
Online Safety Policy 2026/27



Kindness



Focus



Creativity



Responsibility



Collaboration

Contents

1. Aims.
2. Legislation and guidance.
3. Roles and responsibilities.
4. Educating pupils about online safety.
5. Educating parents about online safety.
6. Cyber-bullying.
7. Acceptable use of the internet in school
8. Artificial Intelligence
9. Pupils using mobile devices in school
10. Staff using work devices outside school
11. How the school will respond to issues of misuse.
12. Training.
13. Monitoring arrangements.
14. Links with other policies.

Appendix 1: EYFS and KS1 acceptable use agreement (pupils and parents/carers)

Appendix 2: KS2, KS3 and KS4 acceptable use agreement (pupils and parents/carers)

Appendix 3: acceptable use agreement (staff, governors, volunteers and visitors)

Appendix 4: online safety training needs – self-audit for staff

Appendix 5: online safety incident report log.

1. Aims

The New Wave Federation 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 board

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, 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 coordinate 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 board should ensure children are taught how to keep themselves and others safe, including keeping safe online.

The governing board 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 governor who oversees online safety is Greg Davies, our safeguarding link officer.

All governors will:

- Ensure that 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 DSL and deputy DSLs 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 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 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

In the event that the DSL was not available the deputy DSL would take the lead responsibility for the points above. They will have in the same training as the DSL and participate in regular safeguarding reviews to ensure they are able to fulfill their responsibilities.

3.4 The ICT management team

The ICT management team, provided via an external agency called Turn IT On, is responsible for:

Putting in place an appropriate level of security protection procedures, such as filtering and monitoring systems, which are reviewed and updated on a regular basis 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.

Working alongside IT solution service providers such as the school's MIS (BromCom).

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 regular basis.

Blocking access to potentially dangerous sites and, where possible, preventing the downloading of potentially dangerous files.

Ensuring that any online safety incidents are reported to the DSL, logged (see appendix 5) and dealt with appropriately in line with this policy.

Ensuring that any incidents of cyber-bullying are reported to school leaders and 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 3), and ensuring that pupils follow the school's terms on acceptable use (appendices 1 and 2)
- 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'

3.6 Parents

Parents 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 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](#)

Parents will be invited to regular sessions during the school year to learn more about online safety both in school and at home.

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 are 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. Furthermore, pupils are taught about online safety as part of the computing curriculum.

In **Key Stage 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 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

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 about online safety

The school will raise parents' awareness of internet safety through coffee mornings, workshops, letters and in information via our website. This policy is also available on each school website.

Online safety will also be covered during parents' evenings. The school will let parents 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 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. (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. 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 so that 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 SLT, can carry out a search of and confiscate any electronic device that they have identified through the monitoring and filtering procedure that;

- Poses a risk to staff or pupils,
- and/or is evidence in relation to an offence

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item that the member of staff reasonably suspects has been, or is likely to be used to commit an offence ([Searching, Screening and Confiscation - GOV.UK](#)).

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.
- 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 cooperation

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 headteacher and DSL 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 **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](#)

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

7. Acceptable use of the internet in school

All pupils, parents, 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. Artificial Intelligence

8.1 Statement of intent

Artificial Intelligence (AI) technology is already widely used in commercial environments and is gaining greater use in education. We recognise that the technology has many benefits and the potential to enhance outcomes and educational experiences, with the opportunity to support staff in reducing workload.

We also realise that there are risks involved in the use of AI systems, but that these can be mitigated through our existing policies and procedures, amending these as necessary to address AI risks.

We will educate staff and learners about safe and ethical use of AI, preparing them for a future in which AI technologies are likely to play an increasing role.

The safeguarding of staff and learners will, as always, be at the forefront of our policy and practice.

