



'Making a difference for every child'

SP28: Online Safety Policy

Owning Committee: FGB

Owning Governor: David McKinney

Owning School rep: Julie Robinson

Date of Approval: Sep 26

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AIM OF DOCUMENT: This document outlines how the school adheres to online safety and helps keep safe all members of the *school* (including staff, students, pupils, volunteers, parents/carers, visitors, community users) who have access to and are users of school ICT systems, both in and out of the *school*.

IN EVENT OF CONCERN/QUESTIONS: Contact the owning governor, contact details available through the school administrator.

HOW DOES THIS DOCUMENT HELP THE CHILDREN? Helps keep pupils safe online

Revision History

Version	Update details	Date of approval
1	Use of mobile phones for photos clarity and KCSIE	November 2023
2	Checked for any updates – no changes	September 2024
3	KCSIE 2025 recommendations - definition of content, reviewing online safety, UKIS online safety update, and generative AI.	September 2025
4	Updated for KCSIE 2026 and current DfE filtering and monitoring expectations; strengthened generative AI, data protection, mobile phone, staff device and online-safety curriculum arrangements.	September 2026

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1. Aims

Our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Identify and support groups of pupils that are potentially at greater risk of harm online than others
- Deliver an effective approach to online safety, which empowers us to protect and educate the whole school community in its use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Establish clear mechanisms to identify, intervene and escalate an incident, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

Content – being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories

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 2026](#), 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 has overall responsibility for monitoring this policy and holding the headteacher to account for its implementation. It 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, 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 (A free online safety self-review tool for schools can be found via the 360 safe website or LGfL online safety audit);

The annual filtering and monitoring review will involve the senior leadership team, DSL, IT support provider (Drift IT) and the responsible governor. The review and resulting actions will be recorded. It will consider the needs and risk profiles of pupils, including pupils with SEND, and will be revisited when significant new technology or services, including generative AI, are introduced.

- 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: David McKinney

All governors will:

- Ensure they have read and understand this policy
- Agree and adhere to the terms on acceptable use of the school's ICT systems and the internet (appendix 3)
- Ensure that online safety is a running and interrelated theme while devising and implementing their whole-school or college approach to safeguarding and related policies and/or procedures
- Ensure that, where necessary, teaching about safeguarding, including online safety, is adapted for vulnerable children, victims of abuse and some pupils with special educational needs and/or disabilities (SEND). This is because of the importance of recognising that a 'one size fits all' approach may not be appropriate for all children in all situations, and a more personalised or contextualised approach may often be more suitable
- UKCIS has published Online safety in schools and colleges: Questions from the governing board. The questions can be used to gain a basic understanding of the current approach to keeping children safe online

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 designated safeguarding lead (DSL) and deputy are set out in our child protection and safeguarding policy, as well as relevant job descriptions.

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

- 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 governing board
- Undertaking annual risk assessments that consider and reflect the risks children face
- Providing regular safeguarding and child protection updates, including online safety, to all staff, at least annually, in order to continue to provide them with relevant skills and knowledge to safeguard effectively

This list is not intended to be exhaustive.

3.4 The ICT manager (Drift IT)

The ICT manager is responsible for:

- Putting in place an appropriate level of security protection procedures, such as filtering and monitoring systems on school devices and school networks, which are reviewed and updated at least annually to assess effectiveness and ensure pupils are kept safe from potentially harmful and inappropriate content and contact online while at school, including terrorist and extremist material
- Filtering and monitoring arrangements will be checked across school-managed devices, networks and relevant locations to ensure they are working as intended. Checks, identified issues and actions taken will be recorded and escalated promptly to the DSL/Headteacher where necessary.
- 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 monthly basis

- Blocking access to potentially dangerous sites and, where possible, preventing the downloading of potentially dangerous files
- 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 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 ensuring that pupils follow the school's terms on acceptable use (appendices 1 and 2)
- Knowing that the DSL is responsible for the filtering and monitoring systems and processes, and being aware of how to report any incidents of those systems or processes failing by letting the DSL know immediately.
- Following the correct procedures by contacting the Headteacher/Drift IT if they need to bypass the filtering and monitoring systems for educational purposes
- Working with the DSL to ensure that any online safety incidents are logged (see appendix 5) and dealt with appropriately in line with this policy
- Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the school behaviour policy
- Responding appropriately to all reports and concerns about sexual violence and/or harassment, both online and offline, and maintaining an attitude of 'it could happen here'

This list is not intended to be exhaustive.

