Online Safety Policy

for Hertsmere Jewish Primary School

Reviewed by: Mr Bright

Reviewed on: September 2026

Date of Next Review: September 2027

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, 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 including interactions with generative AI tools, chatbots and virtual assistants that may provide harmful, misleading or inappropriate responses.
- **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 statutory safeguarding guidance, *Keeping Children Safe in Education 2026* and should be read alongside the school's Child Protection and Safeguarding Policy. [gov.uk]
- Teaching online safety in schools
- Preventing and tackling bullying and cyber-bullying: advice for headteachers and school staff
- Relationships and sex education (RSE) and health 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 also reflects relevant legislation and current Department for Education guidance relating to searching, screening and confiscation.

This policy reflects guidance contained within:

- Keeping Children Safe in Education 2026
- DfE Filtering and Monitoring Standards
- Generative AI: Product Safety Expectations for Education
- UKCIS Sharing Nudes and Semi-Nudes Guidance
- Working Together to Safeguard Children
- Data (Use and Access) Act 2025
- Online Safety Act 2023

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.

In accordance with KCSIE 2026, the effectiveness of filtering and monitoring systems will be formally reviewed at least once every academic year. The review will be led by the nominated senior leader responsible for filtering and monitoring, supported by the DSL and IT support provider. Findings, actions and outcomes will be documented and reported to governors.

Governors will receive assurances that filtering and monitoring reviews have been completed and that actions identified through those reviews have been implemented.

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

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 3)
- Make sure that online safety is a running and interrelated theme when devising and implementing the whole-school or college 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
- The school's approach to online safety will be informed by the individual needs and risk profile of pupils, including pupils with SEND and other pupils who may be particularly vulnerable to online harm. Where appropriate, individual safeguarding or risk assessments will inform the support, supervision, filtering and monitoring arrangements provided.

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) are set out in our child protection and safeguarding policy, as well as relevant job descriptions.

In accordance with KCSIE 2026, the effectiveness of filtering and monitoring systems will be formally reviewed at least once every academic year. The review will be led by the nominated senior leader responsible for filtering and monitoring, supported by the DSL and IT support provider. Findings, actions and outcomes will be documented and reported to governors.

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

- Supporting the headteacher 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 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 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
- Responding to safeguarding concerns identified by filtering and monitoring
- Making sure that any online safety incidents are logged on CPOMs 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 school behaviour policy
- Updating and delivering staff training on online safety
- 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 and reviewing online safety risk assessments which consider emerging technologies, generative AI, local safeguarding concerns, cyber security threats, changes in pupil behaviour and findings arising from filtering and monitoring reviews.
- 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 Senior Leader Responsible for Filtering and Monitoring

The DSL has lead responsibility for online safety as part of the school's wider safeguarding arrangements. The DSL works closely with the Senior Leader Responsible for Filtering and Monitoring and the school's IT provider to ensure that filtering and monitoring systems are effective and that safeguarding concerns identified through filtering and monitoring are acted upon appropriately.

The Senior Leader Responsible for Filtering and Monitoring is Adam Bright. This responsibility will be reviewed whenever staffing changes occur

- 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
- The Senior Leader Responsible for Filtering and Monitoring, working with the school's IT provider, will ensure that appropriate technical checks of filtering and monitoring systems are undertaken at an appropriate frequency based on the school's risk assessment. Safeguarding alerts and concerns identified through monitoring will be referred to the DSL and managed under the school's safeguarding procedures. 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 on CPOMs 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

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 making sure that pupils follow the school's terms on acceptable use (appendices 1 and 2)
- Knowing that the DSL has lead responsibility for online safety and safeguarding oversight, and being aware of how to report any concerns about filtering and monitoring systems or processes failing by reporting them on CPOMS. Following the correct procedures by contacting Primary IT 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 on CPOMs 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'

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
- Make sure that 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:

- What are the issues? – UK Safer Internet Centre
- 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 3).