8.2 Policy statements

- The school acknowledges the benefits of the use of AI in an educational context - including enhancing teaching and learning and outcomes, improving administrative processes, reducing workload and preparing staff and learners for a future in which AI technology will be an integral part. Staff are encouraged to use AI-based tools to support their work where appropriate, within the frameworks provided below, and are required to be professionally accountable for this area of their work.
- We will comply with all relevant legislation and guidance, with reference to guidance contained in Keeping Learners Safe
- We will provide relevant training for staff and governors in the advantages, use of and potential risks of AI. We will support staff in identifying training and development needs to enable relevant opportunities.
- We will ensure that, within our education programmes, learners understand the ethics and use of AI and the potential benefits and risks of its use. The school recognises the importance of equipping learners with the knowledge, skills and strategies to engage responsibly with AI tools.

- As set out in acceptable use agreements, the school will use AI responsibly and with awareness of data sensitivity. Staff must use AI tools responsibly, ensuring the protection of both personal and sensitive data. Staff must only input anonymised data to avoid the exposure of personally identifiable or sensitive information.
- Staff must always ensure AI tools used comply with UK GDPR and other data protection regulations. They must verify that tools meet data security standards before using them for work related to the school.
- Only those AI technologies approved by the school may be used. Staff should always use school-provided AI accounts for work purposes. These accounts are configured to comply with organisational security and oversight requirements, reducing the risk of data breaches.
- We will protect sensitive information. Staff must not input sensitive information, such as internal documents or strategic plans, into third-party AI tools unless explicitly vetted for that purpose. They must always recognize and safeguard sensitive data.
- AI incidents must be reported to the Data Protection Officer (DPO) promptly. Staff must report any incidents involving AI misuse, data breaches, or inappropriate outputs immediately to the relevant internal teams. Quick reporting helps mitigate risks and facilitates a prompt response.
- The school will audit all AI systems in use and assess their potential impact on staff, learners and the school's systems and procedures, creating an AI inventory listing all tools in use, their purpose and potential risks.
- We are aware of the potential risk for discrimination and bias in the outputs from AI tools and have in place interventions and protocols to deal with any issues that may arise. When procuring and implementing AI systems, we will follow due care and diligence to prioritise fairness and safety.
- The school will support parents and carers in their understanding of the use of AI in the school.
- We will prioritise human oversight. AI should assist, not replace, human decision-making. Staff must ensure that final judgments, particularly those affecting people, are made by humans and critically evaluate AI-generated outputs. They must ensure that all AI-generated content is fact-checked and reviewed for accuracy before sharing or publishing. This is especially important for external communication to avoid spreading misinformation.
- Recourse for improper use and disciplinary procedures. Improper use of AI tools, including breaches of data protection standards, misuse of sensitive information, or failure to adhere to this agreement, will be subject to disciplinary action as defined in Staff Disciplinary Policy.

8.3 Responsibilities

Headteacher and Senior Leaders:

Responsible for the strategic planning of how AI will be used in the school, establishing AI policies and procedures and ensuring that all staff receive relevant training and have a clear understanding of these.

Data Protection Officer:

The DPO is responsible for providing advice and guidance about data protection obligations in relation to the use of AI, including related Data Protection Impact Assessments (DPIAs).

Technical Support (Turn It On):

Technical staff and IT Leads will be responsible for technical support and guidance, with particular regard to cyber-security and the effectiveness of filtering and monitoring systems.

Technical Support (Turn It On):

Technical staff and IT Leads will be responsible for technical support and guidance, with particular regard to cyber-security and the effectiveness of filtering and monitoring systems.

Staff:

It is the responsibility of all staff to have read and understood this policy and associated Acceptable Use Agreements. All staff must report any incidents or suspected incidents concerning the use of AI in line with school policy. All staff will challenge any inappropriate behaviour and have a duty to ensure that:

- the school environment is safe;
- sensitive and confidential data/information is secure and that no pupils are put at risk;
- their actions do not put the reputation of the school at risk;
- learners understand their responsibilities.

Parents/carers:

We work hard to engage parents and carers by:

- hosting regular in-school sessions;
- sharing newsletters;
- sharing information online through our website and social media channels;
- providing curriculum information.

