



St Oswald's CE Primary School, York



Learning for all, caring for each other, preparing for the future

Let us encourage one another – Hebrews 10.25

ONLINE SAFETY POLICY

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Red text reflects changes made to the policy for 2026.

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1. Aims and Scope

This Online Safety Policy outlines the commitment of St Oswald's CE Primary School to safeguard members of our school community online in accordance with statutory guidance and best practice.

This Online Safety Policy applies to all members of the school community (including staff, learners, governors, volunteers, parents and carers, visitors, and community users) who have access to and are users of school digital systems, both in and out of the school. It also applies to the use of personal digital technology on the school site (where allowed).

St Oswald's CE Primary School will deal with such incidents within this policy and associated behaviour and anti-bullying policies and will, where known, inform parents/carers of incidents of inappropriate online safety behaviour that take place out of school.

The school Online Safety Policy:

- sets expectations for the safe and responsible use of digital technologies for learning, administration, and communication
- allocates responsibilities for the delivery of the policy
- is regularly reviewed in a collaborative manner, taking account of online safety incidents and changes/trends in technology and related behaviours
- establishes guidance for staff in how they should use digital technologies responsibly, protecting themselves and the school and how they should use this understanding to help safeguard learners in the digital world
- describes how the school will help prepare learners to be safe and responsible users of online technologies
- establishes clear procedures to identify, report, respond to and record the misuse of digital technologies and online safety incidents, including external support mechanisms
- is supplemented by a series of related acceptable use agreements
- is made available to staff at induction, on the school website and on internal school storage systems.
- **is in line with recent legislation and government updates.**

The 4 key categories of risk

The school's approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, **misinformation, disinformation, conspiracy theories**, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit 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;
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory safeguarding guidance, [Keeping Children Safe in Education](#), and its advice for schools on:

- [Teaching online safety in schools](#)
- [Preventing and tackling bullying](#) and [cyber-bullying: advice for headteachers and school staff](#)
- [Relationships and sex education](#)
- [Searching, screening and confiscation](#)

It also refers to the DfE's guidance on [protecting children from radicalisation](#).

It reflects existing legislation, including but not limited to the [Education Act 1996](#) (as amended), the [Education and Inspections Act 2006](#) and the [Equality Act 2010](#). In addition, it reflects the [Education Act 2011](#), which has given teachers stronger powers to tackle cyber-bullying by, if necessary, searching for and deleting inappropriate images or files on pupils' electronic devices where they believe there is a 'good reason' to do so.

The policy also takes into account the National Curriculum computing programmes of study.

3. Roles and responsibilities

3.1 The governing board

Governors are responsible for the approval of the Online Safety Policy and for reviewing the effectiveness of the policy.

This review will be carried out by the full governing body who will receive regular information about online safety incidents and monitoring reports. **Online safety incidents will be logged initially on our safeguarding platform prior to being shared with governors.** These will be noted within the termly Head Teacher report. Online safety will be overseen by the whole governing body to include:

- annual meetings with the Designated Safeguarding Lead/Online Safety Lead
- regularly receiving (collated and anonymised) reports of online safety incidents
- checking that provision outlined in the Online Safety Policy (e.g. online safety education provision and staff training is taking place as intended)
- ensuring that the filtering and monitoring provision is reviewed and recorded, at least annually. (The review will be conducted by members of the SLT, the DSL, and the IT service provider and involve the responsible governor) - in-line with the [DfE Filtering and Monitoring Standards](#).
- reporting to relevant governors if appropriate.
- Receiving (at least) basic cyber-security training to enable the governors to check that the school meets the [DfE Cyber-Security Standards](#)

The governing body will also support the school in encouraging parents/carers and the wider community to become engaged in online safety activities.

3.2 The Head Teacher

The headteacher has a duty of care for ensuring the safety (including online safety) of members of the school community and fostering a culture of safeguarding, though the day-to-day responsibility for online safety is held by the Designated Safeguarding Lead, as defined in Keeping Children Safe in Education.

The headteacher and (at least) another member of the senior leadership team should be aware of the procedures to be followed in the event of a serious online safety allegation being made against a member of staff.

The headteacher/senior leaders are responsible for ensuring that the Designated Safeguarding Lead / Online Safety Lead, IT provider/technical staff, and other relevant staff carry out their responsibilities effectively and receive suitable training to enable them to carry out their roles and train other colleagues, as relevant.

