

Dane Court Grammar School



Online Safety Policy

August 2026

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Statement of intent

Dane Court understands that using online services is an important aspect of raising educational standards, promoting pupil achievement, and enhancing teaching and learning. The use of online services is embedded throughout the school; therefore, there are a number of controls in place to ensure the safety of pupils and staff.

The breadth of issues classified within online safety is considerable, but they can be categorised into four areas of risk:

- **Content:** Being exposed to illegal, inappropriate or harmful content, e.g. pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news), and conspiracy theories.
- **Contact:** Being subjected to harmful online interaction with other users or generative AI applications that simulate this, e.g. peer pressure, commercial advertising, and adults posing as children or young adults with the intention to groom or exploit children for sexual, criminal, financial or other purposes.
- **Conduct:** Online behaviour that increases the likelihood of, or causes, harm, e.g. making, sending and receiving explicit images, including those generated using AI and online bullying.
- **Commerce:** Risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

The measures implemented to protect pupils and staff revolve around these areas of risk. Our school has created this policy with the aim of ensuring appropriate and safe use of the internet and other digital technology devices by all pupils and staff.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Online Safety Act 2023
- Voyeurism (Offences) Act 2019
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Data (Use and Access) Act 2025
- Children's wellbeing and schools Act 2026
- DfE 'Filtering and monitoring standards for schools and colleges'
- DfE 'Harmful online challenges and online hoaxes'
- DfE 'Keeping children safe in education'
- DfE 'Teaching online safety in schools'
- DfE 'Searching, screening and confiscation'
- DfE 'Generative artificial intelligence (AI) in education'
- Department for Digital, Culture, Media and Sport and UK Council for Internet Safety 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- UK Council for Child Internet Safety 'Education for a Connected World – 2020 edition'
- National Cyber Security Centre 'Small Business Guide: Cyber Security'

This policy operates in conjunction with the following school policies:

- Social Media Policy
- Staff Code of Conduct
- Acceptable Use Agreement
- Cyber-security Policy

- Cyber Response and Recovery Plan
- Child Protection and Safeguarding Policy
- Child-on-child Abuse Policy
- Anti-Bullying Policy
- Mobile Devices Policy
- Behaviour Policy
- Disciplinary Policy and Procedure
- Data Protection Policy
- Confidentiality Policy
- Photography and Images Policy
- Device User Agreement
- Staff ICT and Electronic Devices Policy
- Prevent Duty Policy
- Remote Education Policy
- Safe Use of AI Policy
- Making or Sharing of Nude or Semi-nude Images Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that this policy is effective and complies with relevant laws and statutory guidance.
- Ensuring the DSL's remit covers online safety.
- Reviewing this policy on an annual basis.
- Ensuring their own knowledge of online safety issues is up to date.

- Ensuring all staff undergo safeguarding and child protection training, including online safety, at induction and at regular intervals.
- Ensuring that there are appropriate filtering and monitoring systems in place.
- Ensuring that the effectiveness of filtering and monitoring systems is reviewed at least annually in liaison with ICT staff and service providers.
- Ensuring that the SLT and other relevant staff have an awareness and understanding of the filtering and monitoring provisions in place, and manage them effectively and know how to escalate concerns when identified.
- Ensuring that all relevant school policies have an effective approach to planning for, and responding to, online challenges and hoaxes embedded within them.
- Ensuring compliance with the DfE's 'Meeting digital and technology standards in schools and colleges', with particular regard to the filtering and monitoring standards in relation to safeguarding.

The headteacher will be responsible for:

- Ensuring that online safety is a running and interrelated theme throughout the school's policies and procedures, including in those related to the curriculum, teacher training and safeguarding.
- Supporting the DSL and the deputy DSL by ensuring they have enough time and resources to carry out their responsibilities in relation to online safety.
- Ensuring staff receive regular, up-to-date and appropriate online safety training and information as part of their induction and safeguarding training.
- Ensuring online safety practices are audited and evaluated.
- Organising engagement with parents to keep them up to date with current online safety issues and how the school is keeping pupils safe.
- Working with the DSL and ICT technicians to conduct termly light-touch reviews of this policy.
- Working with the DSL and governing board to update this policy on an annual basis.
- Identifying and assigning roles and responsibilities to manage the school's filtering and monitoring systems.

- Appointing an SLT digital lead in line with the Cyber-security Policy.

The DSL will be responsible for:

- Taking the lead responsibility for online safety in the school.
- Undertaking training so they understand the risks associated with online safety and can recognise additional risks that pupils with SEND face online.
- Liaising with relevant members of staff on online safety matters, e.g. the SENCO and ICT technicians.
- Ensuring online safety is recognised as part of the school's safeguarding responsibilities and that a coordinated approach is implemented.
- Ensuring safeguarding is considered in the school's approach to remote learning.
- Establishing a procedure for reporting online safety incidents and inappropriate internet use, both by pupils and staff, and ensuring all members of the school community understand this procedure.
- Understanding the filtering and monitoring processes in place at the school and ensuring they continue to meet the school's safeguarding needs.
- Ensuring that all safeguarding training given to staff includes an understanding of the expectations, roles and responsibilities in relation to filtering and monitoring systems at the school.
- Maintaining records of reported online safety concerns as well as the actions taken in response to concerns.
- Monitoring online safety incidents to identify trends and any gaps in the school's provision and using this data to update the school's procedures.
- Reporting to the governing board about online safety on a termly basis.
- Working with the headteacher and ICT technicians to conduct termly light-touch reviews of this policy.
- Working with the headteacher and governing board to update this policy on an annual basis.

SOTA/ICT technicians will be responsible for:

- Providing technical support in the development and implementation of the school's online safety policies and procedures.
- Implementing appropriate security measures as directed by the headteacher.
- Ensuring that the school's filtering and monitoring systems are updated as appropriate.
- Working with the DSL and headteacher to conduct termly light-touch reviews of this policy.

