



GREEN OAKS PRIMARY ACADEMY

Online Safety Policy

Persons Responsible:

Principal

Online Safety Lead

Next Review Date:

September 2027

Policy Author:

Mrs A Dickens

Review Dates:

January 2022 (AD)

January 2023 (AD)

October 2024 (AD)

October 2025 (AD)

September 2026 (AD)

"The internet is no longer a web that we connect to. Instead, it's a computerised, networked and interconnected world that we live in. This is the future, and what we're calling the Internet of Things."

Bruce Schneier, Security Technologist and Author

Policy Statement

In an increasingly digital world, the internet plays a crucial role in developing skills, improving communication, sharing information and of course, enhancing learning. In today's climate, key knowledge of technology and how to use a range of devices and platforms safely will safeguard our children beyond the classroom and in their future lives.

At Green Oaks Primary Academy, it is our aim to help prepare our children for a life in a world where technology plays an ever more significant role. To ensure we do this responsibly, we have a duty of care to safeguard the pupils in our trust and help them become armed with the knowledge and resources to understand that the internet, although wonderful and fun, needs to be used responsibly. This includes, not only understanding the potential risks and how to deal with them safely as a user but also making sure they are aware that they too have a duty of responsibility towards others.

We will do this by following the details set out in this policy and ensuring our pupils have the best possible understanding of Online Safety from the foundation years of our school and throughout their journey with us. This policy has been developed regarding Keeping Children Safe in Education 2026 (KCSIE), statutory guidance for schools and colleges, and should be read alongside the Academy's Child Protection and Safeguarding Policy. Online safety is an integral part of the Academy's whole-school approach to safeguarding.

Objectives

This Online Safety Policy will aim to

- set out expectations for all GOPA community members in relation to behaviours, attitudes and use of digital technology
- help all parties recognise that online behaviour standards, including social media activity must be upheld beyond the school day and premises
- facilitate the safe, responsible and respectful use of technology in teaching and learning
- prepare children and young people for the risks and opportunities of the digital world and to thrive online
- help school staff understand their role in safeguarding young people online
- establish clear structures by which online wrongdoings will be treated, and the procedures to follow where there are doubts or concerns.

This policy applies to all members of the Green Oaks Primary Academy community including staff, pupils, parents/carers and visitors.

Legislation, Statutory Guidance and Supporting Documents

Green Oaks Primary Academy recognises that safeguarding and promoting the welfare of children includes protecting children from harm both offline and online. Online safety is therefore an integral part of the Academy's whole-school approach to safeguarding and is the responsibility of all members of staff.

The Academy recognises that technology and the associated risks to children continue to evolve. Safeguarding practice, curriculum provision, staff training, policies and procedures, and filtering and monitoring arrangements will therefore be reviewed regularly to ensure that they reflect current and emerging online risks and technologies, including the potential safeguarding implications of artificial intelligence (AI) and AI-generated content.

This policy has been developed with regard to relevant legislation, statutory guidance and Department for Education guidance and standards. It should be read alongside the Academy's Safeguarding and Child Protection Policy and other relevant Greenwood Academies Trust policies and procedures.

Key statutory guidance and supporting documents include:

- Keeping Children Safe in Education 2026 (KCSIE), statutory guidance for schools and colleges.
- Working Together to Safeguard Children, statutory guidance on inter-agency working to safeguard and promote the welfare of children.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, including the requirements relating to teaching pupils how to stay safe online.
- Prevent Duty Guidance, relating to the Academy's responsibilities to safeguard children from the risk of radicalisation.
- DfE Filtering and Monitoring Standards for Schools and Colleges, supporting the Academy in providing appropriate filtering and monitoring systems and a safe digital environment.
- DfE Teaching Online Safety in Schools, supporting the provision of age-appropriate online safety education across the curriculum.
- DfE Generative Artificial Intelligence in Education guidance and relevant AI product safety standards, recognising the opportunities and safeguarding considerations associated with emerging AI technologies.
- DfE Digital and Technology Standards for Schools and Colleges, including standards relating to cyber security, filtering and monitoring.
- Education for a Connected World, supporting the Academy's progressive and age-appropriate online safety curriculum.
- Greenwood Academies Trust policies, procedures and guidance relating to safeguarding, online safety, acceptable use, data protection, information security, filtering and monitoring and the use of technology.
- The Academy will have regard to updates or revisions to statutory guidance and relevant DfE standards and will review this policy and associated procedures where changes have implications for safeguarding practice.