The headteacher/senior leaders will ensure that there is a system in place to allow for monitoring and support of those in school who carry out the internal online safety monitoring role.

The headteacher/senior leaders will receive regular monitoring reports from the Designated Safeguarding Lead / Online Safety Lead.

The headteacher/senior leaders will work with the Governing Body, the deputy designated safeguarding lead (DDSL) and IT service providers (Vital) in all aspects of filtering and monitoring.

3.3 The Designated Safeguarding Lead

The DSL and DDSL will:

- receive relevant and regularly updated training in online safety to enable them to understand the risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online
- meet regularly with the online safety (safeguarding) governor to discuss current issues, review (anonymised) incidents and filtering and monitoring logs and ensuring that annual (at least) filtering and monitoring checks are carried out
- attend relevant governing body meetings/groups
- report regularly to senior leadership team
- be responsible for receiving reports of online safety incidents and handling them, and deciding whether to make a referral by liaising with relevant agencies, ensuring that all incidents are recorded
- liaise with staff and IT providers on matters of safety and safeguarding and welfare (including online and digital safety)

3.4 The Computing Lead/Vital

(Vital for technology updates and CYC for website access)

It is the responsibility of the school to ensure that Vital carries out all the online safety measures that school's obligations and responsibilities require. It is also important that the provider follows and implements school Online Safety Policy and procedures.

Vital (in a technology update capacity) and CYC (in a website filtering capacity) are responsible for ensuring that:

- they are aware of and follow the school Online Safety Policy and Technical Security Policy to carry out their work effectively in line with school policy
- the school technical infrastructure is secure and is not open to misuse or malicious attack
- the school meets (as a minimum) the required online safety technical requirements as identified by the [DfE Meeting Digital and Technology Standards in Schools & Colleges](#) and guidance from the local authority
- there is clear, safe, and managed control of user access to networks and devices
- they keep up to date with online safety technical information in order to effectively carry out their online safety role and to inform and update others as relevant
- the use of technology is regularly and effectively monitored in order that any misuse/attempted misuse can be reported to DSL for investigation and action
- the filtering policy is applied and updated on a regular basis and its implementation is not the sole responsibility of any single person
- filtering and monitoring systems are implemented and regularly updated as agreed in school policies. Smoothwall filtering is provided by CYC as part of our broadband service. It restricts what children (and adults) can access on the internet to reduce the risk of exposure to inappropriate content and platforms. This is monitored on a device basis where school are contacted daily. If inappropriate content is accessed or any suspicious criminal activity takes place, this will be provided during these updates. Logs are RAG rated as appropriate.

3.5 All staff and volunteers

School staff are responsible for ensuring that:

- they have an awareness of current online safety matters/trends and of the current school Online Safety Policy and practices
- they understand that online safety is a core part of safeguarding
- they have read, understood, and signed the staff acceptable use agreement (AUA)
- they follow all relevant guidance and legislation including, for example, [Keeping Children Safe in Education](#) and UK GDPR regulations
- all digital communications with learners, parents/carers and others should be on a professional level and only carried out using official school systems and devices.
- as the use of AI begins to be introduced into St Oswald's, SLT will develop a list of school-approved AI services for work purposes which staff will be expected to follow.
- they immediately report any suspected misuse or problem to DSL/DDSL for investigation/action, in line with the school safeguarding procedures
- online safety issues are embedded in all aspects of the curriculum and other activities

- ensure learners understand and follow the Online Safety Policy and acceptable use agreements, have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations
- they supervise and monitor the use of digital technologies, mobile devices, cameras, etc., in lessons and other school activities (where allowed) and implement current policies regarding these devices
- in lessons where internet use is pre-planned learners are guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches
- where lessons take place using live-streaming or video-conferencing, there is regard to national safeguarding guidance and local safeguarding policies
- there is a zero-tolerance approach to incidents of online-bullying, sexual harassment, discrimination, hatred etc.
- they model safe, responsible, and professional online behaviours in their own use of technology, including out of school and in their use of social media
- **they promote the government guidance of no social media accounts for children under the age of 16.**
- they adhere to the school's technical security policy, with regard to the use of devices, systems and passwords and have an understanding of basic cyber security
- they have a general understanding of how the learners in their care use digital technologies out of school, in order to be aware of online safety issues that may develop from the use of those technologies
- they are aware of the benefits and risks of the use of Artificial Intelligence (AI) services in school, being transparent in how they use these services, prioritising human oversight. AI should assist, not replace, human decision-making. Staff must ensure that final judgements, particularly those affecting people, are made by humans, fact-checked and critically evaluated.
- **Support pupils to critically evaluate online content, including content generated artificial intelligence and develop resilience to misinformation, disinformation and conspiracy theories.**