Our parents and carers are made aware of how AI is used in school and receive guidance on both good practice in its use and the risks of misuse that may affect their childrens' learning or safety. They are encouraged to report any concerns to the school and are made aware that all incidents will be handled with care and sensitivity.

8.4 Responding to an incident or disclosure

Our response is always based on sound safeguarding principles and follows school safeguarding and disciplinary processes. It is calm, considered and appropriate and puts the learner at the centre of all decisions made.

- All AI incidents (including data breaches and/or inappropriate outputs) must be reported promptly to the relevant internal teams (DPO and SLT). Effective reporting helps mitigate risks and facilitates a prompt response.
- If required, incidents will additionally be reported to external agencies.
- All AI-related incidents will be recorded through the school's normal recording systems.

9. Pupils using mobile devices in school

Pupils that walk to and from school on their own, with parental permission, are allowed to bring mobile devices into the school. These must be handed in to the school office at the start of the day and collected at the end of the day.

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.

10. 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)
- Making sure the device locks if left inactive for a period of time
- 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
- Not sharing the device among family or friends
- Keeping operating systems up to date by always installing the latest updates

Staff members must not use the device in any way which 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 Turn IT On school technician or the Sync remote management helpdesk.

11. 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 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 and the 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 which involve illegal activity or content, or otherwise serious incidents, should be reported to the police.

12. 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:

- o Abusive, harassing, and misogynistic messages
- o Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
- o 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 DSL 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.

13. Monitoring arrangements

The DSL logs behaviour and safeguarding issues related to online safety. An incident report log can be found in appendix 5.

This policy will be reviewed every year by the DSL. 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.

Contribution of Learners

The federation acknowledges, learns from, and uses the skills and knowledge of learners in the use of digital technologies. We recognise the potential for this to shape the online safety strategy for the school community and how this contributes positively to the personal development of young people. Their contribution is recognised through:

- *appointment of digital leaders/anti-bullying ambassadors*
- *learners contribute to the online safety education programme e.g. peer education, digital leaders leading lessons for younger learners, online safety campaigns*
- *learners contributing to online safety events with the wider school community e.g. parents' evenings, family learning programmes etc.*

14. 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

Child Protection

The welfare of our children is paramount. To ensure the safety of our children, we adopt the following procedures:

- All regular volunteers must have been cleared by the Disclosure Barring Service (DBS). A certificate is issued to the individual to produce in school.
- In the unlikely event that a volunteer begins work before a DBS certificate is issued the school will obtain a check on the volunteer using the DBS children's barred list.
- All volunteers read the Volunteer Policy and sign a Volunteer Agreement.
- The Headteacher of the school will carry out a risk assessment to determine whether volunteers that do not attend regularly require a DBS check.
- All volunteers work under the supervision of the class teacher of the class to which they are assigned.
- Teachers retain responsibility for all children at all times, including the children's behaviour and the activity they are undertaking.
- Volunteers are never left alone with children and do not accompany children to the toilet.
- Volunteers do not accompany pupils on public transport unsupervised by a member of the school team.

Confidentiality

Volunteers in the federation are bound by a code of confidentiality. Any concerns that volunteers have about the children they work with and/or come into contact with should be voiced with the Class teacher and not with the parents of the child/persons outside school. Comments regarding children's behaviour or learning can be highly sensitive, and if taken out of context, can cause distress to the parents of a child if they hear about such issues through a third party rather than directly from the school. Volunteers who are concerned about anything another adult in the school does or says should raise the matter with the Executive Headteacher or Headteacher.

Health and Safety

The school has a Health & Safety Policy and this is made available on request to volunteers working in the school. Class teachers ensure that volunteers are clear about emergency procedures (e.g. fire alarm evacuation) and about any safety aspects associated with a particular task (e.g. using DT equipment / accompanying children on visits). Volunteers need to exercise due care and attention and report any obvious hazards or concerns to the class teacher or a member of the leadership team.

