

Urmston Grammar Online Safety Policy



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Aims

Our school aims to:

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

The 4 key categories of risk

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

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, misinformation, disinformation (including fake news), conspiracy theories, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism

Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit the user for sexual, criminal, financial or other purposes

Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

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](#)
- › [Meeting digital and technology standards](#)
- › [Preventing and tackling bullying](#) and [cyber-bullying: advice for headteachers and school staff](#)
- › [Relationships and sex education \(RSE\) and health education - GOV.UK](#)
- › [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.

This policy complies with our funding agreement and articles of association.

Roles and responsibilities

The governing board

The governing board has overall responsibility for monitoring this policy and holding the headteacher to account for its implementation.

The governing board will make sure all staff undergo online safety training as part of child protection and safeguarding training, and ensure staff understand their expectations, roles and responsibilities around filtering and monitoring.

The governing board will also make sure all staff receive regular online safety updates (via email, e-bulletins and staff meetings), as required and at least annually, to ensure they are continually provided with the relevant skills and knowledge to effectively safeguard children.

The governing board will co-ordinate regular meetings with appropriate staff to discuss online safety and requirements for training, and monitor online safety logs as provided by the designated safeguarding lead (DSL).

The governing board will make sure that the school teaches pupils how to keep themselves and others safe, including online.

The governing board will make sure that the school has appropriate filtering and monitoring systems in place on school devices and school networks, and will regularly review their effectiveness. The board will review the [DfE's filtering and monitoring standards](#), and discuss with IT staff and service providers what needs to be done to support the school in meeting the standards, which include:

- › Identifying and assigning roles and responsibilities to manage filtering and monitoring systems
- › Reviewing filtering and monitoring provisions at least annually
- › Blocking harmful and inappropriate content without unreasonably impacting teaching and learning
- › Having effective monitoring strategies in place that meet the school's safeguarding needs

The governor who oversees online safety is Mr N Crowther

All governors will:

- › Make sure they have read and understand this policy
- › Agree and adhere to the terms on acceptable use of the school's ICT systems and the internet (appendix 3)
- › Make sure that online safety is a running and interrelated theme when devising and implementing the whole-school or college approach to safeguarding and related policies and/or procedures
- › Make sure that, where necessary, teaching about safeguarding, including online safety, is adapted for vulnerable children, victims of abuse and some pupils with special educational needs and/or disabilities (SEND). This is

because of the importance of recognising that a 'one size fits all' approach may not be appropriate for all children in all situations, and a more personalised or contextualised approach may often be more suitable

The Headteacher

The headteacher is responsible for making sure that staff understand this policy, and that it is being implemented consistently throughout the school.

The Designated safeguarding lead (DSL)

Details of the school's designated safeguarding lead (DSL) and deputies are set out in our child protection and safeguarding policy.

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

- › Supporting the headteacher in making sure that staff understand this policy and that it is being implemented consistently throughout the school
- › Working with the headteacher and governing board to review this policy annually and make sure the procedures and implementation are updated and reviewed regularly
- › Taking the lead on understanding the filtering and monitoring systems and processes in place on school devices and school networks
- › Providing governors with assurance that filtering and monitoring systems are working effectively and reviewed regularly
- › Working with the ICT manager to make sure the appropriate systems and processes are in place
- › Working with the headteacher, ICT manager and other staff, as necessary, to address any online safety issues or incidents
- › Managing all online safety issues and incidents in line with the school's child protection policy
- › Responding to safeguarding concerns identified by filtering and monitoring
- › Making sure that any online safety incidents are logged (see appendix 5) and dealt with appropriately in line with this policy
- › Making sure that any incidents of cyber-bullying are logged and dealt with appropriately in line with the school behaviour policy
- › Updating and delivering staff training on online safety (appendix 4 contains a self-audit for staff on online safety training needs)
- › Liaising with other agencies and/or external services if necessary
- › Providing regular reports on online safety in school to the headteacher and/or governing board
- › Undertaking annual risk assessments that consider and reflect the risks pupils face

- › Providing regular safeguarding and child protection updates, including online safety, to all staff, at least annually, in order to continue to provide them with relevant skills and knowledge to safeguard effectively

This list is not intended to be exhaustive.