3.6 Parents/carers

The school will take every opportunity to help parents and carers understand these issues through:

- publishing the school Online Safety Policy on the school website
- ensuring a copy of the Acceptable Use Agreements are available online (within this policy)
- publish information about appropriate use of social media relating to posts concerning the school.
- seeking their permissions concerning digital images etc.
- parents'/carers' evenings, newsletters, website, social media and information about national/local online safety campaigns and literature where appropriate
- **supporting the removal of social media platforms for children under the age of 16**
- encourage a 'no smartphone' culture within the school community

Parents and carers will be encouraged to support the school in:

- reinforcing the online safety messages provided to learners in school
- the safe and responsible use of their children's personal devices in the school (where this is allowed)
- support the 'no smartphone' culture being developed within the school community

3.7 Visitors and members of the community

Most members of the community will not have access to school systems. In the instance where a member of the community does have access granted, they will be expected to sign an acceptable use agreement before being provided with access to school systems.

The school encourages the engagement of agencies/members of the community who can provide valuable contributions to the online safety provision and actively seeks to share its knowledge and good practice with other schools and the community.

4. Educating pupils about online safety

Pupils will be taught about online safety as part of the curriculum. **As part of our RHE curriculum, St Oswald's is introducing the Jigsaw scheme of work that is annually updated with recent changes and advice in online safety.**

All schools have to teach:

- [Relationships education and health education](#) in primary schools

In **Early Years Foundation Stage (EYFS)**, pupils will be taught to:

- use technology safely through modelling and supervision from an adult
- make adults aware when using technology for supervision

In **Key Stage (KS) 1**, pupils will be taught to:

- use technology safely and respectfully, keeping personal information private
- identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Pupils in **Key Stage (KS) 2** will be taught to:

- use technology safely, respectfully and responsibly
- recognise acceptable and unacceptable behaviour
- identify a range of ways to report concerns about content and contact
- **be discerning in evaluating digital content**

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

- that 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
- **understand that online information may not always be accurate or trustworthy and be able to recognise the risks associated with disinformation (False information that is **deliberately created, manipulated or shared to mislead, deceive or influence others**), misinformation (False, inaccurate or misleading information that is shared **without the intention to deceive or cause harm**) and conspiracy theories (Claims or narratives suggesting that significant events or situations are **secretly controlled by powerful individuals or groups**, typically without credible evidence.**
- **develop skills to evaluate online content critically, identify reliable sources and seek support from trusted adults if they are unsure about information they encounter online.**
- 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
- **understand that technology, including artificial intelligence (AI), can be used to create realistic but false images, videos and audio ('deepfakes'), including sexually explicit content, and know how to report concerns and seek support**

The laws in relation to under 16s not using social media, the safe use of social media, appropriate use of the internet will also be covered in other subjects where relevant. Although St Oswald's recognises the raised age restrictions for social media, it is important to continue to teach safe use as the changes may take time to be fully implemented.

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

5. Educating parents/carers about online safety

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

Where necessary, online awareness materials will be shared with appropriate age group phases via online communication.

If necessary, 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 School definition

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

6.2 Preventing and addressing cyber-bullying

To help prevent cyber-bullying, the school will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. The school 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 relationships and health (RHE) 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, through safeguarding training.

Where appropriate, the school will also share posts on online issues, including cyber-bullying.

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.

7. Acceptable use of the internet in school

The school has defined what it regards as acceptable/unacceptable use and this is shown in the tables below.

Acceptable use agreements

The Online Safety Policy and acceptable use agreements define acceptable use at the school. The acceptable use agreements will be communicated/re-enforced through:

- staff induction
- posters/notices around where technology is used
- communication with parents/carers
- built into education sessions

