

# Savile Park Primary Online safety policy



<b>Approved by:</b>	Governing Body	<b>Date:</b> May 2024
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<b>Next review due by:</b>	May 2025	

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## 1. Aims

Our school 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.

The policy also takes into account the National Curriculum computing programmes of study.

## 3. Roles and responsibilities

### 3.1 The governing body

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

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

The governing body must ensure the school has appropriate filtering and monitoring systems in place on school devices and school networks, and will regularly review their effectiveness. They 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 the 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.

All governors 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 (DSL)**

Details of the school's designated safeguarding lead (DSL) and deputies are set out in our child protection and safeguarding policy, as well as relevant job descriptions.

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

- › in ensuring that staff understand this policy and that it is being implemented consistently throughout the school
- › Working with the governing body 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 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 5) 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 4 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 Coordinator**

The ICT coordinator in conjunction with Primary T (external ICT support provider) 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
- › Blocking access to potentially dangerous sites and, where possible, preventing the downloading of potentially dangerous files

This list is not intended to be exhaustive.

### 3.5 All staff and volunteers

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 3), and ensuring that pupils follow the school's terms on acceptable use (appendices 1 and 2)
- 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 informing the headteacher as soon as possible.
- Following the correct procedures by speaking to the headteacher 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 5) 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 (appendices 1 and 2)

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

- Savile Park online safety hub <https://savileparkprimary.onlinesafetyhub.uk/>
- What are the issues? – [UK Safer Internet Centre](#)
- Hot topics – [Childnet](#)
- Parent resource sheet – [Childnet](#)

### 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 3).

## 4. Educating pupils about online safety

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

All schools have to teach:

- [Relationships education and health education](#) in primary schools

In **Key Stage (KS) 1**, pupils will be taught to:

- Use technology safely and respectfully, keeping personal information private

- › Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Pupils in **Key Stage (KS) 2** will be taught to:

- › Use technology safely, respectfully and responsibly
- › Recognise acceptable and unacceptable behaviour
- › Identify a range of ways to report concerns about content and contact

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

- › That people sometimes behave differently online, including by pretending to be someone they are not
- › That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous
- › The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- › How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- › How information and data is shared and used online
- › What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- › How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- › 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)

### **All schools**

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, and in information via our website and our online safety hub, This policy will also be shared with parents/carers.

Online safety will also be covered regularly via newsletters and the school Facebook account.

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 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. (See also the school behaviour policy.)

## 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.

The school will actively discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be. Class teachers will discuss cyber-bullying with their classes.

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 sends information on cyber-bullying to 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 that 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 headteacher.
- › 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, and in exceptional circumstances erase, 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, it is up to DSL / headteacher / other member of the senior leadership team to 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.

When deciding if there is a good reason to erase data or files from a device, staff members will consider if the material may constitute evidence relating to a suspected offence. In these instances, they will not delete the material, and the device will be handed to the police as soon as reasonably practicable. If the material is not suspected to be evidence in relation to an offence, staff members may delete it if:

- They reasonably suspect that its continued existence is likely to cause harm to any person, and/or
- The pupil and/or the parent/carer refuses to delete the material themselves

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.

Savile Park Primary 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. This includes deepfake pornography: pornographic content created using AI to include someone's likeness.

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

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out a risk assessment where new AI tools are being used by the school.

## 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 to 3). 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 to 3.

## 8. Pupils using mobile devices in school



Pupils in year 6 may bring mobile devices into school, but these are handed into to office and are not permitted to use them during:

- › Lessons
- › Tutor group time
- › Clubs before or after school, or any other activities organised by the school

Any use of mobile devices in school by pupils must be in line with the acceptable use agreement (see appendices 1 and 2).

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 3.

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 headteacher and ICT coordinator.

## 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 policies]. 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.

The school 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, threatening, 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 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 via the use of CPOMs.