All staff members will be responsible for:

- Taking responsibility for the security of ICT systems and electronic data they use or have access to.
- Modelling good online behaviours.
- Maintaining a professional level of conduct in their personal use of technology.
- Having an awareness of current and emerging online safety issues.
- Ensuring they are familiar with, and understand, the indicators that pupils may be unsafe online.
- Reporting concerns in line with the school's reporting procedure.
- Where relevant to their role, ensuring online safety is embedded in their teaching of the curriculum.

Pupils will be responsible for:

- Adhering to the Acceptable Use Agreement and other relevant policies.
- Seeking help from school staff if they are concerned about something they or a peer have experienced online.
- Reporting online safety incidents and concerns in line with the procedures within this policy.

3. Managing online safety

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues affecting young people. Staff will understand that pupils are at risk of abuse

and other safeguarding concerns online as well as face to face, and in many cases, abuse will take place concurrently online and offline.

The DSL has overall responsibility for the school's approach to online safety, with support from deputies and the headteacher where appropriate, and will ensure that there are strong processes in place to handle any concerns about pupils' safety online. The DSL should liaise with the police or children's social care services for support responding to harmful online sexual behaviour.

The importance of online safety is integrated across all school operations in the following ways:

- Staff and governors receive regular training
- Parents receive newsletter/bulletin communication from the safeguarding digital safety lead and in person training is provided around AI/online safety to key stakeholders
- Online safety is integrated into learning throughout the curriculum
- Assemblies are conducted on the topic of remaining safe online

Handling online safety concerns

Any disclosures made by pupils to staff members about online abuse, harassment or exploitation, whether they are the victim or disclosing on behalf of another child, will be handled in line with the Child Protection and Safeguarding Policy.

Staff will be aware that harmful online sexual behaviour can progress on a continuum, and appropriate and early intervention can prevent abusive behaviour in the future. Staff will also acknowledge that pupils displaying this type of behaviour are often victims of abuse themselves and should be suitably supported.

The victim of online harmful sexual behaviour may ask for no one to be told about the abuse. The DSL will consider whether sharing details of the abuse would put the victim in a more harmful position, or whether it is necessary in order to protect them from further harm. Ultimately the DSL will balance the victim's wishes against their duty to protect the victim and other young people. The DSL and other appropriate staff members will meet with the victim's parents to discuss the safeguarding measures that are being put in place to support their child and how the report will progress.

Confidentiality will not be promised, and information may be still shared lawfully, for example, if the DSL decides that there is a legal basis under UK GDPR such as the public task basis whereby it is in the public interest to share the information. If the decision is made to report abuse to

children's social care or the police against the victim's wishes, this must be handled extremely carefully – the reasons for sharing the information should be explained to the victim and appropriate specialised support should be offered.

Concerns regarding a staff member's online behaviour are reported to the headteacher, who decides on the best course of action in line with the relevant policies. If the concern is about the headteacher, it is reported to the chair of governors.

Concerns regarding a pupil's online behaviour are reported to the DSL, who investigates concerns with relevant staff members, e.g. the headteacher and ICT technicians, and manages concerns in accordance with relevant policies depending on their nature, e.g. the Behaviour Policy and Child Protection and Safeguarding Policy.

Where there is a concern that illegal activity has taken place, the headteacher contacts the police.

The school will avoid unnecessarily criminalising pupils, e.g. calling the police, where criminal behaviour is thought to be inadvertent and as a result of ignorance or normal developmental curiosity, e.g. where a pupil has shared nudes or semi-nudes of themselves. The DSL will decide in which cases this response is appropriate and will manage such cases in line with the Child Protection and Safeguarding Policy.

All online safety incidents and the school's response will be recorded by the DSL.

4. Cyberbullying

Cyberbullying can include, but is not limited to, the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips sent via mobile phone cameras
- Silent or abusive phone calls or using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

- Abuse between young people in intimate relationships online i.e. teenage relationship abuse
- Discriminatory bullying online i.e. homophobia, racism, misogyny/misandry.

The school will be aware that certain pupils can be more at risk of abuse and/or bullying online, such as lesbian, gay, bisexual, or gender questioning pupils and pupils with SEND.

Cyberbullying against pupils or staff is not tolerated under any circumstances. Incidents of cyberbullying are dealt with quickly and effectively wherever they occur in line with the Anti-bullying Policy.

5. Child-on-child sexual abuse and harassment

Pupils may use the internet and technology to facilitate child-on-child sexual abuse and harassment. Staff will understand that this abuse can occur both in and outside of school, offline and online, and that online elements may facilitate or accompany abuse that also occurs face to face.

The following are examples of online harmful sexual behaviour of which staff will be expected to be aware:

- Threatening, facilitating or encouraging sexual violence
- Upskirting, i.e. taking a picture underneath a person's clothing without consent and with the intention of viewing their genitals, breasts or buttocks
- Sexualised online bullying, e.g. sexual jokes or taunts
- Unwanted and unsolicited sexual comments and messages
- Consensual or non-consensual making or sharing of nudes and semi-nudes, including those generated or altered using AI.
- Abuse between young people in intimate relationships online, i.e. teenage relationship abuse

All staff will be aware of and promote a zero-tolerance approach to sexually harassing or abusive behaviour, and any attempts to pass such behaviour off as trivial or harmless. Staff will be aware that allowing such behaviour could lead to a school culture that normalises abuse and leads to pupils becoming less likely to report such conduct.

Staff will be aware that creating, possessing, and distributing nudes or semi-nudes involving other children, including images generated or altered using AI may constitute a criminal offence, even where the imagery is created, possessed, and distributed with the permission of the child depicted, or by the child themselves. Such incidents will be handled in accordance with the Making or Sharing of Nude or Semi-nude Images Policy.

The school will be aware that interactions between the victim of online harmful sexual behaviour and the alleged perpetrator(s) are likely to occur over social media following the initial report, as well as interactions with other pupils taking “sides”, often leading to repeat harassment. The school will respond to these incidents in line with the Child-on-child Abuse Policy, Child Protection and Safeguarding Policy, and the Social Media Policy.

