Online Safety Policy

Audience:	School and academy staff, Local Governance Committees
Reviewed: **Approved:** **Effective From:**	Autumn 2025 FAR 17 March 2026 18 March 2026
Other Related Policies / Procedures:	
Policy Owner:	IT Manager
Policy / Procedure Model:	Trust policy: all Crofty schools use this policy
Date of Next Review:	Spring 2027
Version Number	2026-27 V2

Contents

This policy applies to all members of the school community (including staff, learners, volunteers, parents and carers, visitors, 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).

1. Scope of the Online Safety Policy

1.1 This Online Safety Policy outlines the commitment of Crofty Education Trust to safeguard members of our school community online in accordance with statutory guidance and best practice.

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

1.3 Crofty Education Trust 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.

2. Policy development, monitoring and review

2.1 This Online Safety Policy has been developed by the Trust Safeguarding Group made up of:

2.1.1 Headteacher / Senior leaders
2.1.2 Designated Safeguarding Leads
2.1.3 ICT Strategy Manager
2.1.4 Trust safeguarding Lead

3. Schedule for development, monitoring and review

This Online Safety Policy was approved by the *trust governing body on:*	
The implementation of this Online Safety Policy will be monitored by:	Trust Safeguarding Group
Monitoring will take place at regular intervals:	At least annually
The *governing body* will receive a report on the implementation of the Online Safety Policy generated by the monitoring group (which will include anonymous details of online safety incidents) at regular intervals:	At least annually
The Online Safety Policy will be reviewed annually, or more regularly in the light of any significant new technological developments, new threats to online safety or incidents that have taken place. The next anticipated review date will be:	
Should serious online safety incidents take place, the following external persons/agencies should be informed:	• Trust Safeguarding Lead • Trust IT Strategy Manager • Police

4. Process for monitoring the impact of the Online Safety Policy

4.1 The trust will monitor the impact of the policy using:

4.1.1 Logs of reported incidents

4.1.2 Filtering and monitoring logs

4.1.3 Internal monitoring data for network activity

4.1.4 Surveys/questionnaires of:

- learners
- parents and carers
- staff

5. Policy and leadership

5.1 Responsibilities

5.1.1 To ensure the online safeguarding of members of our trust community it is important that all members of that community work together to develop safe and responsible online behaviours, learning from each other and from good practice elsewhere, reporting inappropriate online behaviours, concerns, and misuse as soon as these become apparent. While this will be a team effort, the following sections outline the online safety roles and responsibilities of individuals and groups within the trust.

5.2 Trust Safeguarding Group

5.2.1 The Designated Safeguarding Leads regularly discuss issues of online safety, sharing and learning from experiences across the Trust; in addition to monitoring the impact of the Online Safety Policy. The Trust IT Strategy Manager attends meetings as appropriate to discuss and advise on technical issues. Within each school the DSL has responsibility for regular reporting to the Trust Safeguarding Group so that this can then be reported to the Risk & Audit Committee.

5.2.2 The Computing lead in each school has responsibility for the coverage and delivery of the Online Safeguarding curriculum. As part of their role Computing leads have the responsibility for consulting all stakeholders including parents and students about the Online Safety provision in order to measure it's effectiveness. The impact of this is monitored by the DSL. Where Trust wide issues are identified, these are reported to the Computing Network lead for review.

5.3 Board of Trustees

5.3.1 The Board of Trustees are responsible for the approval of the Online Safety Policy. The Trust Safeguarding Group is responsible for reviewing the effectiveness of the policy. This will be carried out by receiving regular information about Online Safety incidents and monitoring reports.

5.3.2 This review will be carried out by the Finance, Audit and Risk Committee (FAR) whose members will receive regular information about online safety incidents and monitoring reports. The Trust Safeguarding Trustee will take on the lead role to include:

- regular meetings with the Trust Safeguarding Lead
- 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) - in-line with the DfE Filtering and Monitoring Standards

- reporting to relevant groups
- Monitor that all governance roles complete mandatory Cyber-security training annually.

5.3.3 The Board of Trustees will also support the Trust in encouraging parents/carers and the wider community to become engaged in online safety activities.

5.4 **Headteacher and senior leaders**

5.4.1 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.

5.4.2 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.

5.4.3 The headteacher/senior leaders are responsible for ensuring that the Online Safety Lead, 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.

5.4.4 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.

5.4.5 The headteacher/senior leaders will work with the designated safeguarding lead (DSL) and IT support team in all aspects of filtering and monitoring.

5.5 **Designated Safeguarding Lead (DSL)**

5.5.1 The DSL will:

- hold the lead responsibility for online safety, within their safeguarding role.
- 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 Safeguarding Lead 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
- report regularly to headteacher/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 the IT Support team on matters of safety and safeguarding and welfare (including online and digital safety)

5.6 **Online Safety Lead**

5.6.1 The Online Safety Lead will:

- work closely on a day-to-day basis with the Designated Safeguarding Lead (DSL), where these roles are not combined.
- receive reports of online safety issues, being aware of the potential for serious child protection concerns and ensure that these are logged to inform future online safety developments.
- have a leading role in establishing and reviewing the trust online safety policies/documents.

- promote an awareness of and commitment to online safety education / awareness raising across the school and beyond.
- liaise with curriculum leaders to ensure that the online safety curriculum is planned, mapped, embedded and evaluated.
- ensure that all staff are aware of the procedures that need to be followed in the event of an online safety incident taking place and the need to immediately report those incidents
- provide (or identify sources of) training and advice for staff / governors/ trustees / parents / carers / learners.
- liaise with the Trust's technical staff, pastoral staff and support staff (as relevant)
- receive regularly updated training to allow them to understand how digital technologies are used and are developing (particularly by learners) regarding the areas defined In Keeping Children Safe in Education:
  - **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
  - **contact:** being subjected to harmful online interaction with other users; for example: 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**: online behaviour that increases the likelihood of, or causes, harm; for example, 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. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/)

5.7 **Curriculum Leads**

5.7.1 Curriculum Leads will work with the DSL/OSL to develop a planned and coordinated online safety education programme.