Complaints Procedure

Any complaints made about a volunteer will be referred to the Executive Headteacher / Headteacher for investigation. Any complaints made by a volunteer will be referred to the Executive Headteacher / Headteacher. The Headteacher reserves the right to take the following action:

- To speak with a volunteer about a breach of the Volunteer Agreement
- Offer an alternative placement for a volunteer.
- Inform the volunteer that the placement has been terminated.

The full Complaints Procedure is set out in the School Handbook and the School Website (available from the School Office)

Policy Agreed	September 2025
Review date	July 2026

Appendix 1:

Acceptable use agreement

Example of our EYFS and KS1 parent/pupil agreement

Acceptable use of the school's ICT systems and internet: agreement for pupils and parents/carers	
When I use the school's ICT equipment and devices (iPads and Chromebooks) and when I get onto the internet in school I will:	
• Ask a teacher or adult if I can do so before using them • Only use websites that a teacher or adult has told me or allowed me to use • Tell my teacher immediately if: • I select a website by mistake • I receive messages from people I don't know • I find anything that may upset or harm me or my friends • Use school devices for school work only • Be kind to others and not upset or be rude to them • Look after the school ICT equipment and tell a teacher straight away if something is broken or not working properly • Only use the username and password I have been given for devices and applications • Try my hardest to remember my username and password • Never share my password with anyone, including my friends • Never give my personal information (my name, address or telephone numbers) to anyone without the permission of my teacher or parent/carer • Save my work on my device or by sharing to my teachers device • Check with my teacher before I print anything • Log off or shut down a computer when I have finished using it	
I agree that the school will monitor the websites I visit and that there will be consequences if I don't follow the rules.	
Signed (pupil):	Date:
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

Example of our KS2 acceptable use agreement (pupils and parents/carers)

Acceptable use of the school's ICT systems and internet: agreement for pupils and parents/carers

I will read and follow the rules in the acceptable use agreement policy.

When I use the school's ICT systems (including Chromebooks and iPads) and get onto the internet in school I will:

- Always use the school's ICT systems and the internet responsibly and for educational purposes only
- Only use them when a teacher is present, or with a teacher's permission
- Keep my usernames and passwords safe and not share these with others
- Keep my private information safe at all times and not give my name, address or telephone number to anyone without the permission of my teacher or parent/carer
- Tell a teacher (or sensible adult) immediately if I find any material which might upset, distress or harm me or others
- Always log off before I shutdown a Chromebook when I've finished working on it

I will not:

- Access any inappropriate websites including: social networking and streaming sites, chat rooms and gaming sites
- Use any inappropriate language when communicating online, including in Google Classroom posts and class discussions boards (such as Padlet)
- Create, link to or post any material that is offensive, obscene or otherwise inappropriate
- Use the log in details of anyone other than myself

If I bring a personal mobile phone or other personal electronic device into school:

- I will hand the device into the school office upon arrival to school and collect the device upon departure.
- On the way to and from school I will use it responsibly, and will not access any inappropriate websites or other inappropriate material or use inappropriate language when communicating online with others.

I agree that the school will monitor the websites I visit and that there will be consequences if I don't follow the rules.

Signed (pupil):

Date:

Parent/carer's 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 for using personal electronic devices in school, and will make sure my child understands these.

Signed (parent/carer):

Date:

Appendix 3:

Acceptable use agreement

Example of an acceptable use agreement (staff, governors, volunteers and visitors). [Our staff iPad agreement](#)

Acceptable use of the school's ICT systems and internet: agreement for staff, governors, volunteers and visitors

When using the school's ICT systems and accessing the internet in school, or outside school on a work device (such as a teacher iPad), 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 using personal accounts
- 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 regarding pupil permissions
- 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 both outside and inside of 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 (Turn IT On) 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 :

Date:

Appendix4: online safety training needs–self-audit for staff

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 5: online safety incident report log

Online Safety Incident Log

Staff will use CPOMs to record the incident and will consider the following questions. Safeguarding reports form CPOMs will be compiled by DSL and shared with ICT management team at regular intervals.

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