The school will respond to all concerns regarding online child-on-child sexual abuse and harassment, regardless of whether the incident took place on the school premises or using school-owned equipment. Concerns regarding online child-on-child abuse will be reported to the DSL, who will investigate the matter in line with the Child-on-child Abuse Policy and the Child Protection and Safeguarding Policy.

6. Grooming and exploitation

Grooming is defined as the situation whereby an adult builds a relationship, trust and emotional connection with a child with the intention of manipulating, exploiting and/or abusing them.

Staff will be aware that grooming often takes place online and that pupils who are being groomed are commonly unlikely to report this behaviour for many reasons, e.g. the pupil may have been manipulated into feeling a strong bond with their groomer and may have feelings of loyalty, admiration, or love, as well as fear, distress and confusion.

Due to the fact pupils are less likely to report grooming than other online offences, it is particularly important that staff understand the indicators of this type of abuse. The DSL will ensure that online safety training covers online abuse, the importance of looking for signs of grooming, and what the signs of online grooming are, including:

- Being secretive about how they are spending their time online.
- Having an older boyfriend or girlfriend, usually one that does not attend the school and whom their close friends have not met.

- Having money or new possessions, e.g. clothes and technological devices, that they cannot or will not explain.

Child sexual exploitation (CSE) and child criminal exploitation (CCE)

Although CSE often involves physical sexual abuse or violence, online elements may be prevalent, e.g. sexual coercion and encouraging children to behave in sexually inappropriate ways online. In some cases, a pupil may be groomed online to become involved in a wider network of exploitation, e.g. the production or distribution of child sexual abuse material (CSAM), or the sexual exploitation and trafficking of children.

CCE is a form of exploitation in which children are forced or manipulated into committing crimes for the benefit of their abuser, e.g. drug transporting (including county lines activity), shoplifting, serious violence and other forms of criminal exploitation. While these crimes often take place in person, it is increasingly common for children to be groomed and manipulated into participating online.

Where staff have any concerns about pupils with relation to CSE or CCE, they will bring these concerns to the DSL without delay, who will manage the situation in line with the Child Protection and Safeguarding Policy.

Radicalisation

Radicalisation is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. This process can occur through direct recruitment, e.g. individuals in extremist groups identifying, targeting and contacting young people with the intention of involving them in terrorist activity, or by exposure to violent ideological propaganda. Children who are targets for radicalisation are likely to be groomed by extremists online to the extent that they believe the extremist has their best interests at heart, making them more likely to adopt the same radical ideology.

Staff members will be aware of the factors which can place certain pupils at increased vulnerability to radicalisation, as outlined in the Prevent Duty Policy. Staff will be expected to exercise vigilance towards any pupils displaying indicators that they have been, or are being, radicalised.

Where staff have a concern about a pupil relating to radicalisation, they will report this to the DSL without delay, who will handle the situation in line with the Child Protection and Safeguarding Policy and Prevent Duty Policy.

7. Mental health

Staff will be aware that online activity both in and outside of school can have a substantial impact on a pupil's mental state, both positively and negatively. The DSL will ensure that training is available to help ensure that staff members understand apps, games and websites, online terminology, the ways in which social interactions online in general can impact mental health, and the indicators that a pupil is suffering from challenges in their mental health.

8. Online hoaxes and harmful online challenges

For the purposes of this policy, an **"online hoax"** is defined as a deliberate lie designed to seem truthful, normally one that is intended to scaremonger or to distress individuals who come across it, spread on online, e.g. via social media, game chats, and messaging platforms.

For the purposes of this policy, **"harmful online challenges"** refers to challenges that are targeted at young people and generally involve users recording themselves participating in an online challenge, distributing the video online, e.g. through social media channels, and daring others to do the same. Although many online challenges are harmless, an online challenge becomes harmful when it could potentially put the participant at risk of harm, either directly as a result of partaking in the challenge itself or indirectly as a result of the distribution of the video online – the latter will usually depend on the age of the pupil and the way in which they are depicted in the video.

Where staff become aware of, or suspect, a harmful online challenge or online hoax that may pose a risk to pupils, they will report this to the DSL immediately.

The DSL will conduct a case-by-case assessment for any harmful online content brought to their attention, establishing the scale and nature of the possible risk to pupils, and whether the risk is one that is localised to the school or the local area, or whether it extends more widely across the country. Where the harmful content is prevalent mainly in the local area, the DSL will consult with the LA about whether quick local action can prevent the hoax or challenge from spreading more widely.

Prior to deciding how to respond to a harmful online challenge or hoax, the DSL and the headteacher will decide whether each proposed response is:

- In line with any advice received from a known, reliable source, e.g. the UK Safer Internet Centre, when fact-checking the risk of online challenges or hoaxes.
- Careful to avoid needlessly scaring or distressing pupils.

- Not inadvertently encouraging pupils to view the hoax or challenge where they would not have otherwise come across it, e.g. where content is explained to younger pupils but is almost exclusively being shared amongst older pupils.
- Proportional to the actual or perceived risk.
- Helpful to the pupils who are, or are perceived to be, at risk.
- Appropriate for the relevant pupils' age and developmental stage.
- Supportive.
- In line with the Child Protection and Safeguarding Policy.

Where the DSL's assessment finds an online challenge to be putting pupils at risk of harm, they will ensure that the challenge is directly addressed to the relevant pupils, e.g. those within a particular age range that is directly affected or individual pupils at risk where appropriate.

The DSL and headteacher will only implement a school-wide approach to highlighting potential harms of a hoax or challenge when the risk of needlessly increasing pupils' exposure to the risk is considered and mitigated as far as possible.

9. Cyber-crime

Cyber-crime is criminal activity committed using computers and/or the internet. There are two key categories of cyber-crime:

- **Cyber-enabled** – these crimes can be carried out offline; however, are made easier and can be conducted at higher scales and speeds online, e.g. fraud, purchasing and selling of illegal drugs, and sexual abuse and exploitation.
- **Cyber-dependent** – these crimes can only be carried out online or by using a computer, e.g. making, supplying or obtaining malware, illegal hacking, and 'booting', which means overwhelming a network, computer or website with internet traffic to render it unavailable.