The ICT manager

- › Putting in place an appropriate level of security protection procedures, such as filtering and monitoring systems on school devices and school networks, which are reviewed and updated at least annually to assess effectiveness and make sure pupils are kept safe from potentially harmful and inappropriate content and contact online while at school, including terrorist and extremist material
- › Making sure that the school's ICT systems are secure and protected against viruses and malware, and that such safety mechanisms are updated regularly
- › Conducting a full security check and monitoring the school's ICT systems on a termly basis
- › Blocking access to potentially dangerous sites and, where possible, preventing the downloading of potentially dangerous files
- › Making sure that any online safety incidents are logged (see appendix 5) and dealt with appropriately in line with this policy
- › Making sure that any incidents of cyber-bullying are dealt with appropriately in line with the school behaviour policy

This list is not intended to be exhaustive.

All staff and volunteers

All staff, including contractors and agency staff, and volunteers are responsible for:

- › Maintaining an understanding of this policy
- › Implementing this policy consistently
- › Agreeing and adhering to the terms on acceptable use of the school's ICT systems and the internet (appendix 3), and making sure that pupils follow the school's terms on acceptable use (appendices 1 and 2)
- › Knowing that the DSL is responsible for the filtering and monitoring systems and processes, and being aware of how to report any incidents of those systems or processes failing by regular review of our filtering and monitoring systems, with all relevant incidents logged, with outcomes as required, on CPOMS and web filtering spreadsheet
- › Following the correct procedures by making a time limited request if they need to bypass the filtering and monitoring systems for educational purposes using the online request form
- › Working with the DSL to make sure that any online safety incidents are logged (see appendix 5) and dealt with appropriately in line with this policy
- › Making sure that any incidents of cyber-bullying are dealt with appropriately in line with the school behaviour policy

- › Responding appropriately to all reports and concerns about sexual violence and/or harassment, both online and offline, and maintaining an attitude of ‘it could happen here’

This list is not intended to be exhaustive.

Parents/Carers

Parents/carers are expected to:

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

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

- › What are the issues? – [UK Safer Internet Centre](#)
- › Help and advice for parents/carers – [Childnet](#)

Visitors and members of the community

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

Educating pupils about online safety

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

All schools have to teach:

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

In **KS3**, pupils will be taught to:

- › Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy
- › Recognise inappropriate content, contact and conduct, and know how to report concerns

Pupils in **KS4** will be taught:

- › To understand how changes in technology affect safety, including new ways to protect their online privacy and identity
- › How to report a range of concerns

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

- › Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- › Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues
- › The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online
- › Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images
- › That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI-generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime
- › What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online
- › About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them
- › That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong
- › That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice
- › How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns

- › That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it
- › How information and data is generated, collected, shared and used online
- › That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising)
- › That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion
- › That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk

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

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

Pupils will be taught practical cyber-security skills

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

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

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

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.

Online safety will also be covered during parents' information evenings.

The school will let parents/carers know:

- › What systems the school uses to filter and monitor online use (Appendix 8)
- › 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.

Cyberbullying

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.)

Preventing and addressing cyber-bullying

To help prevent cyber-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. We will ensure that pupils know how they can report any incidents and encourage them to do so, including where they are a witness rather than the victim.

The school will actively discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be.

Cyber-bullying is discussed as part of our PSHE programme and is discussed as part of our school assembly timetable.

Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying. This includes personal, social, health and economic (PSHE) education, and other subjects where appropriate.

All staff, governors and volunteers (where appropriate) receive training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training (see section 11 for more detail).

The school also sends information/leaflets on cyber-bullying to parents/carers so they are aware of the signs, how to report it and how they can support children who may be affected.

In relation to a specific incident of cyber-bullying, the school will follow the processes set out in the school behaviour policy. Where illegal, inappropriate or harmful

material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.