4. Educating pupils about online safety

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

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
- Be discerning in evaluating digital content

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

- That the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- 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, 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 are shared and used online
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- 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 benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- Why social media, computer games and online gaming have age restrictions and how to manage common difficulties encountered online
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- Where and how to report concerns and get support with issues online

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

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

5. Educating parents/carers about online safety

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

The school will let parents/carers know:

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

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

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

6. Cyber-bullying

6.1 Definition

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

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/leaflets 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 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, and/or
- Is evidence in relation to an offence

- Children will agree to the acceptable usage policy (please see appendix).
- Where inappropriate material is identified, the DSL will determine the appropriate safeguarding response. Parents will normally be informed unless doing so would place a child at increased risk of harm.
- 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
- 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, screening or confiscation of pupils' devices will be carried out in accordance with current Department for Education guidance, the school's Behaviour Policy and Child Protection and Safeguarding Policy. Where a search identifies material that may indicate a safeguarding concern, child-on-child abuse, sexual harassment, sexual violence, exploitation, coercion or other risk of harm, the matter must be referred immediately to the DSL or DDSL and managed under the school's safeguarding procedures.
- Where an online safety incident involves child-on-child abuse, sexual harassment, sexual violence, harmful sexual behaviour, coercion, exploitation or any other indication that a child may be suffering or may be at risk of harm, it will be treated as a safeguarding concern and managed in accordance with the Child Protection and Safeguarding Policy. The DSL/DDSL will determine the appropriate safeguarding response, including referral to other agencies where necessary
- Particular care must be taken where a device may contain nude or semi-nude images involving a child or young person. Staff must follow the school's safeguarding procedures and current UKCIS guidance and must not intentionally view, copy, print, share, store or save such imagery, or ask a pupil to send or download it. Staff must report the matter immediately to the DSL

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.

HJPS 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.

HJPS will treat any use of AI to bully pupils very seriously, in line with our behaviour policy.

The school recognises that generative AI technologies may be used to facilitate bullying, harassment, grooming, misinformation, impersonation and the creation of manipulated or sexually explicit images. Where AI-generated content involves a child or places a child at risk of harm, it will be treated as a safeguarding concern and managed in accordance with child protection procedures.

References to nude and semi-nude images include images that are digitally altered or wholly AI-generated, including deepfake and "nudified" images.

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 AI Usage Policy.

Any use of generative AI by pupils will be subject to appropriate safeguarding, supervision, filtering and monitoring arrangements, and any concerns arising from its use will be managed in accordance with the Child Protection and Safeguarding Policy

6.5 Nudes and Semi-Nudes

Any incident involving the sharing of nudes or semi-nudes by or involving pupils must be reported immediately to the DSL or DDSL and managed in accordance with the Child Protection and Safeguarding Policy and current UKCIS guidance. Staff must not intentionally view, copy, print, share, store or save the imagery, or ask a pupil to send or download it. Staff should not delete the imagery or ask the pupil to delete it. Where an image has been viewed accidentally, this must be reported immediately to the DSL. In exceptional circumstances, the DSL may need to view imagery in accordance with current UKCIS guidance and professional safeguarding judgement. Any such decision and subsequent action must be appropriately recorded.

6.6 Cyber Security

The school recognises that cyber security is an important safeguarding issue. Weak security controls, data breaches and unauthorised access to systems may place pupils at risk. Staff will follow the school's cyber security procedures and report suspected incidents immediately.

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 may not bring mobile devices into school. If they are needed after school and the child brings them in, they must be handed into the class teacher or the front desk, where they will be safely stored until collection.

The phone needs to be switched off when handed in.

The school's approach supports the DfE expectation that schools should operate as mobile phone free environments wherever possible.

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
- 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.

If staff have any concerns over the security of their device, they must seek advice from Primary IT.

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 behaviour 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 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.

Where an online safety concern indicates that a child may be suffering, or may be at risk of suffering, harm, the concern must be reported immediately to the DSL or DDSL and managed in accordance with the Child Protection and Safeguarding Policy. This includes concerns arising from online contact, conduct, content or commerce. Where appropriate, the DSL will consider early help/Family Help, referral to Children's Social Care, the Police or other relevant agencies

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. Training will include emerging online risks, use of generative AI technologies, deepfake imagery, online misogyny, harmful online challenges and current local safeguarding concerns.

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 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.