The school will factor into its approach to online safety the risk that pupils with a particular affinity or skill in technology may become involved, whether deliberately or inadvertently, in cyber-crime. Where there are any concerns about a pupil's use of technology and their intentions with regard to using their skill and affinity towards it, the DSL will consider a referral to the Cyber Choices programme, which aims to intervene where children are at risk of committing cyber-crime and divert them to a more positive use of their skills and interests.

The DSL and headteacher will ensure that pupils are taught, throughout the curriculum, how to use technology safely, responsibly and lawfully.

10. Online safety training for staff

The DSL will ensure that all safeguarding training given to staff includes elements of online safety, including how the internet can facilitate abuse and exploitation, and understanding the expectations, roles and responsibilities relating to filtering and monitoring systems. All staff will be made aware that pupils are at risk of abuse, by their peers and by adults, online as well as in person, and that, often, abuse will take place concurrently via online channels and in daily life.

Staff training will include a specific focus on harmful online narratives such as misinformation, disinformation, and conspiracy theories, helping staff to recognise the signs of influence or vulnerability among pupils.

Training will equip staff with the knowledge and confidence to identify signs of online harm, respond appropriately to disclosures or concerns, and support pupils in developing critical thinking skills and safe online behaviours.

Staff will also be guided on how to embed online safety themes across the wider curriculum, promoting a consistent, whole-school approach to digital safeguarding.

11. Online safety and the curriculum

Online safety is embedded throughout the curriculum; however, it is particularly addressed in the following subjects:

- RSHE
- PSHE
- Computing

Online safety teaching is always appropriate to pupils' ages and developmental stages.

Pupils are taught the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform or app they are using. The underpinning knowledge and behaviours pupils learn through the curriculum include the following:

- How to evaluate what they see online

- How to recognise techniques used for persuasion
- Acceptable and unacceptable online behaviour
- How to identify online risks
- How and when to seek support
- Knowledge and behaviours that are covered in the government's online media literacy strategy

The online risks pupils may face online are always considered when developing the curriculum.

The school's approach to teaching online safety in the curriculum will reflect the ever-evolving nature of online risks, ensuring pupils develop the knowledge and resilience to navigate digital spaces safely and responsibly. Online safety education will address four key categories of risk: content, contact, conduct, and commerce.

Content risks

Pupils will be taught how to critically evaluate online content and identify material that is illegal, inappropriate, or harmful. The curriculum will include discussions around harmful content such as AI-generated content, deepfakes, pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news), and conspiracy theories. Lessons will equip pupils with the skills to question sources, verify information, and understand the dangers of engaging with such content.

Contact risks

The school will educate pupils about the potential dangers of interacting with others online or generative AI applications that simulate this. Pupils will explore topics such as peer pressure, commercial exploitation, and grooming tactics used by adults who pose as children or young adults. They will learn how to recognise unsafe interactions, use privacy settings effectively, and report any concerning behaviour or messages to trusted adults and platforms.

Conduct risks

Pupils will be guided on how their own online behaviour can impact both themselves and others. The curriculum will address the risks associated with making, sharing or receiving nudes and semi-nudes, including images that have been generated or altered using AI. Online bullying, including the use online platforms, e.g. social media and messaging platforms to

harass or intimidate others, will also be a key focus. Pupils will be taught responsible digital conduct and the legal and emotional consequences of harmful behaviour.

Commerce risks

The curriculum will also include education on online commercial risks. Pupils will be informed about the dangers of online gambling, exposure to inappropriate advertising, and financial scams such as phishing. They will learn how to recognise fraudulent schemes, protect their personal and financial information, and seek help when confronted with suspicious online activity.

The DSL will be involved with the development of the school's online safety curriculum. Pupils will be consulted on the online safety curriculum, where appropriate, due to their unique knowledge of the kinds of websites they and their peers frequent and the kinds of behaviours in which they engage online.

Relevant members of staff, e.g. the SENCO and designated teacher for LAC, will work together to ensure the curriculum is tailored so that pupils who may be more vulnerable to online harms, e.g. pupils with SEND and LAC, receive the information and support they need.

The school will also endeavour to take a more personalised or contextualised approach to teaching about online safety for more susceptible children, and in response to instances of harmful online behaviour from pupils.

Class teachers will review external resources prior to using them for the online safety curriculum, to ensure they are appropriate for the cohort of pupils.

External visitors may be invited into school to help with the delivery of certain aspects of the online safety curriculum. The headteacher and DSL will decide when it is appropriate to invite external groups into school and ensure the visitors selected are appropriate.

Before conducting a lesson or activity on online safety, the class teacher and DSL will consider the topic that is being covered and the potential that pupils in the class have suffered or may be suffering from online abuse or harm in this way. The DSL will advise the staff member on how to best support any pupil who may be especially impacted by a lesson or activity. Lessons and activities will be planned carefully so they do not draw attention to a pupil who is being or has been abused or harmed online, to avoid publicising the abuse.

During an online safety lesson or activity, the class teacher will ensure a safe environment is maintained in which pupils feel comfortable to say what they feel and ask questions, and are not worried about getting into trouble or being judged.

If a staff member is concerned about anything pupils raise during online safety lessons and activities, they will make a report in line with the Child Protection and Safeguarding Policy.

If a pupil makes a disclosure to a member of staff regarding online abuse following a lesson or activity, the staff member will follow the reporting procedure outlined in the Child Protection and Safeguarding Policy.

12. Use of technology in the classroom

A wide range of technology will be used during lessons, including the following:

- Chrome Books
- Computers
- Laptops
- Tablets/IPADs
- Intranet
- Email
- Cameras

Prior to using any websites, tools, apps, AI systems or other online platforms in the classroom, or recommending that pupils use these platforms at home, the teacher will review and evaluate the resource to ensure it is appropriate, safe and suitable for the age and needs of the pupils. Teachers will ensure that any internet-derived materials are used in line with copyright law.