The DSL will report the incident and provide the relevant material to the police as soon as is reasonably practicable, if they have reasonable grounds to suspect that possessing that material is illegal. They will also work with external services if it is deemed necessary to do so.

Examining electronic devices

The headteacher, and any member of staff authorised to do so by the headteacher, 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 Headteacher or DSL
- › Explain to the pupil why they are being searched, and 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, and/or
- › Undermine the safe environment of the school or disrupt teaching, and/or
- › Commit an offence

If inappropriate material is found on the device, it is up to the headteacher/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 whether 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, and/or
- › 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](#)

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](#)
- › School's behaviour and search/confiscation policy

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

Artificial intelligence

Generative AI tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini and Grok.

Urmston grammar recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. This includes deepfake pornography: pornographic content created using AI to include someone's likeness.

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

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out a risk assessment where new AI tools are being used by the school and where existing AI tools are used in cases which may pose a risk to all individuals that may be affected by them, including, but not limited to, pupils and staff.

Acceptable use of the internet in school

All pupils, parents/carers, staff, volunteers and governors are expected to sign an agreement regarding the acceptable use of the school's ICT systems and the internet (appendices 1 to 3). Visitors will be expected to read and agree to the school's terms on acceptable use, if relevant.

Use of the school's internet must be for educational purposes only, or for the purpose of fulfilling the duties of an individual's role.

We will monitor the websites visited by pupils, staff, volunteers, governors and visitors (where relevant) to ensure they comply with the above and restrict access through filtering systems where appropriate.

More information is set out in the acceptable use agreements in appendices 1 to 3.

Pupils using mobile devices in school

Year 7-11 pupils are not permitted access to their phone during the school day. Year 12 and 13 are able to use them in limited areas of the school.

Full details of this can be found in the school's mobile device policy

Staff using work devices outside school

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

- › Keeping the device password-protected – strong passwords can be made up of [3 random words](#), in combination with numbers and special characters if required, or generated by a password manager
- › Ensuring their hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- › Making sure the device locks if left inactive for a period of time
- › Not sharing the device among family or friends
- › Installing anti-virus and anti-spyware software
- › Keeping operating systems up to date by promptly installing the latest updates

Staff members must not use the device in any way that would violate the school's terms of acceptable use, as set out in appendix 3.

Work devices must be used solely for work activities.

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

How the school will respond to issues of misuse

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

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

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

Training for staff, governors and volunteers

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

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

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

- › Technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse
- › Children can abuse their peers online through:
 - Abusive, threatening, harassing and misogynistic messages
 - Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
 - Sharing of abusive images and pornography, to those who don't want to receive such content
- › Physical abuse, sexual violence and initiation/hazing type violence can all contain an online element

Training will also help staff:

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

The DSL and DDSLs 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.

Monitoring arrangements

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

This policy will be reviewed every year by the DSL. At every review, the policy will be shared with the governing board. The review (such as the one available [here](#)) will be supported by an annual risk assessment that considers and reflects the risks pupils face online. This is important because technology, and the risks and harms related to it, evolve and change rapidly.

Links with other policies

This online safety policy is linked to our:

- › Child protection and safeguarding policy
- › Behaviour policy
- › Staff disciplinary procedures
- › Data protection policy and privacy notices
- › Complaints procedure
- › ICT and internet acceptable use policy

Appendix 1: Acceptable user agreement - students (Y7-11)

To help keep myself and others safe online, I agree that I will:

Respectable and safe use:

- Use school technology, devices, systems and internet access responsibly
- Treat others respectfully online and never use technology to bully, harass, threaten or upset another person
- Report anything online that makes me feel uncomfortable, unsafe or worried, to a member of staff, or using itsgoodtotalk@urmstongrammar.org.uk as soon as you can
- Follow staff instructions regarding the use of technology and internet resources

Personal information and privacy

- Keep my passwords private and secure
- Never share personal information about myself or others online without permission
- Respect the privacy of other people and do not attempt to access another person's accounts or files