This policy will be reviewed every year by the DSL. At every review, the policy will be shared with the governing body. The review 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:

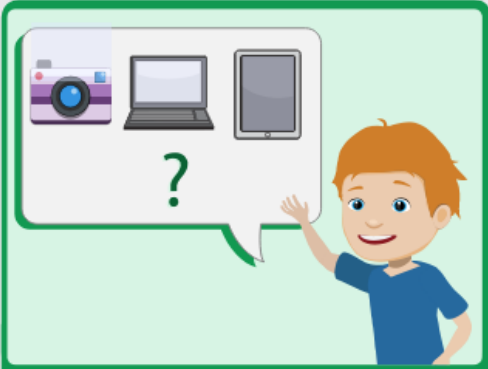
- Child protection and safeguarding policy
- Behaviour policy
- Staff disciplinary procedures
- Data protection policy and privacy notices
- Complaints procedure
- ICT and internet acceptable use policy

# Appendix 1: EYFS and KS1 acceptable use agreement




## Acceptable Use Agreement


(For EYFS)




✓ I ask before I use a tablet, computer or camera.



✓ I tap or click on things I have been shown.



✓ I check if I can tap/click on things I haven't seen before.



✓ I tell a grown-up if something upsets me.


My Name:

Class:

Parent/Carer Signed:

Today's Date:

## Appendix 2: KS1 acceptable use agreement



# Acceptable Use Agreement


- ✓ I always ask a teacher or suitable adult if I want to use the computers, tablets or cameras.
- ✓ I only open activities that an adult has told or allowed me to use.
- ✓ I know that I must tell an adult if I see something on a screen that upsets me, or I am unsure of.
- ✓ I keep my passwords safe and will never use someone else's.
- ✓ I know personal information such as my address and birthday should never be shared online.
- ✓ I know I must never communicate with strangers online.
- ✓ I am always polite when I post to our blogs, use our email and other communication tools.

**I understand this agreement and know the consequences if I don't follow it.**

**My Name:**  **Class:**

**Parent/Carer Signed:**  **Today's Date:**

## Appendix 3: KS2 acceptable use agreement



# Acceptable Use Agreement

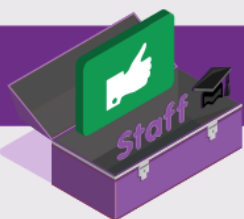
- ✓ I will only access computing equipment when a trusted adult has given me permission and is present.
- ✓ I will not deliberately look for, save or send anything that could make others upset.
- ✓ I will immediately inform an adult if I see something that worries me, or I know is inappropriate.
- ✓ I will keep my username and password secure; this includes not sharing it with others.
- ✓ I understand what personal information is and will never share my own or others' personal information such as phone numbers, home addresses and names.
- ✓ I will always use my own username and password to access the school network and subscription services such as Purple Mash.
- ✓ In order to help keep me and others safe, I know that the school checks my files and the online sites I visit. They will contact my parents/carers if an adult at school is concerned about me.
- ✓ I will respect computing equipment and will immediately notify an adult if I notice something isn't working correctly or is damaged.
- ✓ I will use all communication tools such as email and blogs carefully. I will notify an adult immediately if I notice that someone who isn't approved by the teacher is messaging.
- ✓ Before I share, post or reply to anything online, I will T.H.I.N.K.
  - T** = is it true?
  - H** = is it helpful?
  - I** = is it inspiring?
  - N** = is it necessary?
  - K** = is it kind?
- ✓ I understand that if I behave negatively whilst using technology towards other members of the school, my parents/carers will be informed and appropriate actions taken.

**I understand this agreement and know the consequences if I don't follow it.**

**My Name:**  **Class:**

**Parent/Carer Signed:**  **Today's Date:**

## Appendix 4: acceptable use agreement (staff)



# Acceptable Use Agreement

## (Staff)

### Background and purpose

With access to rich dynamic content, connectivity across the globe, a platform for creativity and a place to engage in debate, digital technologies provide a powerful tool for learning. Digital technologies give staff opportunities to enhance children's learning in their care and enable staff to become more efficient in their work. The very nature of digital technologies means that they should be used with care and particular attention given to demonstrating appropriate behaviours and avoidance of misuse at all times.