- school website

User actions		Acceptable	Acceptable at certain times	Acceptable for nominated users	Unacceptable	Unacceptable and illegal
Users shall not access online content (including apps, games, sites) to make, post, download, upload, data transfer, communicate or pass on, material, remarks, proposals or comments that contain or relate to:	Any illegal activity for example: • Child sexual abuse imagery* • Child sexual abuse/exploitation/grooming • Terrorism • Encouraging or assisting suicide • Offences relating to sexual images i.e., revenge and extreme pornography • Incitement to and threats of violence • Hate crime • Public order offences - harassment and stalking • Drug-related offences • Weapons / firearms offences • Fraud and financial crime including money laundering N.B. School will refer to guidance about dealing with self-generated images/sexting – UKSIC Responding to and managing sexting incidents and UKCIS – Sexting in schools and colleges					X
Users shall not undertake activities that might be classed as cyber-crime under the	• Using another individual's username or ID and password to access data, a program, or parts of a system that the user is not authorised to access (even if the initial access is authorised)					X

User actions		Acceptable	Acceptable at certain times	Acceptable for nominated users	Unacceptable	Unacceptable and illegal
Computer Misuse Act (1990)	• Gaining unauthorised access to school networks, data and files, through the use of computers/devices • Creating or propagating computer viruses or other harmful files • Revealing or publicising confidential or proprietary information (e.g., financial / personal information, databases, computer / network access codes and passwords) • Disable/Impair/Disrupt network functionality through the use of computers/devices • Using penetration testing equipment (without relevant permission) N.B. School will, in the first instance, deal with this immediately and internally. Should an offence be significant, serious or repeat, the police will be contacted to work alongside the school. The National Crime Agency has a remit to prevent learners becoming involved in cyber-crime and harness their activity in positive ways. Further information here					
Users shall not undertake activities that are not illegal but are classed as unacceptable in school policies:	Accessing inappropriate material/activities online in a school setting including pornography, gambling, drugs. (Informed by the school's filtering practices and/or AUAs)				X	
	Promotion of any kind of discrimination				X	
	Using school systems to run a private business				X	

User actions		Acceptable	Acceptable at certain times	Acceptable for nominated users	Unacceptable	Unacceptable and illegal
	Using systems, applications, websites or other mechanisms that bypass the filtering/monitoring or other safeguards employed by the school				X	
	Infringing copyright and intellectual property (including through the use of AI services)				X	
	Unfair usage (downloading/uploading large files that hinders others in their use of the internet)			X	X	
	Any other information which may be offensive to others or breaches the integrity of the ethos of the school or brings the school into disrepute				X	

Consideration should be given for the following activities when undertaken for non-educational purposes:	Staff and other adults				Learners			
	Not allowed	Allowed	Allowed at certain times	Allowed for selected staff	Not allowed	Allowed	Allowed at certain times	Allowed with staff permission/awareness
Online gaming			X				X	
Online shopping/commerce			X		X			

File sharing		X					X	
Social media			X		X			
Messaging/chat			X		X			
Entertainment streaming e.g. Netflix, Disney+			X				X	
Use of video broadcasting, e.g. YouTube, Twitch, TikTok			X			X		
Mobile phones may be brought to school		X						X
Use of mobile phones for learning at school	X				X			
Use of mobile phones in social time at school			X		X			
Taking photos on mobile phones/cameras	X				X			
Use of other personal devices, e.g. tablets, gaming devices	X				X			
Use of personal e-mail in school, or		X			X			

on school network/wi-fi								
Use of school e-mail for personal e-mails	X				X			
Use of AI services that have not been approved by the school	X				X			

When using communication technologies, the school considers the following as good practice:

- when communicating in a professional capacity, staff should ensure that the technologies they use are officially sanctioned by the school.
- any digital communication between staff and learners or parents/carers (e-mail, social media, learning platform, etc.) must be professional in tone and content. Personal e-mail addresses, text messaging or social media must not be used for these communications.
- staff should be expected to follow good practice when using personal social media regarding their own professional reputation and that of the school and its community.
- users should immediately report to DSL/DDSL/Safeguarding Governor – in accordance with the school policy – the receipt of any communication that makes them feel uncomfortable, is offensive, discriminatory, threatening or bullying in nature and must not respond to any such communication.
- relevant policies and permissions should be followed when posting information online e.g., school website and social media. Only school e-mail addresses should be used to identify members of staff and learners.

8. The use of Generative AI (Artificial Intelligence) in school

Please note a separate AI policy is published for the staff and pupils at St Oswald's CE Primary School.

As Generative Artificial Intelligence (Gen AI) continues to advance and influence the world we live in, its role in education is also evolving. 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 Open AI (ChatGPT) and Gemini. As a school, we currently advise against the use of chatbots for home learning. We are aware that advances in AI technology have increased the prevalence of manipulated content, including deepfake images, videos and audio. Due to this we will aim to teach pupils how to identify potential deepfakes, the risks associated with creating or sharing such content and know how to report concerns.