Pupils will be supervised when using online materials during lesson time – this supervision will be suitable to their age and ability.

13. Use of mobile devices

While the school recognises that the use of mobile devices can have educational benefits, there are also a variety of associated risks which the school will ensure it manages.

Pupils will not be permitted to use personal mobile devices at any point during the school day unless exceptions apply such as for Sixth Form who will be entitled to use them in the designated Sixth Form areas only. The prohibited use of personal mobile devices will be managed in accordance with the school's Mobile Devices Policy.

Staff will use all personal technology in line with the school's Staff ICT and Electronic Devices Policy.

The school recognises that pupils may have access to the internet through personal devices and mobile phone networks outside the school day, or where school restrictions are circumvented. This can increase the risk of online behaviour that places pupils at risk of harm and breaches the school's Mobile Devices Policy and Technology Acceptable Use Agreement for Pupils.

Where there is a significant problem with the misuse of smart technology among pupils, the school will discipline those involved in line with the Behaviour Policy.

Inappropriate use of smart technology may include:

- Using mobile devices to sexually harass, bully, troll or intimidate peers.
- Making or sharing nudes and semi-nudes, including images generated or altered using AI, both consensually and non-consensually.
- Viewing and sharing pornography and other harmful content.

The school will hold assemblies, where appropriate, which address any specific concerns related to the misuse of technology and outline the importance of using technology in an appropriate manner.

The school will seek to ensure that it remains up to date with emerging technologies, including AI tools, devices, platforms, apps, trends and related risks.

The school will consider the 4Cs (content, contact, conduct and commerce) when educating pupils about the risks involved with the inappropriate use of smart technology and enforcing the appropriate disciplinary measures.

14. Educating parents

The school will work in partnership with parents to ensure pupils stay safe online at school and at home. Parents will be provided with information about the school's approach to online safety and their role in protecting their children. Parents will be sent a copy of the Acceptable Use Agreement at the beginning of each academic year and are encouraged to go through this with their child to ensure their child understands the document and the implications of not following it.

Parents will be made aware of the various ways in which their children may be at risk online, including, but not limited to:

- Child sexual abuse, including grooming.
- Exposure to radicalising content.
- Making or sharing nudes and semi-nudes, including images generated or altered using AI.
- Cyberbullying.
- Exposure to age-inappropriate content, e.g. pornography.
- Exposure to harmful content, e.g. content that encourages self-destructive behaviour.

Parents will be informed of the ways in which they can prevent their child from accessing harmful content at home, e.g. by implementing parental controls to block age-inappropriate content.

Parental awareness regarding how they can support their children to be safe online will be raised in the following ways:

- Parents' evenings
- Welcome To events
- Newsletters/bulletins
- Email communication
- Online resources

15. Internet access

Pupils, staff and other members of the school community will only be granted access to the school's internet network once they have read and signed the Acceptable Use Agreement.

All members of the school community will be encouraged to use the school's internet network, instead of 3G, 4G and 5G networks, as the network has appropriate filtering and monitoring to ensure individuals are using the internet appropriately.

16. Filtering and monitoring online activity

Filtering system: Smoothwall

Monitoring system: Senso

The governing board will ensure the school's ICT network has appropriate filters and monitoring systems in place and that it is meeting the DfE's '[Filtering and monitoring standards for schools and colleges](#)'. The governing board will ensure 'over blocking' does not lead to unreasonable restrictions as to what pupils can be taught with regards to online teaching and safeguarding.

The school will do all it reasonably can to limit pupils' exposure to online risks from the school's ICT system. The school will put in place appropriate filtering and monitoring systems and ensure that their effectiveness is reviewed at least annually and whenever there is a significant change to the school's network, safeguarding risks or technology provision. Reviews will be carried out by the SLT member responsible for filtering and monitoring with support from the DSL and ICT technicians.

Reviews will include checks that filtering is working appropriately on all internet-connected devices in all relevant locations, and a record will be kept of these checks.

The DSL will ensure that specific roles and responsibilities are identified and assigned to manage filtering and monitoring systems and to ensure they meet the school's safeguarding needs.

The headteacher and ICT technicians will undertake a risk assessment to determine what filtering and monitoring systems are required. The filtering and monitoring systems the school implements will be appropriate to pupils' ages, the number of pupils using the network, how often pupils access the network, and the proportionality of costs compared to the risks.

Requests regarding making changes to the filtering system will be directed to the headteacher. Prior to making any changes to the filtering system, ICT technicians and the DSL will conduct a risk assessment. Any changes made to the system will be recorded by ICT technicians. Reports of inappropriate websites or materials will be made to an ICT technician immediately, who will investigate the matter and makes any necessary changes.

Deliberate breaches of the filtering system will be reported to the DSL and ICT technicians, who will escalate the matter appropriately. If a pupil has deliberately breached the filtering system, they will be disciplined in line with the Behaviour Policy. If a member of staff has deliberately

breached the filtering system, they will be disciplined in line with the Disciplinary Policy and Procedure.

If material that is believed to be illegal is accessed, inadvertently or deliberately, this material will be reported to the appropriate agency immediately, e.g. the Internet Watch Foundation (IWF), CEOP and/or the police.

The school's network and school-owned devices will be appropriately monitored. All users of the network and school-owned devices will be informed about how and why they are monitored. Concerns identified through monitoring will be reported to the DSL who will manage the situation in line with the Child Protection and Safeguarding Policy.

Filtering:

- Smoothwall is a member of [Internet Watch Foundation](#) (IWF). Leaders should check to ensure this is the case.
- Dane Court/SOTA have signed up to Counter-Terrorism Internet Referral Unit list (CTIRU) Leaders should check to ensure this is the case.
- Smoothwall is blocking access to illegal content including child sexual abuse material (CSAM).
- Smoothwall blocks access to sites which could promote or include harmful and/or inappropriate behaviour or material. This includes content which promotes discrimination or extremism, drugs/substance misuse, malware/hacking, gambling, piracy and copyright theft, pro-self-harm, eating disorder and/or suicide content, pornographic content and violent material.
- We filter internet use on all school owned, or provided, internet enabled devices and networks.
- Our filtering system is operational, up to date and is applied to all users, including guest accounts, all school owned devices and networks, and all devices using the school

broadband connection.