5.7.2 This will be provided through:
- a discrete programme
- PHSE and SRE programmes
- A mapped cross-curricular programme
- assemblies and pastoral programmes
- through relevant national initiatives and opportunities

5.8 **Teaching and support staff**

5.8.1 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 and carers and others should be on a professional level and only carried out using official school systems and devices (where staff use AI, they should only use school-approved AI services for work purposes which have been evaluated to comply with organisational security and oversight requirements.

- they immediately report any suspected misuse or problem to their Headteacher or Line Manager for investigation/action, in line with the school safeguarding procedures.
- all digital communications with learners and parents/carers are on a professional level and only carried out using official school systems.
- 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 adhere to the trust's technical security policy, with regard to the use of devices, systems and passwords and have an understanding of basic cybersecurity
- 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 judgments, particularly those affecting people, are made by humans, fact-checked and critically evaluated.

5.9 **Trust IT Providers / Support Team**

5.9.1 The Trust IT Providers / Team are responsible for ensuring that:

- they are aware of and follow the trust's Online Safety Policy and Technical Security Policy to carry out their work effectively in line with trust policy.
- the trust technical infrastructure is secure and is not open to misuse or malicious attack.
- the trust meets (as a minimum) the required online safety technical requirements as identified by the DfE Meeting Digital and Technology Standards in Schools & Colleges.
- 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 the IT Strategy Manager 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.
- monitoring systems are implemented and regularly updated as agreed in trust policies.

5.10 **Learners**

5.10.1 Learners are responsible for using the school digital technology systems in accordance with the learner acceptable use agreement and Online Safety Policy.

- should understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so
- should know what to do if they or someone they know feels vulnerable when using online technology.
- should avoid plagiarism and uphold copyright regulations, taking care when using Artificial Intelligence (AI) services to protect the intellectual property of themselves and others and checking the accuracy of content accessed through AI services.
- should understand the importance of adopting good online safety practice when using digital technologies out of school and realise that the trust's Online Safety Policy covers their actions out of school, if related to their membership of the school.

5.11 **Parents and carers**

5.11.1 The trust will take every opportunity to help parents and carers understand these issues through:
- publishing the trust Online Safety Policy on the trust and school website
- providing them with a copy of the learners' acceptable use agreement
- publish information about appropriate use of social media relating to posts concerning the trust / school.
- seeking their permissions concerning digital images, cloud services etc
- parents'/carers' evenings, newsletters, website, social media and information about national/local online safety campaigns and literature.

5.11.2 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)

6. Professional Standards

6.1 There is an expectation that professional standards will be applied to online safety as in other aspects of school life i.e.

6.1.1 there is a consistent emphasis on the central importance of literacy, numeracy, digital competence and digital resilience. Learners will be supported in gaining skills across all areas of the curriculum and every opportunity will be taken to extend learners' skills and competence

6.1.2 there is a willingness to develop and apply new techniques to suit the purposes of intended learning in a structured and considered approach and to learn from the experience, while taking care to avoid risks that may be attached to the adoption of developing technologies e.g. Artificial Intelligence (AI) tools.

6.1.3 Staff can reflect on their practice, individually and collectively, against agreed standards of effective practice and affirm and celebrate their successes

6.1.4 policies and protocols are in place for the use of online communication technology between the staff and other members of the trust and wider community, using officially sanctioned school mechanisms.

7. Policy

7.1 Online Safety Policy

The trust Online Safety Policy:

7.1.1 sets expectations for the safe and responsible use of digital technologies for learning, administration, and communication.

7.1.2 allocates responsibilities for the delivery of the policy.

7.1.3 is regularly reviewed in a collaborative manner, taking account of online safety incidents and changes/trends in technology and related behaviours.

7.1.4 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.

7.1.5 describes how the trust will help prepare learners to be safe and responsible users of online technologies.

7.1.6 establishes clear procedures to identify, report, respond to and record the misuse of digital technologies and online safety incidents, including external support mechanisms.

7.1.7 is supplemented by a series of related acceptable use agreements.

7.1.8 is made available to staff at induction and through normal communication channels.

7.1.9 is published on the trust and school websites.

7.2 Acceptable Use Policy

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

7.2.1 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 and handbook
- digital signage
- posters/notices around where technology is used
- communication with parents/carers
- built into education sessions
- trust and school website
- peer support.

8. User Actions

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. Schools should 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 Computer Misuse Act (1990)	• 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) • 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					X

User actions		Acceptable	Acceptable at certain times	Acceptable for nominated users	Unacceptable	Unacceptable and illegal
	• Using penetration testing equipment (without relevant permission) N.B. Schools will need to decide whether these should be dealt with internally or by the police. Serious or repeat offences should be reported to the police. 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	X	
	Promotion of any kind of discrimination				X	
	Using school systems to run a private business				X	
	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: Schools may wish to add further activities to this list.	**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
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 personal 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 on school network/wi-fi			X		X			
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			

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

8.1.1 when communicating in a professional capacity, staff should ensure that the technologies they use are officially sanctioned by the trust.

8.1.2 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.

8.1.3 staff should be expected to follow good practice when using personal social media regarding their own professional reputation and that of the trust / school and its community.

8.1.4 users should immediately report to a nominated person – in accordance with the trust 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.

8.1.5 relevant policies and permissions should be followed when posting information online e.g., trust / school websites and social media. Only trust e-mail addresses should be used to identify members of staff and learners.

9. Reporting and responding

9.1 The trust will take all reasonable precautions to ensure online safety for all trust users but recognises that incidents may occur inside and outside of the schools (with impact on the trust) which will need intervention. The trust will ensure:

9.1.1 there are clear reporting routes which are understood and followed by all members of the trust community which are consistent with the trust safeguarding procedures, and with the whistleblowing, complaints and managing allegations policies.