3.6 Parents/carers

Parents/carers are expected to:

- Notify a member of staff or the headteacher of any concerns or queries regarding this policy
- Ensure their child has read, understood and agreed to the terms on acceptable use of the school's ICT systems and internet (appendices 1 and 2)

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

UK Safer Internet Centre – Parents and Carers

NSPCC – Keeping Children Safe Online

Internet Matters

CEOP Safety Centre – for reporting concerns about online sexual abuse or grooming

3.7 Visitors and members of the community

Visitors and members of the community who use the school's ICT systems or internet will be made aware of this policy, when relevant, and expected to read and follow it. If appropriate, they will be expected to agree to the terms on acceptable use (appendix 3).

4. Educating pupils about online safety

In primary schools, Relationships Education and Health Education are statutory. Pupils will be taught about online safety as part of the curriculum:

Taken from the [guidance on relationships education, relationships and sex education \(RSE\) and health education](#).

Pupils will be taught about online safety through the curriculum. This includes requirements within the **National Curriculum for Computing** and the Department for Education's revised **Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, for introduction from 1 September 2026**.

In primary schools, **Relationships Education and Health Education are statutory**. Online safety and appropriate online behaviour form an important part of this teaching.

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.

In Key Stage 2, pupils 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.

Through Relationships Education, by the end of primary school pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not;
- that the same principles apply to online and face-to-face relationships, including respect for others;
- 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 online friendships and sources of information, including the risks associated with people they have never met;
- how information and data is shared and used online;
- what boundaries are appropriate in friendships and other relationships, including in a digital context;
- how to respond safely and appropriately to adults they encounter, including online, whom they do not know.

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.

Teaching will also include, at an age-appropriate level, misinformation and disinformation, AI-generated and manipulated content, privacy and personal data, online manipulation, healthy and balanced technology use, and how and when to seek help from a trusted adult.

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 newsletter and 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 anti-bullying 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/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

Pupils do not have access to personal electronic devices during the school day. Where the school has agreed that a pupil, for example a Year 5 or Year 6 pupil who walks to or from school independently, may bring a mobile phone for safety, the phone must be handed into the school office on arrival and collected at the end of the day. The school expects such phones to be basic 'brick-style' phones wherever practicable.

Pupils must not access the phone during the school day unless specifically authorised by a member of staff.

6.4 Artificial intelligence (AI)

The Department for Education has published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education.

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT, Gemini and other generative AI tools.

Sheet Primary School recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

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

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

Only school-approved generative AI tools may be used for school purposes. Staff and pupils must follow any age restrictions, school supervision requirements and the Sheet Primary School AI Policy, which sets out the school's full expectations for safe, ethical and appropriate use of artificial intelligence.

Personal data, identifiable pupil information, safeguarding information, confidential school information or material that the school would not otherwise share publicly must not be entered into unapproved generative AI systems.

Pupils will be taught that AI-generated information, images, audio and video may be inaccurate, biased, manipulated or fabricated. They will be taught to check information critically, recognise deepfakes and other synthetic content where appropriate, and seek help from a trusted adult.

Any use of generative AI with pupils will be age appropriate, purposeful and subject to appropriate staff oversight, filtering, monitoring and safeguarding arrangements.

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

See section 6.3 and the Sheet Primary School Mobile Phone and Smart Technology Policy for the school's full expectations for pupils and personal smart devices.

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 and following the school's current password, authentication and account-security requirements, as advised by the school and Drift IT
- 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 inactive for a period of time
- Not sharing the device among family or friends
- Installing anti-virus and anti-spyware software
- Keeping operating systems up to date by always installing the latest updates
- Staff members must not use the device in any way that would violate the school's terms of acceptable use, as set out in appendix 3.
- Work devices must be used solely for work activities.

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

10..How the school will respond to issues of misuse

Where a pupil misuses the school's ICT systems or internet, we will follow the procedures set out in our policies on behaviour and ICT and internet acceptable use policies. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident, and will be proportionate.

