

Stockingford
Nursery School

Online Safety Policy

Passed and adopted by Governing Body:

Signed 

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1. Aims

Stockingford Nursery School views the matter of Online Safety collaboratively with Child Protection and not independently as computing. All staff and pupils have a duty of care to be aware and vigilant of their own and others online safety at all times. As a result of our high standards and expectations regarding Online Safety, we also use the SWGFL 360 Safe Online Safety self - review tool as guidance to support and develop our policies and processes. Guidance from this tool is included as part of our Appendix as this provides comprehensive information to safeguard members of our school community online in accordance with statutory guidance and best practice.

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'). This will also include other forms of smart technology including smart watches and smart glasses.
- › 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, misinformation, disinformation (including fake news), conspiracy theories, 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 the user 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](#)
- › [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.

This policy should be read alongside our school’s Child Protection and Safeguarding Policy, Code of Conduct Policy, Safer Recruitment Policy and Behaviour Policy. To ensure that our online safeguarding practice is in line with statutory requirements and best practice we also follow the Early Years Foundation Stage (EYFS) Statutory Framework 2025, Working Together to Safeguard Children 2023, PREVENT Duty guidance for England and Wales 2023 and Keeping Children Safe in Education 2025.

3. Roles and responsibilities

3.1 The governing board

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

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

The governing board will make sure that the school teaches pupils how to keep themselves and others safe, including online.

The governing board will make sure that 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’s 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 the school's safeguarding needs

The governor who oversees online safety is **our Chair of Governors Caroline Phillips**

All governors will:

- › Make sure 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 2)
- › Make sure that online safety is a running and interrelated theme when devising and implementing the whole-school approach to safeguarding and related policies and/or procedures
- › Make sure 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 making sure 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 deputy 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:

- › Supporting the SLT in making sure 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 make sure the procedures and implementation are updated and reviewed regularly
- › Taking the lead together with the School Business Manager on understanding the filtering and monitoring systems and processes in place on school devices and school networks
- › Providing governors with assurance that filtering and monitoring systems are working effectively and reviewed regularly
- › Working with the School Business Manager to make sure the appropriate systems and processes are in place
- › Working with SLT 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
- › Responding to safeguarding concerns identified by filtering and monitoring
- › Making sure that any online safety incidents are logged (see appendix 4) and dealt with appropriately in line with this policy
- › Making sure that any incidents of cyber-bullying are logged and dealt with appropriately in line with the DfE's Behaviour in Schools – Advice for headteachers and school staff.
- › Updating and delivering staff training on online safety (appendix 3 contains a self-audit for staff on online safety training needs that the Headteacher may wish to adopt)
- › 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 pupils 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

3.4 The School Business Manager

The School Business Manager 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 make sure pupils are kept safe from potentially harmful and inappropriate content and contact online while at school, including terrorist and extremist material
- › Making sure 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 monthly basis.
- › Blocking access to potentially dangerous sites and, where possible, preventing the downloading of potentially dangerous files
- › Making sure that any online safety incidents are logged (using appendix 4 template) and dealt with appropriately in line with this policy
- › Making sure that any incidents of cyber-bullying are dealt with appropriately in line with the school behaviour policy.

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 2), and making sure that pupils follow the school's terms on acceptable use (appendix 1)
- › 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 reporting to the School Business Manager or Headteacher
- › Following the correct procedures instructed by SLT if they need to bypass the filtering and monitoring systems for educational purposes
- › Working with the DSL to make sure that any online safety incidents are logged (see appendix 5) and dealt with appropriately in line with this policy
- › Making sure 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'

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
- › Parents/Carers have read, understood and agreed to the terms on acceptable use of the school's ICT systems and internet on behalf of their child (appendices 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](https://www.saferinternet.org.uk/)

- › Help and advice for parents/carers – [Childnet](#)
- › Parents and carers 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 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 Early Years Foundation Stage curriculum.

All schools have to teach:

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

In Early Years, pupils will be taught at a developmentally appropriate level how 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
- › , At Stockingford Nursery School the safe use of the internet will also be covered in other subjects where relevant and as part of our Online Safety taught curriculum.

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 or Facebook Page. This policy will also be shared directly with parents/carers in the Policy section of our school's website.

Online safety will also be covered during parents' meetings as required.

The school will let parents/carers know if appropriate:

- › What systems the school uses to filter and monitor online use
- › What their children are being asked to do if they were working 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 member of SLT.

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 in their family at an age appropriate level. We will ensure that pupils

know how they can report any incidents as part of our Online Safety and Protective Behaviours work and encourage them to do so, including where they are a witness rather than the victim.

The school will actively discuss cyber-bullying with pupils at a developmentally appropriate level as part of online safety within our taught curriculum explaining the reasons why it occurs, the forms it may take and what the consequences can be. Cyber-bullying is included within our school's Protective Behaviours Work as we seek pupils to gain support from trusted adults if they feel unsafe online.

Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying. This includes personal, social and emotional development (PSED), 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.

The school also sends information/leaflets on online safety/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 or older siblings in the child's family, 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 SLT 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 or deputy DSL
- › Explain to the pupil why they are being searched, and 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 [the staff member in conjunction with the 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 whether 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 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](#)
- › The DfE behaviour policy and DfE searches and confiscation guidance 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 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 Gemini.

Stockingford Nursery School 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.

Stockingford Nursery School will treat any use of AI to bully pupils very seriously, in line with our Behaviour Policy.