9.1.2 all members of the trust community will be made aware of the need to report online safety issues/incidents.

9.1.3 reports will be dealt with as soon as is practically possible once they are received.

9.1.4 the Designated Safeguarding Lead, Online Safety Lead and other responsible staff have appropriate skills and training to deal with online safety risks.

9.1.5 if there is any suspicion that the incident involves any illegal activity or the potential for serious harm (see flowchart and user actions chart in the appendix), the incident must be escalated through the agreed school safeguarding procedures, this may include:

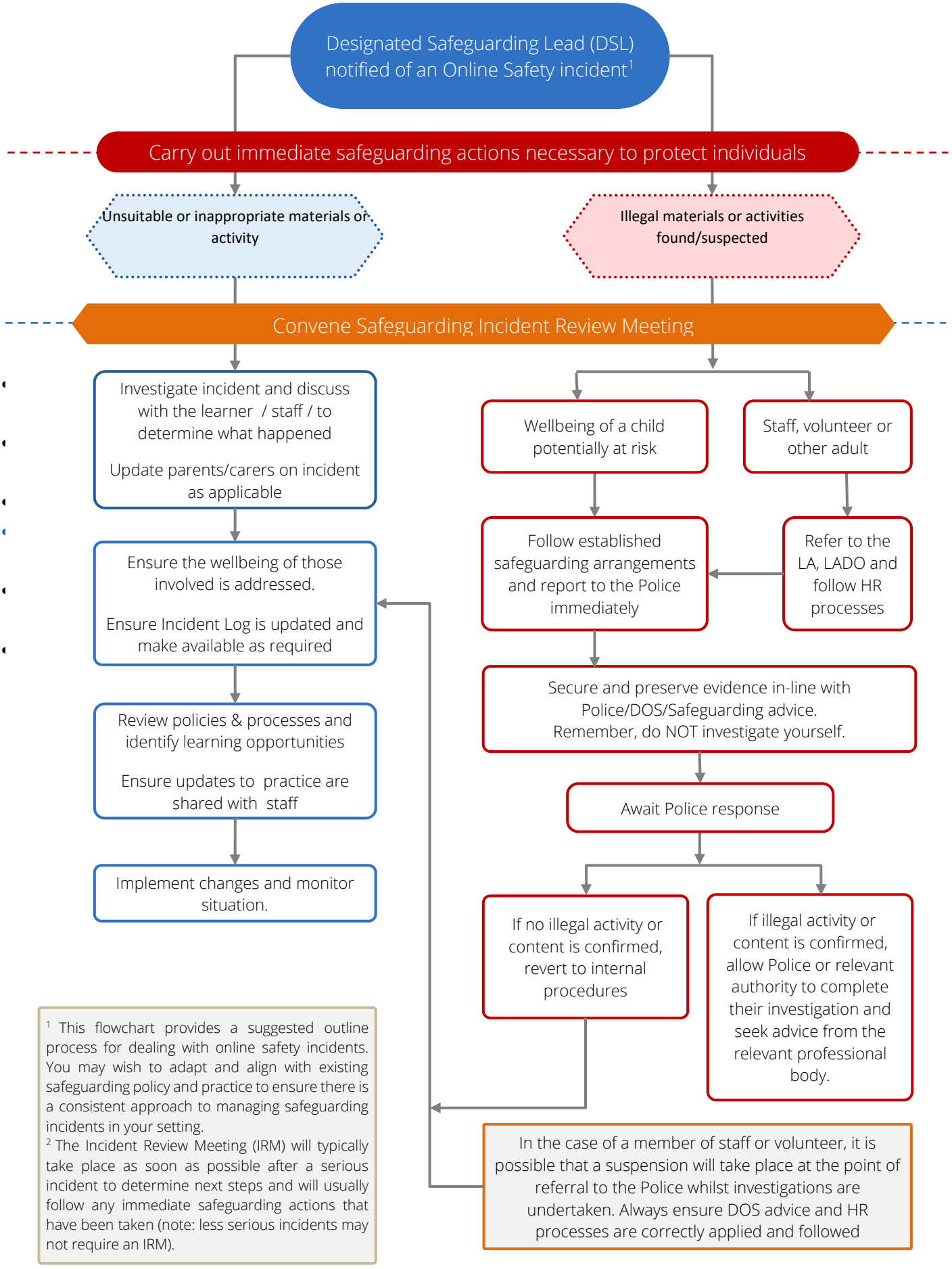
- Non-consensual images
- Self-generated images
- Terrorism/extremism
- Hate crime/Abuse
- Fraud and extortion
- Harassment/stalking
- Child Sexual Abuse Material (CSAM)
- Child Sexual Exploitation Grooming
- Extreme Pornography
- Sale of illegal materials/substances
- Cyber or hacking offences under the Computer Misuse Act
- Copyright theft or piracy

9.1.6 any concern about staff misuse will be reported to the Headteacher, unless the concern involves the Headteacher, in which case the complaint is referred to the Chair of Governors and the Trust.

9.1.7 where AI is used to support monitoring and incident reporting, human oversight is maintained to interpret nuances and context that AI might miss

9.1.8 where there is no suspected illegal activity, devices may be checked using the following procedures:

- one or more senior members of staff should be involved in this process. This is vital to protect individuals if accusations are subsequently reported.



[1] This flowchart provides a suggested outline process for dealing with online safety incidents. You may wish to adapt and align with existing safeguarding policy and practice to ensure there is a consistent approach to managing safeguarding incidents in your setting.

[2] The Incident Review Meeting (IRM) will typically take place as soon as possible after a serious incident to determine next steps and will usually follow any immediate safeguarding actions that have been taken (note: less serious incidents may not require an IRM).