Where a staff member misuses the school's ICT systems or the internet, or misuses a personal device where the action constitutes misconduct, the matter will be dealt with in accordance with the staff disciplinary procedures / staff code of conduct. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident. The school will consider whether incidents that involve illegal activity or content, or otherwise serious incidents, should be reported to the police.

11..Training

All new staff members will receive training, as part of their induction, on safe internet use and online safeguarding issues, including cyber-bullying and the risks of online radicalisation.

All staff members will receive refresher training at least once each academic year as part of safeguarding training, as well as relevant updates as required (for example through emails, e-bulletins and staff meetings).

By way of this training, all staff will be made aware that:

- Technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse
- Children can abuse their peers online through:
 - Abusive, 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 do not 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 DDSL will undertake child protection and safeguarding training, which will include online safety, at least every 2 years. They will also update their knowledge and skills on the subject of online safety at regular intervals, and at least annually.

Governors will receive training on safe internet use and online safeguarding issues as part of their safeguarding training.

Volunteers will receive appropriate training and updates, if applicable.

More information about safeguarding training is set out in our child protection and safeguarding policy.

12..Monitoring arrangements

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

This policy will be reviewed every year by the Headteacher/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.

13..Links with other policies

This online safety policy is linked to our:

Child Protection policy

Safeguarding policy

Behaviour policy

Staff disciplinary procedures

Data protection policy and privacy notices

Complaints procedure

Sheet Primary School AI Policy

Sheet Primary School Mobile Phone and Smart Technology Policy

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



Acceptable Use Agreement

(For EYFS)



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



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



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



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

My Name:

Class:

Parent/Carer Signed:

Today's Date:

Appendix 2: KS2 Acceptable Use Agreement

Acceptable Use Agreement

- I will only use school computing equipment when a trusted adult has given me permission.
 - I will not deliberately look for, save or send anything that could make others upset.
 - I will tell an adult immediately if I see something that worries me or I know is inappropriate.
 - I will keep my username and password secure and will not share them with others.
 - I understand what personal information is and will never share my own or other people's personal information, such as phone numbers, home addresses or full names.
 - I will always use my own username and password to access the school network and school subscription services.
 - I understand that, to help keep me and others safe, the school may check my files and the online sites I visit, and may contact my parents/carers if an adult at school is concerned about me.
 - I will respect computing equipment and will tell an adult immediately if I notice that something is damaged or not working correctly.
 - I will use communication tools, such as email and blogs, carefully and responsibly. I will tell an adult immediately if someone who has not been approved by the teacher contacts or messages me.
- Before I share, post or reply to anything online, I will THINK:
- T – Is it true?**
 - H – Is it helpful?**
 - I – Is it inspiring?**
 - N – Is it necessary?**
 - K – Is it kind?**
- I understand that if I behave negatively towards other members of the school while using technology, my parents/carers may be informed and appropriate action will be taken.

I understand this agreement and know the consequences if I do not follow it.

My Name:

Class:

Parent/Carer Signed:

Today's 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 which 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 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.

As a member of teaching staff, it is agreed that I will delete any photographs taken on my mobile phone once they have been uploaded to the school photographs file.

Signed (staff member/governor/volunteer/visitor):

Date:

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

ONLINE SAFETY TRAINING NEEDS AUDIT	
Name of staff member/volunteer:	Date:
Question	Yes/No (add comments if necessary)
Do you know the name of the person who has lead responsibility for online safety in school?	
Are you aware of the ways pupils can abuse their peers online?	
Do you know what you must do if a pupil approaches you with a concern or issue?	
Are you familiar with the school's acceptable use agreement for staff, volunteers, governors and visitors?	
Are you familiar with the school's acceptable use agreement for pupils and parents/carers?	
Are you familiar with the filtering and monitoring systems on the school's devices and networks?	
Do you understand your role and responsibilities in relation to filtering and monitoring?	
Do you regularly change your password for accessing the school's ICT systems?	
Are you familiar with the school's approach to tackling cyber-bullying?	
Are there any areas of online safety in which you would like training/further training?	

Appendix 5: online safety incident report log

ONLINE SAFETY INCIDENT LOG				
Date	Where the incident took place	Description of the incident	Action taken	Name and signature of staff member recording the incident