

Online Safety Policy

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1. Introduction and Context

Keys Group is committed to providing a safe, supportive, and empowering environment for all students, including those with complex needs, emotional and behavioural difficulties, or challenging behaviours. Our online safety policy recognises the unique vulnerabilities of our students, many of whom have experienced exclusion or trauma, and prioritises safeguarding them from online risks while enabling positive and educational use of technology.

2. Policy Aims

- Ensure robust online safety processes that protect students, staff, volunteers, and governors.
- Identify and support students who may be at greater risk of harm online.
- Deliver an effective, flexible, and adaptive approach to online safety education tailored to individual student needs.
- Establish clear mechanisms for identifying, intervening in, and escalating online safety incidents.
- Provide training and resources that empower staff to support students' safe use of technology.

3. Key Online Risks Addressed

Our approach addresses risks under four categories:

- **Content:** Exposure to harmful or inappropriate material including extremist content, self-harm, or misinformation.
- **Contact:** Harmful interactions such as grooming, peer pressure, or exploitation.
- **Conduct:** Risky personal behaviour online including cyberbullying, sharing of explicit images, or misuse of social media.
- **Commerce:** Risks such as online scams, gambling, or inappropriate advertising.

4. Legislative and Regulatory Framework

This policy aligns with:-

- The OFSTED Inspection Toolkit for Non-Association Independent Schools.
- Department for Education statutory guidance including Keeping Children Safe in Education 2023.

- Education Act 1996, Education and Inspections Act 2006, Equality Act 2010.
- UK Council for Internet Safety (UKCIS) guidance.
- Relevant safeguarding and child protection legislation.

5. Roles and Responsibilities

5.1 Governing Body

- Monitor policy implementation and hold leadership to account.
- Ensure staff receive regular online safety training and updates.
- Oversee filtering and monitoring systems and review their effectiveness annually.
- Ensure online safety education is embedded and adapted for students with SEND or vulnerabilities.

5.2 Headteacher / School Leader

- Ensure consistent implementation of the policy.
- Lead on online safety culture within the school.
- The school will provide regular communications and training opportunities for parents and carers to support safe and responsible technology use at home.

5.3 Designated Safeguarding Lead (DSL)

- Lead responsibility for online safety incidents and training.
- Oversee filtering and monitoring systems with IT support.
- Log and respond to online safety incidents in line with safeguarding procedures.
- Liaise with external agencies as necessary.

5.4 IT Department

- Maintain secure filtering and monitoring systems tailored to the needs of special school students.
- Regularly update security measures and report attempts to access harmful content.
- Support DSL investigations with technical expertise.

5.5 All Staff and Volunteers

- Understand and implement the policy consistently.
- Report online safety concerns promptly.
- Support students in safe use of technology, respecting their individual needs.

5.6 Parents/Carers

- Support the school's online safety measures.

- Engage with communications and training about online safety.
- Reinforce safe online behaviours at home.

6. Online Safety Education for Students

- Online safety education is integrated into the curriculum, including PSHE, computing, and bespoke interventions.
- Tailored approaches ensure students with SEND or complex needs receive accessible and relevant learning.
- Topics include safe technology use, recognising risks, respectful online behaviour, and reporting concerns.
- Students are supported to understand and manage their online presence safely.
- Students will be supported to develop digital resilience and self-management skills through peer education, bespoke interventions, and curriculum integration.

7. Cyberbullying and Incident Management

- Cyberbullying is addressed through education, clear reporting routes, and swift, proportionate responses.
- The school's behaviour policy guides responses to online misconduct.
- Searches and confiscations of electronic devices are conducted in line with DfE guidance and safeguarding considerations.
- AI-related risks, including misuse for bullying or misinformation, are monitored and managed.

8. Acceptable Use of Technology

- Clear agreements for students, staff, parents/carers, and visitors outline expectations for responsible use.
- Use of mobile devices by students is managed to prevent disruption and risk.
- Staff use of work devices outside school follows strict security protocols.

9. Monitoring, Reporting, and Review

- All concerns and incidents are logged on CPOMS or equivalent safeguarding systems.
- Regular monitoring of filtering and incident logs informs ongoing risk assessments.
- The policy is reviewed annually with input from governors, staff, students, and parents.
- The school will monitor and manage risks associated with emerging technologies, including AI tools and new digital platforms, updating policies and training accordingly.

10. Training and Support

- Induction and ongoing training for all staff on online safety risks and safeguarding.
- Specific training for DSLs and IT staff on filtering, monitoring, and incident management.
- Awareness sessions for parents/carers to support safe online behaviours at home.

Appendix 1: Student Acceptable Use Agreement (EYFS to KS4)

EYFS and Key Stage 1 (Ages 3-7)

Student Agreement

When I use the school's computers, tablets, or other technology, I will:

- Ask a grown-up if I want to use them.
- Only use websites and apps my teacher says are okay.
- Tell a teacher if I see anything that makes me feel upset or worried.
- Be kind and polite to others online.
- Keep my password safe and not share it.
- Use technology for school work and learning.
- Look after the equipment and tell a teacher if something is broken.

Parent/Carer Agreement

I will support my child to understand and follow these rules. I will encourage safe and responsible use of technology at home.