- We work with our ISP/Smoothwall and our staff to ensure that our filtering policy is continually reviewed to reflect our needs and requirements. Staff are encouraged to ask IT to restrict access to any site they deem inappropriate. The DSL/Safeguarding team if a student/staff member is asking for a site to be unblocked.
- If there is failure in the software or abuse of the system, for example if students or staff accidentally or deliberately access, witness or suspect unsuitable material has been accessed, they are required to alert a DSL.
- Filtering breaches will be reported to the DSL and technical staff and will be recorded and escalated as appropriate and in line with relevant policies, including our child protection, acceptable use, allegations against staff and behaviour policies.
- Parents/carers will be informed of filtering breaches involving their child.
- Any access to material believed to indicate a risk of significant harm, or that could be illegal, will be reported as soon as it is identified to the appropriate agencies, including but not limited to the [Internet Watch Foundation](#) (where there are concerns about child sexual abuse material), the police (either via 101 or 999 if an emergency or [NCA-CEOP](#)) or Children's Social Care.
- If staff are teaching topics which could create unusual activity on the filtering logs, or if staff perceive there to be unreasonable restrictions affecting teaching, learning or administration, they will report this to the DSL and/or leadership team.

Monitoring

Dane Court has consulted the [UK Safer Internet Centre guidance](#) and the [DfE filtering and monitoring standards](#) to inform Filtering and Monitoring approaches within the school.

No monitoring system can be 100% effective, but the following measures are in place to reduce risk:

- We will appropriately monitor internet use on all school provided devices and networks. This is achieved by:
- School owned devices will be monitored by the monitoring software, Senso. For school owned IPADs, the class teacher will use the equivalent monitoring app.
- All staff members should also physically monitor the use of student devices, circulating the classroom and ensuring that any student (typically only applicable to sixth form) who is using their own device is connected to the BYOD Wifi. All other students should be using a school owned device (unless in exceptional pre-agreed circumstances where the aforementioned procedure must be followed).
- Staff reserve the right to ask that a pupil uses a student owned device in their classroom if they are worried that a pupil is at risk of harm. This should additionally be communicated with the DSL/Safeguarding team.
- Senso will continue to track the use of school owned devices beyond the school setting. Pupils should be aware that this is the case, but that staff are not expected to be monitoring this outside of school hours. This is the responsibility of parents/carers/guardians, but the school will act accordingly if any malpractice/risk of harm is detected.
- All users will be informed that use of our devices and networks can/will be monitored and that all monitoring is in line with data protection, human rights and privacy legislation.
- If a concern is identified via our monitoring approaches:
- Where the concern relates to pupils, it will be reported to the DSL and will be recorded and responded to in line with relevant policies, such as child protection, acceptable use, and behaviour policies.

- Where the concern relates to staff, it will be reported to the headteacher (or chair of governors if the concern relates to the headteacher), in line with our staff behaviour/allegations policy.
- Where our monitoring approaches detect any immediate risk of harm or illegal activity, this will be reported as soon as possible to the appropriate agencies; including but not limited to, the emergency services via 999, the Police via 101 or [NCA-CEOP](#) , the LADO or Children's Social Care.

17. Network security

Technical security features, such as anti-virus software, will be kept up-to-date and managed by ICT technicians. Firewalls will be switched on at all times. ICT technicians will review the firewalls to ensure they are running correctly, and to carry out any required updates.

Staff and pupils will be advised not to download unapproved software or open unfamiliar email attachments, and will be expected to report all malware and virus attacks to ICT technicians.

All members of staff will have their own unique usernames and private passwords to access the school's systems. Students will be provided with their own unique username and private passwords. Staff members and pupils will be responsible for keeping their passwords private. Passwords will have a minimum and maximum length and require a mixture of letters, numbers and symbols to ensure they are as secure as possible. Passwords will expire after 90 days, after which users will be required to change them.

Users will inform ICT technicians if they forget their login details, who will arrange for the user to access the systems under different login details. Users will not be permitted to share their login details with others and will not be allowed to log in as another user at any time. If a user is found to be sharing their login details or otherwise mistreating the password system, the headteacher will be informed and will decide the necessary action to take.

Users will be required to lock access to devices and systems when they are not in use.

The SLT digital lead will be responsible for implementing appropriate network security measures in liaison with the DPO and DSL. Full details of the school's network security measures can be found in the Cyber-security Policy.

18. Emails

Access to and the use of emails will be managed in line with the Data Protection Policy, Acceptable Use Agreement, and the Pupil Confidentiality Policy, and Staff and Volunteer Confidentiality Policy.

Staff and pupils will be given approved school email accounts and will only be able to use these accounts at school and when doing school-related work outside of school hours. Prior to being authorised to use the email system, staff and pupils must agree to and sign the Acceptable Use Agreement. Personal email accounts will not be permitted to be used on the school site. Any email that contains sensitive or personal information will only be sent using secure and encrypted email.

Staff members and pupils will be required to block spam and junk mail, and report the email to ICT technicians. The school's monitoring system can detect inappropriate links, malware and profanity within emails – staff and pupils will be made aware of this. Chain letters, spam and all other emails from unknown sources will be deleted without being opened. ICT technicians/DSL will organise annual cyber awareness training, including guidance on recognising phishing emails, AI-generated phishing attempts and other malicious communications. This training will include information on the following:

- How to determine whether an email address is legitimate
- The types of address a phishing email could use
- The importance of asking “does the email urge you to act immediately?”
- The importance of checking the spelling and grammar of an email

Any cyber-attacks initiated through emails will be managed in line with the Cyber Response and Recovery Plan.