Online content

- Only access websites, apps and online services approved for educational purposes
- Not deliberately search for, access, create, download, upload or share inappropriate, offensive, extremist, discriminatory or illegal content
- Understand that the school operates a robust filtering and monitoring system for online activity

Images, video and social media

- Not take, store or share photographs, videos or recordings of staff or students without permission
- Never create, possess or share indecent, explicit or inappropriate images
- Report any inappropriate messages I receive

Artificial intelligence (AI)

- Only use AI tools when permitted by my teacher
- Use AI responsibly and honestly
- Not use AI to cheat, plagiarise, impersonate others, create harmful content or generate fake images, audio or videos of other people

Mobile phones and personal devices

- Follow the schools, mobile device policy at all times
- Understand that in Year 7-11 I must hand my phone in at the start of the day and am not permitted to use the phone while in school

Appendix 2: Acceptable user agreement - students (Y12/13)

As a member of the Sixth Form community, I understand that I have greater responsibility for my use of technology and digital resources. I agree that I will:

Responsible use

- Use school technology and internet access for educational purposes
- Demonstrate maturity, professionalism and respect in all online activity
- Follow all school policies relating to safeguarding, behaviour, data protection and online safety

Personal devices

- Use personal devices only in authorised areas and at appropriate times
- Ensure that my use of personal technology does not disrupt learning or the school environment

Academic integrity

- Submit only work that accurately reflects my own understanding and effort
- Acknowledge any permitted use of AI or other digital tools
- Not use AI, websites or applications to gain an unfair academic advantage

Artificial intelligence (AI)

- Use AI tools critically and responsibly
- Verify information generated by AI systems
- Not use AI to create harmful, misleading or inappropriate content
- Not create or distribute deepfake images, audio or video of any person

Online behaviour

- Communicate respectfully online
- Not engage in cyberbullying, harassment, discrimination or abusive content
- Report safeguarding concerns, scams or harmful online content immediately to a member of staff or using itsgoodtotalk@urmstongrammar.org.uk

Privacy and security

- Understand that the school operates a robust filtering and monitoring system for online activity
- Not attempt to bypass filtering, monitoring or security controls
- Use strong passwords and protect account credentials
- Report any suspected cyber-security incident immediately

Appendix 3: Acceptable user agreement – Staff

As a member of staff, I understand that I have a professional responsibility to safeguard pupils and protect school information systems. I agree that I will:

Professional conduct

- Use school ICT systems primarily for school business
- Act as a positive role model in relation to online safety
- Maintain professional boundaries in all digital communications

Safeguarding

- Report online concerns immediately, in accordance with safeguarding procedures
- Respond appropriately to concerns regarding cyberbullying, harmful content or online abuse
- Maintain an attitude that safeguarding concerns can arise both on and offline

Information security

- Keep passwords secure and confidential
- Use multi-factor authentication; where provided
- Not share accounts or allow unauthorised access to systems
- Lock or secure devices when unattended, however briefly

Data protection

- Handle personal information in accordance with UK, GDPR and school policies
- Use only approved systems for storing or transmitting school data
- Report any suspected data breach immediately

Artificial intelligence

- Not input confidential, personal or sensitive information into AI systems
- Critically evaluate AI generated content before use
- Ensure any use of AI supports, rather than replaces, professional judgement

School devices

- Use school devices only for authorised purposes
- Not install unauthorised software
- Not attempt to bypass filtering or monitoring systems
- Follow security requirements when working remotely

Monitoring

- Understand that the school operates a robust filtering and monitoring system for online activity

Appendix 4: Acceptable user agreement – Governors

As a Governor, I recognise my responsibility for strategic oversight of safeguarding, online safety and information governance.

I agree that I will:

- Read and comply with the Online Safety Policy and related policies.
- Use school systems and information securely and appropriately.
- Maintain confidentiality of all information obtained through my governance role.
- Keep passwords secure and protect access to governor accounts and documents.
- Use only approved systems for storing or sharing school information.
- Complete required safeguarding, cyber-security and online safety training.
- Understand the school's filtering and monitoring responsibilities and provide appropriate challenge and oversight.
- Report any concerns regarding online safety, cyber-security or data protection promptly.
- Use AI tools only in accordance with school policies and never upload confidential school information into unapproved systems.