Key Stage 2 (Ages 7-11)

Student Agreement

When I use the school's computers, tablets, or other technology, I will:

- Always use them responsibly and for school work.
- Only use the internet when a teacher says it's okay.
- Keep my passwords secret.
- Tell a teacher if I see anything inappropriate or upsetting.
- Be respectful and kind to others online.
- Not share personal information like my full name, address, or phone number.
- Not try to access websites or content that is not allowed.
- Use technology safely and follow the school's rules.

Parent/Carer Agreement

I agree to support the school's rules for safe technology use and will help my child understand the importance of online safety.

Key Stage 3 and 4 (Ages 11-16)

Student Agreement

I understand that when using the school's IT systems and internet:

- I will use them responsibly, for learning and school activities only.
- I will keep my passwords confidential and not share them.
- I will respect others and not engage in bullying or inappropriate behaviour online.
- I will not access or share harmful, illegal, or inappropriate content.
- I will report any concerns or incidents of misuse to a member of staff immediately.
- I will not attempt to bypass school security or filtering systems.
- I understand that misuse may lead to disciplinary action.

Parent/Carer Agreement

I support the school's online safety rules and will encourage my child to use technology responsibly and safely.

Appendix 2: Staff, Governors, Volunteers Acceptable Use Agreement

When using the school's IT systems and internet, whether on site or remotely, I agree to:-

- Use technology only for professional purposes related to my role.
- Maintain confidentiality and protect sensitive information.
- Follow the school's policies on data protection, safeguarding, and online safety.
- Use strong passwords and keep them secure.
- Not access, create, or share inappropriate, offensive, or illegal material.
- Respect copyright and intellectual property rights.
- Report any online safety concerns or incidents promptly to the DSL or appropriate lead.
- Not use personal devices to take photographs or videos of students without permission.
- Ensure any electronic communication with students is professional and follows school protocols.
- Participate in required online safety and safeguarding training.
- Understand that breaches of this agreement may result in disciplinary action.

Signed:

Date:

Appendix 3: Online Safety Incident Reporting Flowchart

Step 1: Recognise Concern or Incident

- Observe or receive report of an online safety issue (e.g., cyberbullying, inappropriate content, grooming, data breach).

Step 2: Immediate Action

- Ensure student safety and well-being.
- If urgent, remove student from situation or device access.

Step 3: Report

- Report incident immediately to the Designated Safeguarding Lead (DSL) or deputy.
- Provide detailed information including time, date, involved parties, and nature of concern.

Step 4: Logging

- DSL logs the incident on CPOMS or school safeguarding system.
- Collect evidence securely without sharing beyond necessary staff.

Step 5: Investigation

- DSL, with IT and leadership support, investigates incident.
- Liaise with external agencies if required (e.g., police, social care).

Step 6: Response

- Implement appropriate interventions (disciplinary, pastoral support, education).
- Inform parents/carers as appropriate.

Step 7: Review

- Monitor outcomes and repeat risk assessments.
- Update policies or training if needed.

Step 8: Closure

- Incident closed when resolved.
- Document lessons learned and share with staff as appropriate.

Appendix 4: Filtering and Monitoring Checklist

Item	Details	Responsible Person	Review Date	Notes
Filtering Software/System	Secure filtering and monitoring systems appropriate for safeguarding students in special school settings will be maintained and reviewed regularly.	Sharon Cliff Jemma Cosby Julie Jones Emma Giles Jodie Aish	Dec 2025	Ensure updated and effective
Monitoring Software/System	Secure filtering and monitoring systems appropriate for safeguarding students in special school settings will be maintained and reviewed regularly.	Sharon Cliff Jemma Cosby Julie Jones Emma Giles Jodie Aish	Dec 2025	Regular checks for alerts
Roles Assigned for Management	Sharon Cliff Jemma Cosby Julie Jones Emma Giles Jodie Aish	Head Teacher Deputy Head Assistant Head DSL DDSL	Dec 2025	As per policy
Review Frequency	At least annually	Sharon Cliff Jemma Cosby Julie Jones Emma Giles Jodie Aish	Dec 2025	As per policy
Incident Reporting Procedures	Established	Sharon Cliff Jemma Cosby Julie Jones Emma Giles Jodie Aish	Dec 2025	Staff aware of process
Training for Staff on Filtering & Monitoring	Completed	Sharon Cliff Jemma Cosby Julie Jones Emma Giles Jodie Aish	Dec 2025	Include refreshers
Access Controls	Implemented	Sharon Cliff Jemma Cosby Julie Jones Emma Giles	Dec 2025	Password policies, permissions

Item	Details	Responsible Person	Review Date	Notes
		Jodie Aish		
Blocked Content Categories	Defined	Sharon Cliff Jemma Cosby Julie Jones Emma Giles Jodie Aish	Dec 2025	Align with safeguarding needs
Exceptions Process	Defined and documented	Sharon Cliff Jemma Cosby Julie Jones Emma Giles Jodie Aish	Dec 2025	As per policy

Appendix 5: Online Safety Training Log

Date	Training Topic	Staff Attendees	Trainer	Notes / Follow-up Actions
[Date]	Induction: Online Safety Overview	[Names]	[Trainer]	Completed
[Date]	Cyberbullying Awareness	[Names]	[Trainer]	Need refresher in 6 months
[Date]	Filtering and Monitoring Systems	[Names]	[IT Lead]	New software introduced
[Date]	Safeguarding and Online Safety Update	[Names]	[DSL]	Policy changes discussed
[Date]	Prevent Duty and Radicalisation	[Names]	[External Trainer]	Completed