St Oswald's CE 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. St Oswald's CE Primary School will treat any use of AI to bully pupils in line with our anti-bullying/behaviour policy.

In some instances, AI may become a resource that staff may access. Staff have received training in basic programs that involve AI tools. Whilst still in the developing stages, staff will limit AI use to a checklist of AI programs as advised by our IT provider, Vital. At no point will a child's personal details or school details be included in the creation of AI to ensure safety in relation to data storage.

The software that we will use for AI are advised by our IT provider. These are:

- Google Gemini
- Google Classroom
- Canva Magic Studio
- Notebook LM
- Brisk
- ChatGPT

There are currently 3 key dimensions of AI use in schools: learner support, teacher support and school operations; ensuring all use is safe, ethical and responsible is essential.

We realise that there are risks involved in the use of Gen AI services but that these can be mitigated through careful monitoring and training. **We will strive to continue to educate staff and learners about safe and ethical use of AI, preparing them for a future in which these technologies are likely to play an increasing role.** The safeguarding of staff and learners will, as always, be at the forefront of our policy and practice.

The school acknowledges the potential benefits of the use of AI in an educational context - including enhancing learning and teaching, improving outcomes, improving administrative processes, reducing workload and preparing staff and learners for a future in which AI technology will be an integral part. Staff are encouraged to use AI-based tools to support their work where appropriate, within the frameworks provided below and are required to be professionally responsible and accountable for this area of their work. School will ensure:

- We will comply with all relevant legislation and guidance, with reference to guidance contained in Keeping Children Safe in Education and UK GDPR.
- We will provide relevant training for staff and governors in the advantages, use of and potential risks of AI. We will support staff in identifying training and development needs to enable relevant opportunities.
- We will seek to embed learning about AI as appropriate in our curriculum offer, including supporting learners to understand how Gen AI works, its potential benefits, risks, and ethical and social impacts. The school recognises the importance of equipping learners with the knowledge, skills and strategies to engage responsibly with AI tools.
- As set out in the staff acceptable use agreement, staff will be supported to use AI tools responsibly, ensuring the protection of both personal and sensitive data. Staff should only input anonymised data to avoid the exposure of personally identifiable or sensitive information.
- Staff will always ensure AI tools used comply with UK GDPR and other data protection regulations. They must verify that tools meet data security standards before using them for work related to the school.
- Only those AI technologies approved by the school may be used. Staff should always use school-provided AI accounts for work purposes. These accounts are configured to comply with organisational security and oversight requirements, reducing the risk of data breaches.
- We will protect sensitive information. Staff must not input sensitive information, such as internal documents or strategic plans, into third-party AI tools unless explicitly vetted for that purpose. They must always recognise and safeguard sensitive data.
- The school will ensure that when AI is used, it will not infringe copyright or intellectual property conventions – care will be taken to avoid intellectual property, including that of the learners, being used to train generative AI models without appropriate consent.
- AI incidents must be reported promptly. Staff must report any incidents involving AI misuse, data breaches, or inappropriate outputs immediately to the relevant internal teams. Quick reporting helps mitigate risks and facilitates a prompt response.
- We will prioritise human oversight. **AI should assist, not replace**, human decision-making. Staff must ensure that final judgments, particularly those affecting people, are made by humans and critically evaluate AI-generated outputs. They must ensure that all AI-generated content is fact-checked and reviewed for accuracy before sharing or publishing. This is especially important for external communication to avoid spreading misinformation.

- Recourse for improper use and disciplinary procedures. Improper use of AI tools, including breaches of data protection standards, misuse of sensitive information, or failure to adhere to this agreement, will be subject to disciplinary action as defined in Staff Disciplinary Policy.

9. Smartphone free school

Working in education, the health, happiness and well-being of children is at the forefront of our minds. There is increasing evidence showing the potential harms of children owning smartphones. Across the city of York, we've seen a number of incidents requiring police involvement, including bullying, sharing adult content and grooming children through social media.

As a school, we are committed to promoting our school as smartphone free. We ask parents to delay giving their child a smartphone for the duration of primary school and beyond. We understand the importance of being able to contact your child as they become more independent, walking to and from school. A basic brick phone, without internet access, can allow you to contact them via text or calling.

