



# Reach Schools

# Online Safety Policy

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<p>Schools to note: This is a Reach template, but it must be checked for local context and procedures before being submitted for approval.</p> <p>At Reach Schools, we believe that online safety (e-safety) is an essential element of safeguarding students and adults in the digital world, when using technology such as computers, mobile phones or games consoles. We identify that the Internet and information communication technologies are an important part of everyday life so students must be supported to be able to learn how to develop strategies to manage and respond to risk so they can be empowered to build resilience online.</p>	



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## 1. Introduction

The purpose of this policy is to ensure the safety and wellbeing of children and young people is paramount when adults, young people or children are using the internet, social media or mobile devices to provide staff and volunteers with the overarching principles that guide our approach to online safety. This policy also ensures that, as an organisation, we operate in line with our values and within the law in terms of how we use online devices. This policy applies to all staff, volunteers, children and young people and anyone involved at Reach Schools.

## 2. Aims

Our school aims to:

- Have robust processes in place to ensure the online safety of students, staff, volunteers, trustees and governors;
- Identify and support groups of students 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'); and
- Establish clear mechanisms to identify, intervene and escalate an incident, where appropriate



The 4 key categories of risk:

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

- Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scam.

### 3. Legislation and Guidance

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

[Teaching online safety in schools](#)

[Preventing and tackling bullying](#) and [cyber-bullying: advice for headteachers and school staff](#)

[Relationships and sex education](#)



### [Searching, screening and confiscation](#)

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

It reflects existing legislation, including but not limited to the [Education Act 1996](#) (as amended), the [Education and Inspections Act 2006](#) and the [Equality Act 2010](#). In addition, it reflects the [Education Act 2011](#), which has given teachers stronger powers to tackle cyber-bullying by, if necessary, searching for and deleting inappropriate images or files on students' 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.

## **4. Roles and responsibilities**

### **3.1 The Board of Trustees and LGB**

The Board of Trustees has overall responsibility for monitoring this policy and holding the co-headteachers to account for its implementation.

Within the school, the Local Governing Body (LGB) 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 LGB 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 LGB will co-ordinate regular meetings with appropriate staff to discuss online safety, requirements for training, and monitor online safety logs as provided by the designated safeguarding lead (DSL).



The Board of Trustees and LGB should ensure children are taught how to keep themselves and others safe, including keeping safe online.

The Board of Trustees will ensure that the schools within Reach Schools have appropriate filtering and monitoring systems in place on school devices and school networks, and will regularly review their effectiveness. The Board will review the DfE filtering and monitoring standards, and discuss with IT staff and service providers what needs to be done to support the trust in meeting those standards, which include:

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

The safeguarding link governor will act in a link role in relation to online safety and abidance by this policy.

All trustees and LGB members will:

- Ensure they have read and understand this policy;
- Agree and adhere to the terms on acceptable use of Reach School's ICT systems and the internet (appendix 3);
- Ensure that online safety is a running and interrelated theme while devising and implementing their whole-school or college approach to safeguarding and related policies and/or procedures; and
- Ensure that, where necessary, teaching about safeguarding, including online safety, is adapted for vulnerable children, victims of abuse and some students 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.

### 3.2 The Co-headteachers

The Co-headteachers are responsible for ensuring that staff understand this policy, and that it is being implemented consistently throughout the schools.

### 3.3 The Designated Safeguarding Lead

Details of our school's DSL and deputy/deputies are set out in our child protection and safeguarding policy as well as relevant job descriptions.

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

- Supporting the co-headteachers in ensuring that staff understand this policy and that it is being implemented consistently throughout the school;
- Working with the co-headteacher to review this policy annually and ensure the procedures and implementation are updated and reviewed regularly;
- Taking the lead on understanding the filtering and monitoring systems and processes in place on school devices and school networks;
- Working with the ICT manager to make sure the appropriate systems and processes are in place;
- Working with the co-headteacher, ICT manager and other staff, as necessary, to address any online safety issues or incidents;
- Managing all online safety issues and incidents in line with the school's child protection policy;



- Ensuring that any online safety incidents are logged and dealt with appropriately in line with this policy;
- Ensuring that any incidents of cyber-bullying are logged and dealt with appropriately in line with the school behaviour policy;
- Updating and delivering staff training on online safety;
- Liaising with other agencies and/or external services if necessary;
- Providing regular reports on online safety in school to the headteacher and/or LGB;
- Undertaking annual risk assessments that consider and reflect the risks children face; and
- Providing regular safeguarding and child protection updates, including online safety, to all staff, at least annually, in order to continue to provide them with relevant skills and knowledge to safeguard effectively.