19. Artificial intelligence (AI)

The school will take steps to prepare pupils for changing and emerging technologies, including generative AI, and teach them how to use AI safely, responsibly and appropriately, taking account of their age and developmental stage.

The school will ensure its ICT system includes appropriate filtering and monitoring systems to limit pupil's ability to access or create harmful or inappropriate content through generative AI.

The school will ensure that pupils are not accessing or creating harmful or inappropriate content, including through generative AI.

The school will take steps to ensure that personal, confidential or sensitive information is not entered into AI tools unless this is authorised, secure and compliant with data protection legislation.

Where staff use AI tools to support teaching, learning or administrative tasks, they will do so in accordance with the school's Safe Use of AI Policy and DfE guidance on generative AI in education.

The school will make use of any guidance and support that enables it to have a safe, secure and reliable foundation in place before using more powerful technology such as generative AI.

20. Social media

The use of social media by staff and pupils will be managed in line with the school's policy.

1. Expectations

- Dane Court believes everyone should be treated with the school's values of being caring, open minded and principled in mind. Even though online spaces may differ in many ways, the same standards of behaviour are expected online as offline, and all members of our community are expected to engage in social media in a positive and responsible manner.
- All members of our community are advised not to post or share content that may be considered threatening, hurtful or defamatory to others on any social media service.
- We will restrict learner and staff access to social media via our filtering and monitoring systems which are applied to all school provided devices and systems; further information on how this is achieved is addressed in our child protection policy.
- Inappropriate or excessive use of social media during school hours or whilst using school devices may result in removal of internet access and/or disciplinary action.
- The use of social media or apps, for example as a formal remote learning platform or education tool will be robustly risk assessed by the DSL and/or headteacher prior to use

with learners. Any use will take place in accordance with our existing policies, for example, child protection, staff/learner behaviour acceptable use policies.

- Concerns regarding the online conduct of any member of the Dane Court community on social media will be taken seriously. Concerns will be managed in accordance with the appropriate policies, including anti-bullying, allegations against staff, behaviour, home school-agreements, staff behaviour/code of conduct, Acceptable Use Policies, and child protection policies.

1. Staff use of social media

- The use of social media during school hours for personal use is not appropriate for staff.
- Safe and professional online behaviour is outlined for all members of staff, including volunteers, as part of our code of conduct/behaviour policy and/or acceptable use of technology policy.
- The safe and responsible use of social media sites will be discussed with all members of staff as part of staff induction. Advice will be provided and updated via staff training and additional guidance and resources will be shared with staff as required on a regular basis.
- Any complaint about staff misuse of social media or policy breaches will be taken seriously in line with our child protection and allegations against staff policy.

a. Reputation

- All members of staff are advised that their online conduct on social media can have an impact on their role and reputation within the school. Civil, legal or disciplinary action may be taken if staff are found to bring the profession or institution into disrepute, or if something is felt to have undermined confidence in their professional abilities.

- All members of staff are advised to safeguard themselves and their privacy when using social media. This may include, but is not limited to:
- Setting appropriate privacy levels on their personal accounts/sites.
- Being aware of the implications of using location sharing services.
- Opting out of public listings on social networking sites.
- Logging out of accounts after use.
- Using strong passwords.
- Ensuring staff do not represent their personal views as being that of the school.
- Members of staff are encouraged not to identify themselves as employees of Dane Court on their personal social networking accounts; this is to prevent information being linked with the setting and to safeguard the privacy of staff members.
- All staff are expected to ensure that their social media use is compatible with their professional role and is in accordance our policies and the wider professional reputation and legal framework. All members of staff are encouraged to carefully consider the information, including text and images, they share and post on social media.
- Information and content that staff members have access to as part of their employment, including photos and personal information about pupils and their family members or colleagues, will not be shared or discussed on social media sites.
- Members of staff will notify the leadership team immediately if they consider that any content shared on social media sites conflicts with their role.

b. Communicating with pupils and their families

- Staff will not use any personal social media accounts to contact pupils or their family members.

- All members of staff are advised not to communicate with or add any current or past pupils or their family members, as 'friends' on any personal social media accounts.
- Any communication from pupils and parents/carers received on personal social media accounts will be reported to the DSL (or deputy) and/or the headteacher.
- Any pre-existing relationships or situations, which mean staff cannot comply with this requirement, will be discussed with the DSL and the headteacher. Decisions made and advice provided in these situations will be formally recorded to safeguard pupils, members of staff and the setting.
- If ongoing contact with pupils is required once they have left the setting, members of staff will be expected to use existing alumni networks, or use official setting provided communication tools.

2. Official use of social media

- Dane Court has official social media channels.
- The official use of social media sites by Dane Court only takes place with clear educational or community engagement objectives and with specific intended outcomes and once the use has been formally risk assessed and approved by the headteacher prior to use.
- Official social media sites are suitably protected and, where possible, run and/or linked to/from our website.
- Official social media channels have been set up as distinct and dedicated accounts for official educational or engagement purposes only.
- Staff use setting provided email addresses to register for and manage official social media channels.
- Leadership staff have access to account information and login details for our social media channels, in case of emergency, such as staff absence.
- Official social media use will be conducted in line with existing policies, including but not limited to anti-bullying, image/camera use, data protection, confidentiality and child

protection.

- All communication on official social media platforms by staff on behalf of the setting will be clear, transparent and open to scrutiny. Public communications on behalf of the setting will, where appropriate and possible, be read and agreed by at least one other colleague.
- Parents/carers and pupils will be informed of any official social media use, along with expectations for safe use and action taken to safeguard the community.
- Parents and carers will be informed of any official social media use with pupils any official social media activity involving pupils will be moderated if possible and written parental consent will be obtained as required.
- We will ensure that any official social media use does not exclude members of the community who are unable or unwilling to use social media channels.
- Members of staff who follow and/or like our official social media channels will be advised to use dedicated professional accounts where possible, to avoid blurring professional boundaries.
- If members of staff are managing and/or participating in online social media activity as part of their capacity as an employee of the setting, they will:
 - Read and understand our Acceptable Use Policy.
 - Where they are running official accounts, sign our social media Acceptable Use Policy.
 - Be aware they are an ambassador for the school.
 - Be professional, responsible, credible, fair and honest, and consider how the information being published could be perceived or shared.
 - Always act within the legal frameworks they would adhere to within the workplace, including libel, defamation, confidentiality, copyright, data protection and equalities laws.
 - Follow our image use policy at all times, for example ensuring that appropriate consent has been given before sharing images.
 - Not disclose information, make commitments or engage in activities on behalf of the setting, unless they are authorised to do so.