We advise parent/carers access certain sites in order to find out more information regarding smartphone alternatives:

- www.smartphonefreechildhood.org
- www.delaysmartphones.org.uk

We believe that by joining together, along with other schools in York, we can reduce the pressure on parents to buy smartphones for their children. With this policy, it is expected that smartphones will be phased out of school by **September 2026**.

Where pupils do bring a mobile device into school, children are not permitted to use them during the school day. Mobile devices must be switched off and handed in to the class teacher as children enter the school. They can then be collected at the end of the day.

Any breach of the acceptable use agreement by a pupil will result in the confiscation of the phone and a parent/carer may trigger disciplinary action in line with the school behaviour policy, which may result in the confiscation of their device.

10. Staff using work devices outside school

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol). As passwords are renewed, there is an expectation that passwords will be between 12-16 characters long.
- Ensuring their hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- 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 outlined in our Acceptable Use Policy.

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 Computing Lead/Vital.

11. How the school will respond to issues of misuse

Where a pupil misuses the school's ICT systems or internet, we will follow the procedures set out in our policies on internet acceptable use policy. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident, and will be proportionate. **In day-to-day practice, within the upcoming year, the Classroom View Pro will be further embedded. This is an extension added to chrome that allows for mirroring software so staff can see what children are accessing on chrome books via their screen. Training will continue to be given in preparation to embed this use of software.**

Where a staff member, including governors, misuses the school's ICT systems or the internet, or misuses a personal device where the action constitutes misconduct, the matter will be dealt with in accordance with the staff code of conduct. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident.

The school will consider whether incidents that involve illegal activity or content, or otherwise serious incidents, should be reported to the police.

12. Filtering and Monitoring

The school [filtering and monitoring](#) provision is agreed by senior leaders, governors and the IT Service Provider and is regularly reviewed (at least annually) and updated in response to changes in technology and patterns of online safety incidents/behaviours.

Day-to-day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective. The DSL will have lead responsibility for safeguarding and online safety **and responding to safeguarding concerns identified by filtering and monitoring** and the IT service provider will have technical responsibility.

Checks on the filtering and monitoring system are carried out by the IT Service Provider. The Designated Safeguarding Lead is notified daily of any breaches of policy. These breaches are RAG rated by CYC and the school acts on them appropriately. In day-to-day practice, within the upcoming year the Classroom View Pro will be established at St Oswald's. This is an extension added to chrome that allows for mirroring software so staff can see what children are accessing on chrome books via their screen. Training will be given in preparation to embed this use of software.

12.1 Filtering

In relation to filtering systems within school, the school ensures:

- A member of the SLT and a governor, are responsible for ensuring filtering standards are met. Roles and responsibilities of staff and third parties, for example, in-house or third-party IT support are clearly defined
- The school manages access to content across its systems for all users and on all devices using the school's internet provision. The filtering provided meets the standards defined in the DfE [Filtering standards for schools and colleges](#) and the guidance provided in the UK Safer Internet Centre [Appropriate filtering](#).
- Illegal content (e.g., child sexual abuse images) is filtered by the broadband or filtering provider by actively employing the Internet Watch Foundation URL list and the police assessed list of unlawful terrorist content, produced on behalf of the Home Office. Content lists are regularly updated
- There are established and effective routes for users to report inappropriate content, recognising that no system can be 100% effective. These are acted upon in a timely manner, within clearly established procedures
- There is a clear process in place to deal with, and log, requests/approvals for filtering changes
- Filtering logs are regularly reviewed and alert the Designated Safeguarding Lead to breaches of the filtering policy, which are then acted upon
- There are regular checks of the effectiveness of the filtering systems. Checks are undertaken across a range of devices at least termly and the results recorded and analysed to inform and improve provision. The DSL and governor are involved in the process and aware of the findings.

- Devices that are provided by the school have school-based filtering applied irrespective of their location
- The school has (if possible) provided enhanced/differentiated user-level filtering (allowing different filtering levels for different abilities/ages/stages and different groups of users: staff/learners, etc.)
- Younger learners will use child friendly/age-appropriate search engines e.g. [SWGfL Swiggle](#)
- The school has a mobile phone policy and where personal mobile devices have internet access through the school network, content is managed in ways that are consistent with school policy and practice
- Access to content through non-browser services (e.g. apps and other mobile technologies) is managed in ways that are consistent with school policy and practice

If necessary, the school will seek advice from, and report issues to, the SWGfL [Report Harmful Content](#) site.