9.2 **School actions**

It is more likely that schools will need to deal with incidents that involve inappropriate rather than illegal misuse. It is important that any incidents are dealt with as soon as possible in a proportionate manner, and that members of the school community are aware that incidents have been dealt with. It is intended that incidents of misuse will be dealt with through normal behaviour/disciplinary procedures as follows:

10. Responding to Learner Actions

Incidents	Refer to class teacher/tutor	Refer to SLT \ Headteacher	Refer to Police/Social Work	Refer to DofE \ technical support for advice/action	Inform parents/carers	Remove device/ network/internet access	Issue a warning	Further sanction, in line with behaviour policy
Deliberately accessing or trying to access material that could be considered illegal (see list in earlier section on User Actions on unsuitable/inappropriate activities).		X	X					
Attempting to access or accessing the school network, using another user's account (staff or learner) or allowing others to access school network by sharing username and passwords	X	X		X				
Corrupting or destroying the data of other users.	X	X		X	X	X	X	X
Sending an e-mail, text or message that is regarded as offensive, harassment or of a bullying nature	X	X			X	X	X	X
Unauthorised downloading or uploading of files or use of file sharing.	X	X		X	X	X	X	X
Using proxy sites or other means to subvert the school's filtering system.	X	X		X	X	X	X	X
Accidentally accessing offensive or pornographic material and failing to report the incident.		X		X	X	X	X	X

Deliberately accessing or trying to access offensive or pornographic material.		X	X	X	X	X	X	X
Receipt or transmission of material that infringes the copyright of another person or infringes the Data Protection Act.	X	X		X				
Unauthorised use of digital devices (including taking images)	X	X		X		X	X	
Unauthorised use of online services	X					X	X	
Actions which could bring the school into disrepute or breach the integrity or the ethos of the school.	X	X		X	X	X	X	
Continued infringements of the above, following previous warnings or sanctions.	X	X		X	X	X		X

11. Responding to Staff Actions

Incidents	Refer to Headteacher/ Principal	Refer to local authority/MAT/HR	Refer to Police	Refer to LA / Technical Support Staff for action re filtering, etc.	Disciplinary action
Deliberately accessing or trying to access material that could be considered illegal (see list in earlier section on unsuitable / inappropriate activities)	X	X			X
Actions which breach data protection or network / cyber-security rules.	X	X		X	X
Deliberately accessing or trying to access offensive or pornographic material	X	X		X	X

Corrupting or destroying the data of other users or causing deliberate damage to hardware or software	X	X		X	X
Using proxy sites or other means to subvert the school's filtering system.	X			X	X
Unauthorised downloading or uploading of files or file sharing	X				X
Breaching copyright/ intellectual property or licensing regulations (including through the use of AI systems)	X			X	X
Allowing others to access school network by sharing username and passwords or attempting to access or accessing the school network, using another person's account.	X			X	X
Sending an e-mail, text or message that is regarded as offensive, harassment or of a bullying nature	X	X			X
Using personal e-mail/social networking/messaging to carry out digital communications with learners and parents/carers	X				X
Inappropriate personal use of the digital technologies e.g. social media / personal e-mail	X				X
Careless use of personal data, e.g. displaying, holding or transferring data in an insecure manner	X	X			X
Actions which could compromise the staff member's professional standing	X	X			X
Actions which could bring the school into disrepute or breach the integrity or the ethos of the school.	X	X			X
Failing to report incidents whether caused by deliberate or accidental actions	X				X
Continued infringements of the above, following previous warnings or sanctions.	X	X			X

12. The use of Artificial Intelligence (AI) systems in School

12.1 As Generative Artificial Intelligence (gen AI) continues to advance and influence the world we live in, its role in education is also evolving. 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.

12.2 We realise that there are risks involved in the use of Gen AI services, but that these can be mitigated through our existing policies and procedures, amending these as necessary to address the risks.

12.3 We will 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.

12.4 The safeguarding of staff and learners will, as always, be at the forefront of our policy and practice.

12.5 **Policy Statements**

- The trust 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.
- 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 trust may be used. Staff should always use trust-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 trust 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.
- The trust will audit all AI systems in use and assess their potential impact on staff, learners and the school's systems and procedures, creating an AI inventory listing all tools in use, their purpose and potential risks.
- We are aware of the potential risk for discrimination and bias in the outputs from AI tools and have in place interventions and protocols to deal with any issues that may arise. When procuring and implementing AI systems, we will follow due care and diligence to prioritise fairness and safety.
- The trust will support parents and carers in their understanding of the use of AI in the school
- AI tools may be used to assist teachers in the assessment of learners' work, identification of areas for improvement and the provision of feedback. Teachers may also support learners to gain feedback on their own work using AI
- Maintain Transparency in AI-Generated Content. Staff should ensure that documents, emails, presentations, and other outputs influenced by AI include clear labels or notes indicating AI assistance. Clearly marking AI-generated content helps build trust and ensures that others are informed when AI has been used in communications or documents.

- 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.

13. Online Safety Education Programme

13.1 Online safety should be a focus in all areas of the curriculum and staff should reinforce online safety messages across the curriculum. The online safety curriculum should be broad, relevant and provide progression, with opportunities for creative activities and will be provided in the following ways:

- A planned online safety curriculum for all year groups matched against a nationally agreed framework e.g. Education for a Connected Work Framework by UKCIS/DCMS and the SWGfL Project Evolve and regularly taught in a variety of contexts.
- Lessons are matched to need; are age-related and build on prior learning.
- Lessons are context-relevant with agreed objectives leading to clear and evidenced outcomes.
- Learner need and progress are addressed through effective planning and assessment.
- Digital competency is planned and effectively threaded through the appropriate digital pillars in other curriculum areas e.g. PHSE; SRE; Literacy etc.
- it incorporates/makes use of relevant national initiatives and opportunities e.g. Safer Internet Day and Anti-bullying week.
- the programme will be accessible to learners at different ages and abilities such as those with additional learning needs or those with English as an additional language.
- learners should be taught in all lessons to be critically aware of the materials/content they access online and be guided to validate the accuracy of information (including where the information is gained from Artificial Intelligence services)
- learners should be taught to acknowledge the source of information used and to respect copyright / intellectual property when using material accessed on the internet and particularly through the use of Artificial Intelligence services
- vulnerability is actively addressed as part of a personalised online safety curriculum e.g., for victims of abuse and SEND.
- learners should be helped to understand the need for the learner acceptable use agreement and encouraged to adopt safe and responsible use both within and outside school. Acceptable use is reinforced across the curriculum, with opportunities to discuss how to act within moral and legal boundaries online, with reference to the Computer Misuse Act 1990. Lessons and further resources are available on the CyberChoices site.
- staff should act as good role models in their use of digital technologies, the internet and mobile devices.
- in lessons where internet use is pre-planned, it is best practice that learners should be 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 learners are allowed to freely search the internet, staff should be vigilant in supervising the learners and monitoring the content of the websites / tools (including AI systems) the learners visit
- it is accepted that from time to time, for good educational reasons, learners may need to research topics, (e.g. racism, drugs, discrimination) that would normally result in internet searches being blocked. In such a situation, staff should be able to request the temporary removal of those sites from the

filtered list for the period of study. Any request to do so, should be auditable, with clear reasons for the need

- the online safety education programme should be relevant and up to date to ensure the quality of learning and outcomes.

14. Contribution of Learners

14.1 The trust acknowledges, learns from, and uses the skills and knowledge of learners in the use of digital technologies. We recognise the potential for this to shape the online safety strategy for the trust community and how this contributes positively to the personal development of young people. Their contribution is recognised through:

14.1.1 mechanisms to canvass learner feedback and opinion.

14.1.2 appointment of digital leaders/anti-bullying ambassadors/peer mentors.

14.1.3 learners contribute to the online safety education programme e.g. peer education, digital leaders leading lessons for younger learners, online safety campaigns.

14.1.4 learners designing/updating acceptable use agreements.

14.1.5 contributing to online safety events with the wider school communities e.g. parents' evenings, family learning programmes etc.

15. Staff/volunteers

15.1 All staff will receive online safety training and understand their responsibilities, as outlined in this policy. Training will be offered as follows:

15.1.1 a planned programme of formal online safety and data protection training will be made available to all staff. This will be regularly updated and reinforced. An audit of the online safety training needs of all staff will be carried out at least annually.

15.1.2 the training will be an integral part of the trust's annual safeguarding, data protection and cyber-security training for all staff

15.1.3 all new staff will receive online safety training as part of their induction programme, ensuring that they fully understand the school online safety policy and acceptable use agreements. It includes explicit reference to classroom management, professional conduct, online reputation, and the need to model positive online behaviours.

15.1.4 the Online Safety Lead and Designated Safeguarding Lead (or other nominated person) will receive regular updates through attendance at external training events, (e.g. UKSIC / SWGfL / MAT / LA / other relevant organisations) and by reviewing guidance documents released by relevant organisations.

15.1.5 this Online Safety Policy and its updates will be presented to and discussed by staff in staff / team meetings / INSET days.

15.1.6 the Designated Safeguarding Lead/Online Safety Lead (or other nominated person) will provide advice / guidance / training to individuals as required.

16. Governors

16.1 Governors should take part in cyber security and online safety training/awareness sessions, with particular importance for those who are members of any sub-committee/group involved in technology/online safety/health and safety/safeguarding. This may be offered in several ways such as:

16.1.1 attendance at training provided by the trust or other relevant organisation

16.1.2 participation in online training

16.2 A higher level of training will be made available to (at least) the Online Safety Governor. This will include:

16.2.1 Training to allow the governor to understand the school's filtering and monitoring provision, in order that they can participate in the required checks and reviews.

17. Families

17.1 The schools will seek to provide information and awareness to parents and carers through:

17.1.1 regular communication, awareness-raising and engagement on online safety issues, curriculum activities and reporting routes.

17.1.2 regular opportunities for engagement with parents/carers on online safety issues through awareness workshops / parent/carer evenings etc.

17.1.3 the learners – who are encouraged to pass on to parents the online safety messages they have learned in lessons and by learners leading sessions at parent/carer evenings.

17.1.4 letters, newsletters, website, learning platform.

17.1.5 high profile events / campaigns e.g. Safer Internet Day.

17.1.6 reference to the relevant web sites/publications.

17.1.7 Sharing good practice with other schools in clusters, Trust and the local authority.

18. Adults and Agencies

18.1 The schools will provide opportunities for local community groups and members of the wider community to gain from the trust's online safety knowledge and experience. This may be offered through the following:

18.1.1 online safety messages targeted towards families and relatives.

18.1.2 providing family learning courses in use of digital technologies and online safety.

18.1.3 providing online safety information via their website and social media for the wider community.

18.1.4 supporting community groups, e.g. early years settings, childminders, youth/sports/voluntary groups to enhance their online safety provision.

19. Technology

The trust is responsible for ensuring that the trust infrastructure/network is as safe and secure as is reasonably possible and that policies and procedures approved within this policy are implemented. The schools should ensure that all staff are made aware of policies and procedures in place on a regular basis and explain that everyone is responsible for online safety and data protection.

19.1 Filtering

19.1.1 The trust filtering provision is agreed by senior leaders, governors and the IT Support Team and is regularly reviewed (at least annually) and updated in response to changes in technology and patterns of online safety incidents/behaviours.

19.1.2 Day to day management of filtering 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 the IT Strategy Manager will have technical responsibility.

19.1.3 The filtering provision is reviewed by senior leaders, DSL and a governor with the involvement of the IT Service Provider.