- Not engage with any private or direct messaging with current or past pupils or their family members.
- Inform their line manager, the DSL (or deputy) and/or the headteacher of any concerns, such as criticism, inappropriate content or contact from pupils.

3. Pupils' use of social media

- The use of social media during school hours for personal use **is not** permitted for pupils.
- Many online behaviour incidents amongst children and young people occur on social media outside the school day and off the school premises. Parents/carers are responsible for this behaviour; however, some online incidents may affect our culture and/or pose a risk to children and young people's health and well-being. Where online behaviour online poses a threat or causes harm to another pupils, could have repercussions for the orderly running of the school when the pupils is identifiable as a member of the school, or if the behaviour could adversely affect the reputation of the school, action will be taken in line with our behaviour and child protection/online safety policies.
- Dane Court will empower our pupils to acquire the knowledge needed to use social media in a safe, considered and respectful way, and develop their resilience so they can manage and respond to online risks. Safe and appropriate use of social media will be taught to pupils as part of an embedded and progressive safeguarding education approach using age-appropriate sites and resources. Further information is contained within our child protection and relevant specific curriculum policies such as RSE and Computing.
- We are aware that many popular social media sites are not permitted for use by children under the age of 13, or in some cases higher. As such, we will not create accounts for pupils under the required age as outlined in the services terms and conditions.

Pupils will be advised:

- to consider the benefits and risks of sharing personal details or information on social media sites which could identify them and/or their location.
- to only approve and invite known friends on social media sites and to deny access to others, for example by making profiles private.
- not to meet any online friends without a parent/carers or other appropriate adults' permission, and to only do so when a trusted adult is present.
- to use safe passwords.
- to use social media sites which are appropriate for their age and abilities.
- how to block and report unwanted communications.
- how to report concerns on social media, both within the setting and externally.
- Any concerns regarding pupils' use of social media will be dealt with in accordance with appropriate existing policies, including anti-bullying, child protection and behaviour.
- The DSL (or deputy) will respond to social media concerns involving safeguarding or child protection risks in line with our child protection policy.
- Sanctions and/or pastoral/welfare support will be implemented and offered to pupils as appropriate, in line with our child protection and behaviour policy. Civil or legal action may be taken if necessary.
- Concerns regarding pupils' use of social media will be shared with parents/carers as appropriate, particularly when concerning underage use of social media services and games.

21. The school website

The headteacher will be responsible for the overall content of the school website – they will ensure the content is appropriate, accurate, up-to-date and meets government requirements.

22. Use of devices

Staff members and pupils will be issued with school-owned devices to assist with their work, where necessary. Requirements around the use of school-owned devices can be found in the school's Device User Agreement.

The use of personal devices on the school premises and for the purposes of school work will be managed in line with the Staff ICT and Electronic Devices Policy and Pupils' Personal Electronic Devices Policy.

23. Remote learning

All remote learning will be delivered in line with the school's Remote Education Policy. This policy specifically sets out how online safety will be considered when delivering remote education.

24. Monitoring and review

The school recognises that the online world is constantly changing; therefore, the DSL, ICT technicians and the headteacher conduct termly light-touch reviews of this policy to evaluate its effectiveness.

The governing board, headteacher and DSL will review this policy in full on an annual basis and following any online safety incidents.

The next scheduled review date for this policy is August 2027.

Any changes made to this policy are communicated to all members of the school community.

25. Useful links:

Links for Schools

- UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/uk-council-for-internet-safety
- UK Safer Internet Centre: www.saferinternet.org.uk

- South West Grid for Learning (SWGfL): 360 Safe Self-Review tool for schools www.360safe.org.uk
- London Grid for Learning: <https://lgfl.net/safeguarding>
- Childnet: www.childnet.com
- Step Up Speak Up – Online Sexual Harassment Guidance: www.childnet.com/resources/step-up-speak-up/guidance-and-training-for-schools-and-professionals
- Cyberbullying Guidance: www.childnet.com/resources/cyberbullying-guidance-for-schools
- PSHE Association: www.pshe-association.org.uk
- National Education Network (NEN): www.nen.gov.uk
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk
- Educate against hate: <https://educateagainsthate.com>
- NCA-CEOP Education Resources: www.ceopeducation.co.uk
- Safer Recruitment Consortium: www.saferrecruitmentconsortium.org

Reporting Helplines

- NCA-CEOP Safety Centre: www.ceop.police.uk/Safety-Centre
- Internet Watch Foundation (IWF): www.iwf.org.uk
- ChildLine: www.childline.org.uk
- Report Remove Tool for nude images: www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/report-nude-image-online
- Stop it now! www.stopitnow.org.uk
- The Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Action Fraud: www.actionfraud.police.uk
- Report Harmful Content: <https://reportharmfulcontent.com>

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- Revenge Porn Helpline: <https://revengepornhelpline.org.uk>
 - Professional Online Safety Helpline: www.saferinternet.org.uk/about/helpline

Support for children and parents/carers

- Internet Matters: www.internetmatters.org
- Childnet: www.childnet.com
- NSPCC: www.nspcc.org.uk/online-safety
- Parents Protect: www.parentsprotect.co.uk
- NCA-CEOP Child and Parent Resources: www.ceopeducation.co.uk
- Parent Zone: <https://parentzone.org.uk>
- Get Safe Online: www.getsafeonline.org

Common Sense Media: www.common-sense-media.org