This list is not intended to be exhaustive.

### 3.4 ICT Managed Services

Gridserve are responsible for:

- Putting in place an appropriate level of security protection procedures, such as filtering and monitoring systems on school devices and school networks, which are reviewed and updated at least annually to assess effectiveness and ensure students are kept safe from potentially harmful and inappropriate content and contact online while at school, including terrorist and extremist material;
- Ensuring that the school's ICT systems are secure and protected against viruses and malware, and that such safety mechanisms are updated regularly;
- Monitoring systems on a 24/7 basis and actioning potential alerts immediately.



- Blocking access to potentially dangerous sites and, where possible, preventing the downloading of potentially dangerous files

This list is not intended to be exhaustive.

### 3.5 Director of Operations

- The operations manager is responsible for overseeing Gridserve;
- Support the DSL in the new KCSIE 2023 filtering and monitoring requirements; and
- Be responsible for any concerns pertaining to staff members online usage and violations, all issues will be logged on Staffsafe

### 3.6 All staff and volunteers

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

- Maintaining an understanding of this policy;
- Implementing this policy consistently;
- Agreeing and adhering to the terms on acceptable use of the school's ICT systems and the internet (appendix 3), and ensuring that students 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 following our safeguarding procedure;
- Following the correct procedures by speaking to the DSL if they need to bypass the filtering and monitoring systems for educational purposes;
- Working with the DSL to ensure that any online safety incidents are logged and dealt with appropriately in line with this policy;
- Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the school behaviour policy; and



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

This list is not intended to be exhaustive.

### 3.7 Families

Families are expected to:

- Notify a member of staff or the co-headteacher of any concerns or queries regarding this policy;
- Ensure their child has read, understood and agreed to the terms on acceptable use of the school's ICT systems and internet (appendices 1 and 2); and
- Families can seek further guidance on keeping children safe online from the following organisations and websites:
  - What are the issues? – [UK Safer Internet Centre](#)
  - Hot topics – [Childnet International](#)
  - Families resource sheet – [Childnet International](#)
  - Healthy relationships – [Disrespect Nobody](#)

### 3.8 Visitors and members of the community

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

## 5. Educating students about online safety

Students 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 Key Stage 1, students will be taught to:

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

Students in Key Stage 2 will be taught to:

- Use technology safely, respectfully and responsibly;
- Recognise acceptable and unacceptable behaviour; and
- Identify a range of ways to report concerns about content and contact

By the end of primary school, students will know:

- That people sometimes behave differently online, including by pretending to be someone they are not;
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous;
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them;
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met;
- How information and data is shared and used online;
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context); and



- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

In Key Stage 3, students will be taught to:

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

Students in Key Stage 4 will be taught:

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online;
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online;
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them;
- What to do and where to get support to report material or manage issues online;
- The impact of viewing harmful content;
- That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners;
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence that carries severe penalties including prison;
- How information and data is generated, collected, shared and used online;
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours;
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online); and



- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

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 students with SEND.

## **6. Educating families about online safety**

The school will raise families' awareness of internet safety in letters, newsletters or other communications home, This policy will also be shared with families.

Online safety will also be covered during families' evenings/sessions. The school will let families know:

- What systems the school uses to filter and monitor online use; and
- 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 families have any queries or concerns in relation to online safety, these should be raised in the first instance with the Co- headteacher and/or the DSL.

Concerns or queries about this policy can be raised with any member of staff or the headteacher.



## 7. Cyber-bullying

### 7.1 Definition

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

### 7.2 Preventing and addressing cyber-bullying

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

We will actively discuss cyber-bullying with students, explaining the reasons why it occurs, the forms it may take and what the consequences can be. Form tutors will discuss cyber-bullying with their tutor groups.

Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying. This includes Team Reach education, and other subjects where appropriate.

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

We also send information on cyber-bullying to families so that 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 students, the school will use all reasonable endeavours to ensure the incident is contained.

The DSL will consider whether the incident should be reported to the police if it involves illegal material, and will work with external services if it is deemed necessary to do so.