- the trust manages access to content across its systems for all users and on all devices using the schools 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 requests 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.
- the schools have (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.)
- the trust 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 trust 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 trust policy and practice.

19.1.4 If necessary, the trust will seek advice from, and report issues to, the SWGfL Report Harmful Content site.

19.2 **Monitoring**

19.2.1 The trust has monitoring systems, agreed by senior leaders and technical staff, in place to protect the trust, systems, and users:

- The trust monitors all network use across all its devices and services.
- Monitoring reports are urgently picked up, acted on and outcomes are recorded by the school's Designated Safeguarding Lead, all users are aware that the network (and devices) are monitored.
- 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.
- monitoring enables alerts to be matched to users and devices.
- where AI –supported monitoring is used, the purpose and scope of this is clearly communicated

19.2.2 The trust follows the UK Safer Internet Centre Appropriate Monitoring guidance and protects users and school systems through the use of the appropriate blend of strategies informed by the school's risk assessment.

These may include:

- physical monitoring (adult supervision in the classroom).
- internet use is logged, regularly monitored, and reviewed.
- filtering logs are regularly analysed, and breaches are reported to senior leaders.
- pro-active alerts inform the school of breaches to the filtering policy, allowing effective intervention.

- use of a third-party assisted monitoring service to review monitoring logs and report issues to school monitoring lead(s).

19.3 **Technical Security**

19.3.1 The trust's technical systems will be managed in ways that ensure that the trust meets recommended standards in the DfE Technical Standards for Schools and Colleges (and others outlined in local authority / MAT policy and guidance):

- responsibility for technical security resides with SLT who may delegate activities to identified roles.
- A documented access control model is in place, clearly defining access rights to trust systems and devices. This is reviewed annually. All users (staff and learners) have responsibility for the security of their username and password and must not allow other users to access the systems using their log on details. Users must immediately report any suspicion or evidence that there has been a breach of security
- password policy and procedures are implemented.
- all users have responsibility for the security of their username and password and must not allow other users to access the systems using their log on details.
- all school networks and system will be protected by secure passwords. Passwords must not be shared with anyone.
- the administrator passwords for trust systems are kept in a secure place, e.g. school safe.
- there is a risk-based approach to the allocation of learner usernames and passwords.
- there will be regular reviews and audits of the safety and security of school technical systems.
- servers, wireless systems and cabling are securely located and physical access restricted.
- appropriate security measures are in place to protect the servers, firewalls, routers, wireless systems and devices from accidental or malicious attempts which might threaten the security of the trust systems and data. These are tested regularly. The trusts infrastructure and individual workstations are protected by up-to-date endpoint software.
- there are rigorous and verified back-up routines, including the keeping of network-separated (air-gapped) copies off-site or in the cloud,
- the IT Strategy Manager is responsible for ensuring that all software purchased by and used by the trust is adequately licenced and that the latest software updates (patches) are applied.
- an appropriate system is in place for users to report any actual/potential technical incident/security breach to the relevant person, as agreed.
- use of trust devices out of school and by family members is regulated by an acceptable use statement that a user consents to when the device is allocated to them.
- personal use of any device on the trust networks is regulated by acceptable use statements that a user consents to when using the network.
- staff members are not permitted to install software on a trust-owned devices without the consent of the SLT/IT support team.
- removable media is not permitted unless approved by the SLT/IT support team.
- systems are in place to control and protect personal data and data is encrypted at rest and in transit.
- mobile device security and management procedures are in place**.**
- guest users are provided with appropriate access to trust systems based on an identified risk profile.
- systems are in place that prevent the unauthorised sharing of personal / sensitive data unless safely encrypted or otherwise secured.
- Care will be taken when using Artificial Intelligence services to avoid the input of sensitive information, such as personal data, internal documents or strategic plans, into third-party AI systems unless explicitly vetted for that purpose. Staff must always recognise and safeguard sensitive data.
- dual-factor authentication is used for sensitive data or access outside of a trusted network
- where AI services are used for technical security, their effectiveness is regularly reviewed, updated and monitored for vulnerabilities.

- Where AI services are used, the school will work with suppliers to understand how these services are trained and will regularly review flagged incidents to ensure equality for all users e.g. avoiding bias

19.4 **Mobile technologies**

19.4.1 The trust acceptable use agreements for staff, learners, parents, and carers outline the expectations around the use of mobile technologies.

19.4.2 The trust allows:

	Trust devices			**Personal devices**		
	Trust owned for individual use	Trust owned for multiple users	Authorised device[1]	Student owned	Staff owned	Visitor owned
Allowed in school	Yes	Yes	Yes	No	No	Yes
Full network access	Yes	Yes				
Internet only			Yes			Yes
No network access						

19.4.3 Trust owned/provided devices:

- all trust devices are managed though the use of Mobile Device Management software.
- there is an asset log that clearly states whom a device has been allocated to. There is clear guidance on where, when and how use is allowed.
- any designated mobile-free zone is clearly signposted.
- personal use (e.g. online banking, shopping, images etc.) is clearly defined and expectations are well-communicated.
- the use of devices on trips/events away from school is clearly defined and expectation are well-communicated.
- liability for damage aligns with current trust policy for the replacement of equipment.
- education is in place to support responsible use.

19.4.4 Personal devices:

- there is a clear policy covering the use of personal mobile devices on trust premises for all users.

[1] Authorised device – purchased by the learner/family through a school-organised scheme. This device may be given full access to the network as if it were owned by the school.

- where devices are used to support learning, staff have been trained in their planning, use and implementation, ensuring that all learners can access a required resource.
- where personal devices are brought to schools, but their use is not permitted, appropriate, safe, and secure storge should be made available.
- use of personal devices for tryst business is defined in the acceptable use policy and staff handbook.
- the expectations for taking/storing/using images/video aligns with the trust's acceptable use policy and use of images/video policy. The non-consensual taking/using of images of others is not permitted.
- liability for loss/damage or malfunction of personal devices is clearly defined.
- there is clear advice and guidance at the point of entry for visitors to acknowledge trust requirements.
- education about the safe and responsible use of mobile devices is included in the trust's online safety education programmes.

