEMS AND INTERNET: AGREEMENT FOR STAFF, GOVERNORS, VOLUNTEERS AND VISITORS

Name:

(staff member/governor/volunteer/visitor)

When using the school's ICT systems and accessing the internet in school, or outside school on a work device (if applicable), I will not:

- Access, or attempt to access inappropriate material, including but not limited to material of a violent, criminal or pornographic nature (or create, share, link to or send such material)
- Use them in any way which could harm the school's reputation
- Access social networking sites or chat rooms
- Use any improper language when communicating online, including in emails or other messaging services
- Install any unauthorised software, or connect unauthorised hardware or devices to the school's network
- Share my password with others or log in to the school's network using someone else's details
- Take photographs of pupils without checking with teachers first
- Share confidential information about the school, its pupils or staff, or other members of the community
- Access, modify or share data I'm not authorised to access, modify or share
- Promote private businesses, unless that business is directly related to the school

I will only use the school's ICT systems and access the internet in school, or outside school on a work device, for educational purposes or for the purpose of fulfilling the duties of my role.

I agree that the school will monitor the websites I visit and my use of the school's ICT facilities and systems.

I will take all reasonable steps to ensure that work devices are secure and password-protected when using them outside school, and keep all data securely stored in accordance with this policy and the school's data protection policy.

I will let the designated safeguarding lead (DSL) and ICT manager know if a pupil informs me they have found any material which might upset, distress or harm them or others, and will also do so if I encounter any such material.

I will always use the school's ICT systems and internet responsibly, and ensure that pupils in my care do so too.

Signed (staff member/governor/volunteer/visitor):

Date:

Appendix 3: online safety training needs – self-audit for staff

ONLINE SAFETY TRAINING NEEDS AUDIT	
Name of staff member/volunteer:	Date:
Question	Yes/No (add comments if necessary)
Do you know the name of the person who has lead responsibility for online safety in school?	
Are you aware of the ways pupils can abuse their peers online?	
Do you know what you must do if a pupil approaches you with a concern or issue?	
Are you familiar with the school's acceptable use agreement for staff, volunteers, governors and visitors?	
Are you familiar with the school's acceptable use agreement for pupils and parents/carers?	
Are you familiar with the filtering and monitoring systems on the school's devices and networks?	
Do you understand your role and responsibilities in relation to filtering and monitoring?	
Do you regularly change your password for accessing the school's ICT systems?	
Are you familiar with the school's approach to tackling cyber-bullying?	
Are there any areas of online safety in which you would like training/further training?	

Appendix 4: online safety incident report log

ONLINE SAFETY INCIDENT LOG				
Date	Where the incident took place	Description of the incident	Action taken	Name and signature of staff member recording the incident