### 7.3 Examining electronic devices

The headteacher, and any member of SLT 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 students, 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 students and staff. If the search is not urgent, they will seek advice from the Co-headteacher or DSL;
- Explain to the student why they are being searched, how the search will happen, and give them the opportunity to ask questions about it;
- Seek the students co-operation; and



- 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 staff member in conjunction with the DSL / co-headteacher / other member of the senior leadership team] to decide on a suitable response. If there are images, data or files on the device that staff reasonably suspect are likely to put a person at risk, they will first consider the appropriate safeguarding response.

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

- They reasonably suspect that its continued existence is likely to cause harm to any person, and/or
- The student and/or the families 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 students 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](#)
- Our behaviour policy

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

## 8. Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and families may be familiar with generative chatbots such as ChatGPT and Google Bard.

Reach Schools recognises that AI has many uses to help students 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.

Reach Schools will treat any use of AI to bully students in line with our behaviour policy.



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

## **9. Acceptable use of the internet in school**

All students, families, staff, volunteers and governors are expected to sign an agreement regarding the acceptable use of the school's ICT systems and the internet (appendices 1-3). 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 students, staff, volunteers, governors and visitors (where relevant) to ensure they comply with the above.

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

## **10. Students using mobile devices in school**

Students may bring mobile devices into school, but are not permitted to have them out on the school premises except for sixth form who may have them at break and lunch. If a student is seen or heard using their mobile devices then a consequence will be issued. Please see the behaviour policy for more information.

Any breach of the acceptable use agreement by a student may trigger disciplinary action in line with the school behaviour policy, which may result in the confiscation of their device.

## **11. Staff using work devices outside school**

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



- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol);
- 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 – always install the latest updates; and
- Staff members must not use the device in any way which would violate the school's terms of acceptable use..

Work devices must be used solely for work activities.

Please see the ICT acceptable use policy in the staff handbook.

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

## **12. How the school will respond to issues of misuse**

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

Where a staff member misuses the school's ICT systems or the internet or misuses a personal device where the action constitutes misconduct, the matter will be dealt with in



accordance with the staff disciplinary procedures/staff code of conduct. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident.

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

## **13. Training**

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

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 and staff meetings).

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

- Technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse

Children can abuse their peers online through:

- Abusive, harassing, and misogynistic messages
- Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
- Sharing of abusive images and pornography, to those who don't want to receive such content
- Physical abuse, sexual violence and initiation/hazing type violence can all contain an online element



Training will also help staff:

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

The DSL and deputy/deputies 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 Safeguarding policy.

## **14. Monitoring arrangements**

Senso is our monitoring system.

Senso flags users who may be vulnerable or at-risk and users who may pose a risk to others, as well as any inappropriate or harmful behavior, this is for both students and staff. Senso will immediately alert the operations manager and the DSL via email should any urgent or critical violations be triggered.

Any urgent or critical violations will be treated as a purple and our safeguarding policy will be followed.



The operations manager will oversee Staff violations and all positive concerns will be logged on Staffsafe and as well as on the Senso Platform. Any false positive will be recorded on the Senso Platform.

The DSL will oversee student violations and all positive concerns will be logged on CPOMs and as well as on the Senso Platform. Any false positive will be recorded on the Senso Platform.

Senso provides us with key reports which we will use to understand trends and behavior and inform the basis of staff training and student Team Reach lessons.

This policy will be reviewed every year by the DSL. At every review, the policy will be shared with the Board of Trustees. The review will be supported by an annual risk assessment that considers and reflects the risks students face online. This is important because technology, and the risks and harms related to it, evolve and change rapidly.

## **15. Links with other policies**

This online safety policy is linked to our:

- Child protection and safeguarding policy
- Behaviour policy
- Complaints procedure
- ICT and internet acceptable use policy



Appendix 1 - EYFS and KS1 acceptable use agreement (students and families)

Acceptable use of the school's ICT systems and internet: agreement for students and families

Name of student:

When I use the school's ICT systems (like computers) and get onto the internet in school I will:

- Ask a teacher or adult if I can do so before using them
- Only use websites that a teacher or adult has told me or allowed me to use
- Tell my teacher immediately if:

I click on a website by mistake

I receive messages from people I don't know

I find anything that may upset or harm me or my friends

- Use school computers for school work only
- Be kind to others and not upset or be rude to them
- Look after the school ICT equipment and tell a teacher straight away if something is broken or not working properly
- Only use the username and password I have been given
- Try my hardest to remember my username and password
- Never share my password with anyone, including my friends.
- Never give my personal information (my name, address or telephone numbers) to anyone without the permission of my teacher or families
- Save my work on the school network
- Check with my teacher before I print anything
- Log off or shut down a computer when I have finished using it

I agree that the school will monitor the websites I visit and that there will be consequences if I don't follow the rules.