19.5 **Social media**

19.5.1 The trust provides the following measures to ensure reasonable steps are in place to minimise risk of harm to learners through:

- ensuring that personal information is not published.
- education/training being provided including acceptable use, age restrictions, social media risks, digital and video images policy, checking of settings, data protection and reporting issues.
- clear reporting guidance, including responsibilities, procedures, and sanctions.
- risk assessment, including legal risk.
- guidance for learners, parents/carers

19.5.2 Trust staff should ensure that:

- No reference should be made in social media to learners, parents/carers or trust staff.
- they do not engage in online discussion on personal matters relating to members of the trust community.
- personal opinions should not be attributed to the trust.
- security settings on personal social media profiles are regularly checked to minimise risk of loss of personal information.
- they act as positive role models in their use of social media

19.5.3 When official trust social media accounts are established, there should be:

- a process for approval by senior leaders.
- clear processes for the administration, moderation, and monitoring of these accounts – involving at least two members of staff.
- a code of behaviour for users of the accounts.
- systems for reporting and dealing with abuse and misuse.
- understanding of how incidents may be dealt with under trust disciplinary procedures.

19.5.4 Personal use

- personal communications are those made via personal social media accounts. In all cases, where a personal account is used which associates itself with, or impacts on, the trust it must be made clear that the member of staff is not communicating on behalf of the trust with an appropriate disclaimer. Such personal communications are within the scope of this policy.
- personal communications which do not refer to or impact upon the trust are outside the scope of this policy.
- where excessive personal use of social media in trust is suspected, and considered to be interfering with relevant duties, disciplinary action may be taken.

- the trust permits reasonable and appropriate access to personal social media sites during trust hours.

19.5.5 Monitoring of public social media

- As part of active social media engagement, the trust may pro-actively monitor the Internet for public postings about the trust.
- the trust should effectively respond to social media comments made by others according to a defined policy or process.
- when parents/carers express concerns about the trust / schools on social media we will urge them to make direct contact with the trust / schools, in private, to resolve the matter. Where this cannot be resolved, parents/carers should be informed of the trust complaints procedure.

19.6 **Digital and video images**

19.6.1 The trust will inform and educate users about these risks and will implement policies to reduce the likelihood of the potential for harm:

- the trust may use live-streaming or video-conferencing services in line with national and local safeguarding guidance / policies.
- when using digital images, staff will inform and educate learners about the risks associated with the taking, use, sharing, publication and distribution of images.
- staff/volunteers must be aware of those learners whose images must not be taken/published. Those images should only be taken on school devices. The personal devices of staff should not be used for such purposes.
- in accordance with guidance from the Information Commissioner's Office, parents/carers are welcome to take videos and digital images of their children at school events for their own personal use (as such use in not covered by the Data Protection Act). To respect everyone's privacy and in some cases protection, these images should not be published/made publicly available on social networking sites, nor should parents/carers comment on any activities involving other *learners* in the digital/video images.
- staff and volunteers are allowed to take digital/video images to support educational aims, but must follow trust policies concerning the sharing, storage, distribution and publication of those images.
- care should be taken when sharing digital/video images that learners are appropriately dressed.
- learners must not take, use, share, publish or distribute images of others without their permission.
- photographs published on the website, or elsewhere that include learners will be selected carefully and will comply with Online Safety Policy.
- learners' full names will not be used anywhere on a website or blog, particularly in association with photographs.
- written permission from parents or carers will be obtained before photographs of learners are taken for use in trust or published on the trust websites/social media.
- parents/carers will be informed of the purposes for the use of images, how they will be stored and for how long – in line with the trust data protection policy.
- images will be securely stored in line with the trust retention policy.
- learners' work can only be published with the permission of the learner and parents/carers.

20. Online Publishing

20.1 The trust/schools communicate with parents/carers and the wider community and promotes the trust through

20.1.1 Public-facing website

20.1.2 Social media

20.1.3 Online newsletters

20.2 The trust websites are managed/hosted by the Trust with EightWire. The trust ensures that online safety policy has been followed in the use of online publishing e.g., use of digital and video images, copyright, identification of young people, publication of school calendars and personal information – ensuring that there is least risk to members of the trust community, through such publications.

20.3 Where learner work, images or videos are published, their identities are protected, and full names are not published.

20.4 The trust public online publishing provides information about online safety e.g., publishing the trusts Online Safety Policy and acceptable use agreements; curating latest advice and guidance; news articles etc, creating an online safety page on the trust / school websites.

21. Data Protection

21.1 Personal data will be recorded, processed, transferred, and made available according to the current data protection legislation.

21.2 The trust:

- has a Data Protection Policy.
- implements the data protection principles and can demonstrate that it does.
- has paid the appropriate fee to the Information Commissioner's Office (ICO).
- has appointed an appropriate Data Protection Officer (DPO) who has effective understanding of data protection law and is free from any conflict of interest.
- has a 'Record of Processing Activities' in place and knows exactly what personal data is held, where, why and which member of staff has responsibility for managing it.
- the Record of Processing Activities lists the lawful basis for processing personal data (including, where relevant, consent). Where special category data is processed, an additional lawful basis is listed.
- has an 'information asset register' in place and knows exactly what personal data is held, where, why and which member of staff has responsibility for managing it.
- information asset register lists the lawful basis for processing personal data (including, where relevant, consent). Where special category data is processed, an additional lawful basis will have also been listed.
- will hold the minimum personal data necessary to enable it to perform its function and will not hold it for longer than necessary for the purposes it was collected for. The trust 'retention schedule" supports this.
- data held is accurate and up to date and is held only for the purpose it was held for. Systems are in place to identify inaccuracies, such as asking parents to check emergency contact details at suitable intervals.
- provides staff, parents, volunteers, teenagers, and older children with information about how the trust looks after their data and what their rights are in a clear Privacy Notice.
- has procedures in place to deal with the individual rights of the data subject,
- carries out Data Protection Impact Assessments (DPIA) where necessary e.g. to ensure protection of personal data when accessed using any remote access solutions or entering a relationship with a new supplier.
- has undertaken appropriate due diligence and has data protection compliant contracts in place with any data processors.
- understands how to share data lawfully and safely with other relevant data controllers.
- has clear and understood policies and routines for the deletion and disposal of data.