11.2 Pupils

All pupils will receive age-appropriate training on safe internet use, including:

- Methods that hackers use to trick people into disclosing personal information
- Password security
- Social engineering
- The risks of removable storage devices (e.g. USBs)
- Multi-factor authentication
- How to report a cyber incident or attack
- How to report a personal data breach

Pupils will also receive age-appropriate training on safeguarding issues such as cyberbullying and the risks of online radicalisation.

12. Monitoring arrangements

Records of filtering and monitoring reviews will also be maintained and reported to governors annually.
This policy will be reviewed every year by the senior leadership team. 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.

The DSL will have oversight of safeguarding concerns identified through filtering and monitoring and will ensure that these are managed in accordance with the Child Protection and Safeguarding Policy.

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
- Smart Devices/Mobile Phone Policy

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

ACCEPTABLE USE OF THE SCHOOL'S ICT SYSTEMS AND INTERNET: AGREEMENT FOR PUPILS AND PARENTS/CARERS	
Name of pupil:	
When I use the school's ICT systems (like computers) and get onto the internet in school I will: • Ask a teacher or adult before I use a computer or iPad. • Only go on websites my teacher or adult says are okay. • Tell my teacher straight away if: I click on the wrong website, I get a message from someone I don't know, I see something that makes me sad, worried or upset. • Use school computers for learning. • Be kind and never write or say unkind things. • Take care of the computers and tell a teacher if something is broken. • Only use my own login and password. • Try to remember my password and never share it. • Not give my name, address, or phone number to anyone online. • Save my work in the right place at school. • Ask my teacher before I print. • Log off or switch off when I finish. **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: KS2, acceptable use agreement (pupils and parents/carers)

ACCEPTABLE USE OF THE SCHOOL'S ICT SYSTEMS AND INTERNET: AGREEMENT FOR PUPILS AND PARENTS/CARERS	
Name of pupil:	
I will read and follow the rules in the acceptable use agreement policy. **When I use the school's ICT systems (like computers) 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 that might upset, distress or harm me or others • Always log off or shut down a computer when I've finished working on it **I will not:** • Access any inappropriate websites including: social networking sites, chat rooms and gaming sites unless my teacher has expressly allowed this as part of a learning activity • Open any attachments in emails, or follow any links in emails, without first checking with a teacher • Use any inappropriate language when communicating online, including in emails • Create, link to or post any material that is rude or otherwise inappropriate • Log in to the school's network using someone else's details • Arrange to meet anyone offline without first consulting my parent/carer, or without adult supervision **If I bring a personal mobile phone or other personal electronic device into school:** • I will hand it into the front desk to look after • I will not use the phone on school premises, including in the car park **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 (staff, governors, volunteers and visitors)

ACCEPTABLE USE OF THE SCHOOL'S ICT SYSTEMS AND INTERNET: AGREEMENT FOR STAFF, GOVERNORS, VOLUNTEERS AND VISITORS	
Name of staff member/governor/volunteer/visitor:	
When using the school's ICT systems and accessing the internet in school, or outside school on a work device (if applicable), I will not: • Access, or attempt to access inappropriate material, including but not limited to material of a violent, criminal or pornographic nature (or create, share, link to or send such material) • Use them in any way that could harm the school's reputation • Access social networking sites or chat rooms • Use any improper language when communicating online, including in emails or other messaging services • Install any unauthorised software, or connect unauthorised hardware or devices to the school's network • Share my password with others or log in to the school's network using someone else's details • Take photographs of pupils without checking with teachers first • Share confidential information about the school, its pupils or staff, or other members of the community • Access, modify or share data I'm not authorised to access, modify or share • Promote private businesses, unless that business is directly related to the school	
I will only use the school's ICT systems and access the internet in school, or outside school on a work device, for educational purposes or for the purpose of fulfilling the duties of my role. I agree that the school will monitor the websites I visit and my use of the school's ICT facilities and systems. I will take all reasonable steps to ensure that work devices are secure and password-protected when using them outside school, and keep all data securely stored in accordance with this policy and the school's data protection policy. I will let the designated safeguarding lead (DSL) and ICT manager know if a pupil informs me they have found any material that might upset, distress or harm them or others, and will also do so if I encounter any such material. I will always use the school's ICT systems and internet responsibly, and ensure that pupils in my care do so too.	
Signed (staff member/governor/volunteer/visitor):	**Date:**