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out a risk assessment where new AI tools are being used by the school, and where existing AI tools are used in cases which may pose a risk to all individuals that may be affected by them, including, but not limited to, pupils and staff.

Any use of artificial intelligence should be carried out in accordance with our Stockingford Nursery School AI 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 if accessing the school's internet (appendices 1 to 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 to 3.

8. Pupils using mobile devices in school

EYFS pupils are not able to bring any personal mobile devices into school including iPads, mobile phones, smart watches, smart glasses, cameras etc for their own personal use. Any use of personal mobile devices in school by pupils must be in line with the acceptable use agreement unless an exception has been risk

assessed and confirmed by the headteacher to support monitoring their medical needs and to keep them safe whilst at school. Use of this mobile device will be used specifically for medical monitoring purposes only (see appendix 1).

Any breach of the acceptable use agreement by a pupil or family 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 can be made up of [3 random words](#), in combination with numbers and special characters if required, or generated by a password manager
- › 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 promptly 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 School Business Manager or Headteacher.

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 this Online Safety Acceptable use Policy. 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 policy. 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 safeguarding incidents, should be reported to the police and LADO.

11. Training

11.1 Staff, governors and volunteers

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 or members of a child's family 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 and families can recognise dangers and risks in online activity and can weigh up the risks at a developmentally age appropriate level.
- 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. An incident report log can be found in appendix 4.

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

13. Links with other policies and statutory guidance

This online safety policy is linked to our:


- Child Protection and Safeguarding Policy
- Staff Code of Conduct Policy
- Data protection Policy and privacy notices
- Complaints procedure
- Early Years Foundation Stage statutory guidance
- Keeping Children Safe in Education
- Working together to Safeguard Children 2023
- Safer Recruitment Policy
- Mobile phone policy
- Behaviour in Schools -Advice for headteachers and school staff Policy

Appendix 1: EYFS acceptable use agreement (pupils and parents/carers)












Acceptable use policy for pupils at Stockingford Nursery school




Technology helps our learning





I will use a device safely










I will only use programs that staff provided














I will tell staff if I see something that





makes me worried








I will ask staff for help if I am not sure

Parent/carer agreement: I agree that my child can use the school's ICT systems and internet when appropriately supervised by a member of school staff. I agree to the conditions set out above for pupils using the school's ICT systems and internet, and will make sure my child understands these.

Signed (parent/carer):
Date:

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



Stockingford Nursery School Staff (and Volunteer) Acceptable Use Agreement

Stockingford Nursery 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 & Early Years Foundation Stage Statutory Guidance)
- 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. 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 the internet 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 or 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:

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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

Appendix 5 – Staff Use of AI Acceptable Use Agreement



Artificial Intelligence (AI) and Emerging Technologies Staff (and Volunteer) Acceptable Use Agreement

School Policy

Emerging technologies, including Artificial Intelligence (AI), are increasingly integrated into educational settings and the lives of staff and learners. These technologies have immense potential to enhance creativity, promote personalized learning, and improve operational efficiency. However, their use also presents risks that require clear policies and practices to ensure safety, security, and ethical application.

This acceptable use policy aims to ensure:

- Staff and volunteers are responsible users of AI and emerging technologies, prioritising safety and ethical considerations.
- School systems and users are protected from misuse or harm resulting from the use of AI.
- Staff have a clear understanding of their responsibilities when engaging with AI and emerging technologies in professional and personal contexts.

Acceptable Use Policy Agreement

I understand that I must use AI and emerging technologies responsibly to minimise the risk to the safety, privacy, or security of the school community and its systems. I acknowledge the potential of these 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 AI tools and technologies.
- I will only use AI tools and technologies for purposes authorized by the school and will ensure compliance with data protection laws (e.g. UK GDPR) when handling personal data.
- I will ensure that any sensitive or personally identifiable information about staff, students, or parents/carers is only entered into AI systems that have explicit approval and robust security measures in place.
- I will report any AI-related incidents or anomalies that could indicate misuse, bias, or harm to the appropriate person immediately.

In my communications and actions:

- I will respect copyright, intellectual property, and ethical standards when uploading content to prompt AI output.
- I will critically evaluate the outputs of AI systems to avoid spreading misinformation or biased content and will ensure that all AI-assisted decisions are made with appropriate human oversight.
- I will communicate professionally and responsibly when using AI systems.

- I will ensure transparency through appropriate attribution where AI has been used.

When engaging with learners:

- I will support learners on the safe, ethical, appropriate and effective use of AI.
- I will use AI tools to engage with learners in ways that uphold and enhance their privacy, wellbeing, and trust.

When using the school's systems and resources:

- I will use AI systems in compliance with established security measures and access protocols.
- I will ensure that any AI applications used in teaching or administration are vetted and comply with the school's policies.
- I will ensure generative AI tools are not used to impersonate others or create deceptive or harmful content.

When handling data:

- I will ensure compliance with the school's data protection policies when using AI for data analysis or reporting.
- I will ensure I have explicit authorisation when uploading sensitive school-related information into generative AI systems.

Responsibility and Accountability:

- I will use generative AI tools responsibly to create authentic and beneficial content, ensuring respect for individuals' identities and well-being.
- I understand that misuse of AI or emerging technologies could lead to disciplinary actions, including warnings, suspension, or referral to the appropriate authorities.
- I acknowledge that this agreement applies to all AI-related activities within and outside of school premises that are connected to my professional responsibilities.

Staff/Volunteer Name:

Staff/Volunteer Signature:

Dated:

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