- reports any relevant breaches to the Information Commissioner within 72hrs of becoming aware of the breach as required by law. It also reports relevant breaches to the individuals affected as required by law. To do this, it has a policy for reporting, logging, managing, investigating and learning from information risk incidents.
- has a Freedom of Information Policy which sets out how it will deal with Freedom of Innovation (FOI) requests.
- provides data protection training for all staff at induction and appropriate refresher training thereafter. Staff undertaking particular data protection functions, such as handling requests under the individual's rights, will receive training appropriate for their function as well as the core training provided to all staff.
- ensures that where AI services are used, data privacy is prioritised

21.3 When personal data is stored on any mobile device or removable media the:

- data will be encrypted, and password protected.
- device will be password protected.
- device will be protected by up-to-date endpoint (anti-virus) software.
- data will be securely deleted from the device, in line with school policy once it has been transferred or its use is complete.

21.4 **Staff must ensure that they:**

- at all times take care to ensure the safe keeping of personal data, minimising the risk of its loss or misuse.
- can recognise a possible breach, understand the need for urgency and know who to report it to within the school.
- can help data subjects understand their rights and know how to handle a request whether verbal or written and know who to pass it to in the school.
- only use encrypted data storage for personal data.
- will not transfer any school personal data to personal devices.
- use personal data only on secure password protected computers and other devices, ensuring that they are properly "logged-off" at the end of any session in which they are using personal data.
- transfer data using encryption, a secure email account (where appropriate), and secure password protected devices.

22. Cyber Security

22.1 The DfE Cyber security standards for schools and colleges explains:

"Cyber incidents and attacks have significant operational and financial impacts on schools and colleges. These incidents or attacks will often be an intentional and unauthorised attempt to access, change or damage data and digital technology. They could be made by a person, group, or organisation outside or inside the school or college and can lead to:

22.1.1 safeguarding issues due to sensitive personal data being compromised
22.1.2 impact on student outcomes
22.1.3 a significant data breach
22.1.4 significant and lasting disruption, including the risk of repeated future cyber incidents and attacks, including school or college closure
22.1.5 financial loss
22.1.6 reputational damage

22.2 The Trust:

22.2.1 has reviewed the DfE Cyber security standards for schools and colleges and is working toward meeting these standards
22.2.2 will conduct a cyber risk assessment annually and review each term
22.2.3 IT support team has identified the most critical parts of the trust's digital and technology services and sought assurance about their cyber security
22.2.4 has an effective backup and restoration plan in place in the event of cyber attacks
22.2.5 governance and IT policies reflect the importance of good cyber security
22.2.6 staff and Governors receive training on the common cyber security threats and incidents that trusts / schools experience
22.2.7 education programmes include cyber awareness for learners
22.2.8 has a business continuity and incident management plan in place
22.2.9 has processes in place for the reporting of cyber incidents. All students and staff have a responsibility to report cyber risk or a potential incident or attack, understand how to do this feel safe and comfortable to do so.

23. Outcomes

23.1 The impact of the Online Safety Policy and practice is regularly evaluated through the review/audit of online safety incident logs; behaviour/bullying reports; surveys of staff, learners; parents/carers and is reported to relevant groups:

23.1.1 there is balanced professional debate about the evidence taken from the reviews/audits and the impact of preventative work e.g., online safety education, awareness, and training
23.1.2 there are well-established routes to regularly report patterns of online safety incidents and outcomes to school leadership and Governors
23.1.3 parents/carers are informed of patterns of online safety incidents as part of the trust's / school's online safety awareness raising
23.1.4 online safety (and related) policies and procedures are regularly updated in response to the evidence gathered from these reviews/audits/professional debate
23.1.5 the evidence of impact is shared with other trusts, schools, agencies and LAs to help ensure the development of a consistent and effective local online safety strategy.

Appendix A: Named Leads / Positions (Needs to be updated)

The Trust Safeguarding Lead is currently: Lucy Wandless

The Trust IT Strategy Manger is currently: Martin Post

The Computing Network lead is currently: Jessica Morris-Marsham

The school's positions are currently held by (needs to be checked at next DSL meeting):

School	DSL / Online Safety Lead	Computing Network Lead
Garras	DSL James Sturges Online Safety Lead Emma Rayner	Georgia Martin
Godolphin	Colin Snook	
Halwin	Daryl Riches	
Illogan	Lucy Wandless	Alice Selwood
Lanner	Claire Merrifield	Caroline Dinham
Marazion	Sara Oliver	Laura Holmes
Parc-Eglos	Vicky Sanderson	Jess Thorpe
Pencoys	Jayne Kirk	Francesca Antoniazzi
Penpol	Tiffany Pope	Jacob Woolcock and Paul Hudson
Pennoweth	Sarah Rowell	Brodie Brown
Porthleven	Daniel Clayden	Samuel Goward
Portreath	Sam Forsdick	
Rosemellin	Natasha Anderson	Lucy Weeks
Roskear	Sharon Head	Alice Hymas
Trannack	Adam Boyes	
Treloweth	Annie Walpole	Dean Fletcher
Sithney	Helen Neil	
Weeth	DSL – Jo Stoddern Online Safety Lead – Rachael Croxen	Rachael Croxen

Positions correct as of: 17 April 2026