12.2 Monitoring

The school follows the UK Safer Internet Centre [Appropriate Monitoring](#) guidance.

The school has monitoring systems in place, agreed by senior leaders and technical staff, to protect the school, systems and users: (Schools may wish to provide more specific details of their monitoring systems)

- The school monitors all network use across all its devices and services.
- Monitoring reports are urgently picked up, acted on and outcomes are recorded by the Designated Safeguarding Lead, all users are aware that monitoring is in place.
- There are effective protocols in place to report abuse/misuse. There is a clear process for prioritising response to alerts that require rapid safeguarding intervention.
- Management of serious safeguarding alerts is consistent with safeguarding policy and practice.
- The monitoring provision is reviewed at least once every academic year and updated in response to changes in technology and patterns of online safety incidents and behaviours. The review should be conducted by members of the senior leadership team, the designated safeguarding lead, and technical staff. It will also involve the responsible governor. The results of the review will be recorded and reported as relevant.
- Devices that are provided by the school have school-based monitoring applied irrespective of their location.
- Monitoring enables alerts to be matched to users and devices.
- Where AI is used, there is open communication that this has been used as outlined within the AI section.

12.3 Examining electronic devices

The headteacher, and any member of staff authorised to do so can carry out a search and confiscate any electronic device that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils, and/or
- is identified in the school rules as a banned item for which a search can be carried out, and/or
- is evidence in relation to an offence

Before a search, if the authorised staff member is satisfied that they have reasonable grounds for suspecting any of the above, they will also:

- make an assessment of how urgent the search is, and consider the risk to other pupils and staff. If the search is not urgent, they will seek advice from the DSL
- explain to the pupil why they are being searched, how the search will happen, and give them the opportunity to ask questions about it
- seek the pupil's co-operation

Authorised staff members may examine, and in exceptional circumstances erase, any data or files on an electronic device that they have confiscated where they believe there is a 'good reason' to do so.

When deciding whether there is a 'good reason' to examine data or files on an electronic device, the staff member should reasonably suspect that the device has, or could be used to:

- cause harm
- undermine the safe environment of the school or disrupt teaching
- commit an offence

If inappropriate material is found on the device, it is up to the staff member in conjunction with the DSL to decide on a suitable response. If there are images, data or files on the device that staff reasonably suspect are likely to put a person at risk, they will first consider the appropriate safeguarding response.

When deciding if there is a good reason to erase data or files from a device, staff members will consider if the material may constitute evidence relating to a suspected offence. In these instances, they will not delete the material, and the device will be handed to the police as soon as reasonably practicable. If the material is not suspected to be evidence in relation to an offence, staff members may delete it if:

- they reasonably suspect that its continued existence is likely to cause harm to any person
- the pupil and/or the parent/carer refuses to delete the material themselves

If a staff member **suspects** a device **may** contain an indecent image of a child (also known as a nude or semi-nude image), they will:

- **not** view the image
- confiscate the device and report the incident to the DSL (or equivalent) immediately, who will decide what to do next. The DSL will make the decision in line with the DfE's latest guidance on [screening, searching and confiscation](#) and the UK Council for Internet Safety (UKCIS) guidance on [sharing nudes and semi-nudes: advice for education settings working with children and young people](#) as outlined within this guidance, a report to the police will be made when an indecent image of a child is found.

Any searching of pupils will be carried out in line with:

- the DfE's latest guidance on [searching, screening and confiscation](#)
- UKCIS guidance on [sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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

13. 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 e-mails, 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 don't want to receive such content
- Physical abuse, sexual violence and initiation/hazing type violence can all contain an online element

Training will also help staff:

- Develop better awareness to assist in spotting the signs and symptoms of online abuse
- Develop the ability to ensure pupils can recognise dangers and risks in online activity and can weigh up the risks
- Develop the ability to influence pupils to make the healthiest long-term choices and keep them safe from harm in the short term

The DSL and Deputy 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. Links with other policies

This online safety policy is linked to our:

- Online safety guidance – available to staff
- Child protection and safeguarding policy
- Behaviour policy
- Staff disciplinary procedures
- Data protection policy and privacy notices
- Complaints procedures

All policies appropriate to be viewed by an outside audience are available on the school website:

<https://www.stoswalds.york.sch.uk/school-information/policies>

Appendix 1- KS2 Acceptable Use Agreement

Acceptable Use Agreement – This agreement will be shared with children at the start of using technology. Although it will not be signed documentation, it will be agreed upon as a class.