Professional integrity and strong moral purpose must be upheld at all times by staff. It is the duty of all staff members to ensure that children in their care get the very best start to the world of digital technology. This should include provision of a rich, robust online safety education for the children with clear reporting procedures for infringements to safeguarding. Having a transparent approach to using digital technology is a must. Additionally, staff should develop critical thinking in their children, along with strategies for avoiding unnecessary harm and strategies for dealing with online safety infringements.

The school's internet, network and ICT systems and subscriptions to services should be used with the utmost professionalism at all times. The school will aim to provide its staff with secure systems which will have filtering, monitoring and virus protection included. Anyone with access to the systems should be aware that their use of the systems is monitored, and this can be used to form evidence should any suspected infringements occur.

### Acceptable Use Agreement

By signing this agreement, you will have access to the school's systems and acknowledge that you agree to all the statements below. Additionally, that you have read and understand school policies which have a bearing on this agreement.

- I will demonstrate the value of the use of digital technologies in improving the outcomes for children in my care.
- I will educate children in my care about the safe use of digital technologies, acting on any online safety issues in accordance with the school's policies.
- I understand my use of the school's ICT systems/networks and internet are monitored.
- I recognise that whether within school or out of school, I must abide by the rules/statements set out in this document when using systems, accessing/transferring data that relate to the school or impact on my role within the school and wider community.
- I know what GDPR is and how this has a bearing on how I access, share, store and create data.
- Any data that I have access to away from school premises must be kept secure and used with specific purpose. As outlined in the school's data protection policy, it is my responsibility to ensure when accessing data remotely that I take every bit of reasonable care to ensure the integrity and security of the data is maintained.
- I understand that I am fully responsible for my behaviours both in and out of school and as such recognise that my digital communications, subscriptions and content I access can have a bearing on my professional role.
- I recognise that my social media activity can have a damaging impact on the school and children in my care at school if I fail to uphold my professional integrity at all times whilst using it.
- If I am contributing to the school's social media account(s) or website(s) I will follow all guidelines given to me, with particular care given to what images/video imagery and details can be uploaded.
- I will never upload images/video imagery of staff/pupils or other stakeholders to my personal social media accounts unless there is significant reason to and that permission has been granted by the headteacher in writing for each occurrence.
- I will inform the school at the earliest opportunity of any infringement both on and off site by myself. Furthermore, if I am concerned about others' behaviour/conduct, I will notify the school at the earliest opportunity.
- I will never deliberately access, upload or download illegal, inflammatory, obscene or inappropriate content that may cause harm or upset to others.
- I will never download or install software unless permission has been given by the appropriate contact at school.
- I shall keep all usernames and passwords safe and never share them. Writing down usernames and passwords, including storing them electronically, constitutes a breach to our data protection and safeguarding policy.
- I will never leave equipment unattended which could leave data and information vulnerable; this extends to accessing data/services/content remotely.
- Any personal devices I own shall not be used to access school systems/data/services/content remotely unless I have adequate virus protection and permission from the school.
- I understand that mobile devices, including smart watches, shall not be used, nor in my possession, during times of contact with children. These devices will be securely locked away with adequate password protection on them should they be accessed by an unauthorised person.
- Any school trips/outings or activities that require a mobile phone/camera will be provided by the school and any data collected on them will be used in accordance with school policies.
- At no point- will I use my own devices for capturing images/video or making contact with parents/carers.

Staff Name:

Signature:

Date:

## Appendix 5: online safety training needs – self-audit for staff

ONLINE SAFETY TRAINING NEEDS AUDIT	
<b>Name of staff member/volunteer:</b>	<b>Date:</b>
<b>Question</b>	<b>Yes/No (add comments if necessary)</b>
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?	

Link to online forms:

[online safety audit](#)