Appendix 5: Acceptable user agreement – Visitors

To be completed when a visitor is provided with a guest login for wifi

Visitor and Volunteer Acceptable Use Agreement

While using school technology, internet access or information systems, I agree to:

- Use school systems only for authorised purposes.
- Follow all safeguarding and online safety expectations.
- Respect the privacy and confidentiality of pupils, staff and school information.
- Not access, create, download or share inappropriate, offensive or illegal material.
- Not photograph, record or share images of pupils without authorisation.
- Not attempt to bypass school security, filtering or monitoring systems.
- Report any safeguarding, cyber-security or online safety concerns immediately to a member of staff.

I understand that my use of school systems may be monitored where appropriate.

Declaration

I have read and understood this agreement and agree to comply with it.

Name: _____

Organisation (if applicable): _____

Signature: _____

Date: _____

Appendix 6: Acceptable user agreement – Parents/carers

At Urmston Grammar School, we believe that online safety is a shared responsibility between school, pupils and parents/carers. We ask all parents and carers to support the school's efforts to promote the safe, responsible and positive use of technology. As a parent/carer, I agree that I will:

Supporting my child

- Encourage my child to use technology safely, responsibly and respectfully
- Discuss online safety regularly with my child, including the risks associated with social media, online gaming, messaging apps and emerging technologies
- Support the school's expectations regarding the appropriate use of digital technologies and online services
- Encourage my child to report anything online that makes them feel uncomfortable, unsafe or worried

Communication with school

- Use school communication processes appropriately and respectfully
- Communicate with staff in a courteous and professional manner, whether in person, by email, through online platforms or via social media
- Raise concerns directly with the school through appropriate channels rather than through public social media platforms

Images, videos and social media

- Respect the privacy of pupils, families and staff when sharing information online
- Not post, upload or distribute photographs, videos or recordings of pupils other than my own child without appropriate consent
- Not post content online that could bring the school, its staff, pupils or wider community into disrepute
- Support the schools expectations regarding the use of social media

Online safety and safeguarding

- Familiarise myself with the school's online safety policy and related safeguarding guidance
- Inform the school if I become aware of online behaviour that may place a child or member of the school community at risk
- Work in partnership with the school to address any online safety concerns involving my child

Artificial intelligence (AI)

- Recognise that AI tools and chatbots are increasingly available to young people and discuss their safe and responsible use with my child
- Encourage my child to think critically about information generated by AI systems and online content
- Support the schools expectations regarding the ethical and appropriate use of AI for learning

Personal devices and home technology

- Take reasonable steps to supervise and support my child's online activity at home in an age-appropriate manner
- Encourage the use of privacy settings, strong passwords and safe online practices
- Promote healthy and balanced use of technology

Partnership with the school

I understand that the school has filtering and monitoring systems in place to help safeguard pupils when using school technology and internet services. I will work in partnership with the school to promote safe and responsible online behaviour.

Online incidents occurring outside school

I understand that online safety incidents that occur outside school may still be investigated and addressed by the school where they have the potential to affect the wellbeing, safety or education of members of the school community.

Appendix 7: Online safety training needs – staff audit

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

Appendix 8: Web filtering log

School utilises two systems to aid filtering and monitoring of online activity.

[classroom.cloud - Home - UK](#)

[MySSP | Safeguarding and Monitoring Platform](#)

These are reviewed regularly and assessed for effectiveness

Where incidents are logged, the following information is collated:

- Student name
- Source (Classroom cloud or switchshop)
- Date
- Theme (Wellbeing/inappropriate content/racism/homophobia etc...)
- Concern (Details of incident logged)
- How many online safety incidents are logged for this student
- School year of the student when incident took place
- Who the information has been shared with
- Has the incident been logged on our school recording systems?

Responses to online incidents may require a consequence in line with our behaviour policy, but will also include an educative and reflective opportunity to discuss.