I agree to use the school's digital systems safely and responsibly to protect me, other learners and the school.

Keeping Safe Online

- The school will check how I use devices and the internet to keep everyone safe.
- I will keep my usernames and passwords private and tell a trusted adult if someone else knows them.
- I will be careful when talking to people online and will only talk to people I know and trust.
- I will not share personal information like my name, address, or photos without asking a trusted adult.
- I will only take or share images of myself, or others, when fully dressed and not in school uniform..
- If I see or hear something online that worries or upsets me, I will tell a trusted adult straight away.
- I will only meet people I have spoken to online if a trusted adult is with me.

Using Computers and the Internet Sensibly

- I will only use devices, apps and sites that I am allowed to, and will check if I am unsure.
- I will always ask permission and check with a trusted adult before using someone else's work or pictures.
- I will make sure the information I find online is true by checking carefully.
- I will only use apps or tools, like AI, that my teacher has said are OK, and I will ask for help if I'm unsure.
- I will not copy or use music, videos, or games unless I have permission.
- I will tell a trusted adult about any damage to devices or if anything else goes wrong.
- I will check with trusted adults before clicking on any unexpected messages or links (even if these look as though they are from people that I already know).

Being Respectful and Responsible

- I will treat others kindly online, just as I do in real life.
- I will make good choices about what I share online to protect myself and others.
- I will spend a healthy amount of time using devices and make time for other activities too.
- I will always think about how my behaviour online could affect me, my friends, and my school.

What Happens If I Break These Rules

- If I don't follow these rules, my teacher may stop me from using computers or devices, speak to my parents, or take other actions to help me make better choices in the future.
- By following these rules, I can enjoy using technology safely and responsibly.

I have read and understand the above and agree to follow these guidelines when:

- I use the school systems and devices (both in and out of school).

- I use my own devices in the school (when allowed) e.g. mobile phones, gaming devices, USB devices, cameras etc.
- I am out of school and involved in any online behaviour that might affect the school or other members of the school.

EYFS/KS1 Acceptable Use Agreement

Acceptable Use Agreement – This agreement will be shared with children at the start of using technology. Although it will not be signed documentation, it will be agreed upon as a class.

Our Technology Rules

I will follow these rules to use computers, tablets and the internet safely at school.

Staying Safe

- My teacher will watch what I do on computers, tablets and the internet to keep me safe.
- I will keep my passwords secret and tell my teacher if I need help.
- I understand that people online are not always who they say they are. I will only talk to people online if my teacher or a trusted adult says it's OK.
- I will not share my name, address, or pictures without asking my teacher or a trusted adult first.
- If I see something that makes me feel worried or upset, I will tell my teacher or a trusted adult straight away.
- I will only use apps, games or websites my teacher says are safe.

Using Technology Kindly

- I will be kind when using technology, just like I am in real life.
- I will take care of the computers and tablets I use.
- I will only look at things my teacher says are OK.

Making Good Choices

- I will ask my teacher before I use someone else's pictures or work.
- I will take breaks from screens and do other fun things too.
- I know that I can say no / please stop to anyone online who makes me feel sad, uncomfortable, embarrassed or upset.
- I will ask for help from a trusted adult if I am not sure what to do or if I think I may have done something wrong.

What Happens If I Forget the Rules

- If I forget the rules, my teacher will help me learn to make better choices next time.

These rules help us all stay safe and have fun using computers and tablets at school!

Parent/Carer Acceptable Use Agreement

Digital technologies have become integral to the lives of children and young people, both within schools and outside school. These technologies provide powerful tools, which open new opportunities for everyone. They can stimulate discussion, promote creativity, and stimulate awareness of context to promote effective learning. Young people should have an entitlement to safe internet access at all times.

This acceptable use policy is intended to ensure:

- that young people will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.
- that school systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- that parents and carers are aware of the importance of online safety and are involved in the education and guidance of young people with regard to their online behaviour.

The school will try to ensure that learners have good access to digital technologies to enhance their learning and will, in return, expect the learners to agree to be responsible users. A copy of the learner acceptable use agreement is attached to this permission form, so that parents/carers will be aware of the school expectations of the young people in their care.

I know that my son/daughter has verbally agreed to an acceptable use agreement and has received, or will receive, online safety education to help them understand the importance of safe use of technology and the internet – both in and out of school.