Signed (student):

Date:

Family agreement: I agree that my child can use the school's ICT systems and internet when appropriately supervised by a member of school staff. I agree to the conditions set out above for students using the school's ICT systems and internet, and will make sure my child understands these.

Signed (family):

Date:



## Appendix 2: KS2–KS5 acceptable use agreement (students and families)

### Acceptable use of the school's ICT systems and internet: agreement for students and families

Name of student:

I will read and follow the rules in the acceptable use agreement policy  
When I use the school's ICT systems (like computers) and get onto the internet in school I will:  
Always use the school's ICT systems and the internet responsibly and for educational purposes only  
Only use them when a teacher is present, or with a teacher's permission  
Keep my username and passwords safe and not share these with others  
Keep my private information safe at all times and not give my name, address or telephone number to anyone without the permission of my teacher or family  
Tell a teacher (or sensible adult) immediately if I find any material which might upset, distress or harm me or others  
Always log off or shut down a computer when I'm finished working on it  
I will not:  
Access any inappropriate websites including: social networking sites, chat rooms and gaming sites unless my teacher has expressly allowed this as part of a learning activity  
Open any attachments in emails, or follow any links in emails, without first checking with a teacher  
Use any inappropriate language when communicating online, including in emails  
Log in to the school's network using someone else's details  
Arrange to meet anyone offline without first consulting my family, or without adult supervision  
'I will not... Create, link to or post any material that is pornographic, offensive, obscene or otherwise inappropriate'.  
If I bring a personal mobile phone or other personal electronic device into school:  
I will not use it during lessons, tutor group time, clubs or other activities organised by the school, without a teacher's permission  
I will use it responsibly, and will not access any inappropriate websites or other inappropriate material or use inappropriate language when communicating online  
I agree that the school will monitor the websites I visit and that there will be consequences if I don't follow the rules.

Signed (student):

Date:



### Appendix 3: acceptable use agreement (staff, governors, volunteers and visitors)

Acceptable use of the school's ICT systems and internet: agreement for staff, governors, volunteers and visitors	
Name of staff member/governor/volunteer/visitor:	
<p>When using the school's ICT systems and accessing the internet in school, or outside school on a work device (if applicable), I will not:</p> <ul style="list-style-type: none"><li>· Access, or attempt to access inappropriate material, including but not limited to material of a violent, criminal or pornographic nature (or create, share, link to or send such material)</li><li>· Use them in any way which could harm the school's reputation</li><li>· Access social networking sites or chat rooms</li><li>· Use any improper language when communicating online, including in emails or other messaging services</li><li>· Install any unauthorised software, or connect unauthorised hardware or devices to the school's network</li><li>· Share my password with others or log in to the school's network using someone else's details</li><li>· Take photographs of students without checking with teachers first</li><li>· Share confidential information about the school, its students or staff, or other members of the community</li><li>· Access, modify or share data I'm not authorised to access, modify or share</li><li>· Promote private businesses, unless that business is directly related to the school</li></ul>	
<p>I will only use the school's ICT systems and access the internet in school, or outside school on a work device, for educational purposes or for the purpose of fulfilling the duties of my role. I agree that the school will monitor the websites I visit and my use of the school's ICT facilities and systems.</p> <p>I will take all reasonable steps to ensure that work devices are secure and password-protected when using them outside school, and keep all data securely stored in accordance with this policy and the school's data protection policy.</p> <p>I will let the designated safeguarding lead (DSL) and operations manager know if a student informs me they have found any material which might upset, distress or harm them or others, and will also do so if I encounter any such material.</p> <p>I will always use the school's ICT systems and internet responsibly, and ensure that student in my care do so too.</p>	
Signed (staff member/governor/volunteer/visitor)	Date:



# Reach Schools

CHOICE & OPPORTUNITY  
FOR EVERY CHILD