The Four Cs of Online Safety

In accordance with Keeping Children Safe in Education, the Academy recognises that online safety risks can be categorised into four broad areas:

Content: being exposed to illegal, inappropriate or harmful content, including misinformation and disinformation.

Contact: being subjected to harmful online interaction with other users or technologies, including contact intended to groom or exploit a child.

Conduct: personal online behaviour that increases the likelihood of, or causes, harm, including online bullying and the creation or sharing of inappropriate images.

Commerce: risks including inappropriate advertising, phishing, scams and online gambling.

Roles and Responsibilities

Principal (DSL) and Online Safety Lead

- Develop a culture of safeguarding where online safety is fully integrated to the whole-school safeguarding
- Ensure all staff receive appropriate safeguarding and online safety training at induction and regularly thereafter, with safeguarding updates provided as required and at least annually
- Ensure the Online Safety Policy is adhered to by all staff
- Liaise with each other and other DSLs on all online safety issues that arise
- Take day to day responsibility for online safety issues and be aware of the potential for serious online child protection concerns
- Stay up to date with the latest trends in online safety
- Review and update this policy, regularly, and when there is an update to statutory guidance including safeguarding policies
- Be aware of local and school trends
- Ensure staff are aware of all the procedures that need to be followed in the event of an online safety incident, and that these are logged in the same way as any other academy safeguarding incident (CPOMS)
- Facilitate training and advice for staff
- Keep remote learning policies up to date
- Ensure staff are aware and have access to the Greenwood Academies Trust Online safety Policy Statement
- Provide training opportunities for staff in relation to online safety.

In addition to this the Online Safety Lead will

- Ensure provisions for lesson resources in line with the Education for a Connected World Framework 2020
- Offer support and guidance for staff
- Monitor CPD of staff to ensure it is relevant, matches the needs of the academy and is up to date
- Map progression across the academy to ensure all pupils are regularly receiving Online Safety lessons whether discrete or as part of PSHE/RSE
- Further promote online safety within the academy and beyond.

All Staff

- Understand that online safety is a core part of safeguarding; as such it is part of everyone's job
- Know who the Designated Safeguarding Leads (DSL) are, and who the Online Safety Lead is
- Read and follow this policy in conjunction with the school's main safeguarding policy and the Greenwood Academies Trust Online safety Policy Statement
- Receive online safety training as part of safeguarding induction and regular safeguarding updates, thereafter, including an understanding of the Academy's filtering and monitoring arrangements, individual staff responsibilities and the procedures for reporting and escalating concerns
- Record online safety incidents in the same way as any safeguarding incident and report in accordance with school procedures (CPOMS)
- Deliver engaging lessons and embed consent, mental wellbeing, healthy relationships and staying safe online into the PSHE/Relationships Education curriculum, complementing the existing computing curriculum
- Identify opportunities to thread online safety through all school activities, both outside the classroom and within the curriculum, supporting curriculum/stage/subject leads, and making the most of unexpected learning opportunities as they arise (these have a unique value for pupils)
- Whenever overseeing the use of technology (devices, the internet, remote learning etc) in the academy setting or as homework tasks, encourage sensible use, monitor what pupils are doing and consider potential dangers and the age appropriateness of websites

- To carefully supervise and guide pupils when engaged in learning activities involving online technology (including, remote learning, extra-curricular and extended school activities if relevant), supporting them with search skills, critical thinking (e.g. fake news), age-appropriate materials and signposting, and legal issues such as copyright and data law
- Encourage pupils to use devices, platforms and the internet responsibly, and enforce school sanctions if not
- Notify DSLs/Online Safety Lead of new trends and issues
- Be aware that you are often most likely to see or overhear online safety issues in the playground, corridors and other communal areas outside the classroom – let the DSLs/Online Safety Lead know
- Model safe, responsible and professional behaviours in their own use of technology

Pupils

- Through lessons, understand the importance of reporting abuse, misuse or access to inappropriate materials
- Know what action to take if they or someone they know feels worried or vulnerable when using online technology
- Understand the importance of adopting safe and responsible behaviours and good online safety practice when using digital technologies both inside and outside of school, including on social media
- Understand the benefits/opportunities and risks/dangers of the online world and know who to talk to at school or outside school if there are problems
- Use devices, platforms and online responsibly and respectfully
- Understand that online services and social-media platforms may have minimum-age requirements and understand why these restrictions exist.

Education and Curriculum

Green Oaks Primary Academy recognises that online safety, digital literacy and digital resilience are essential elements of safeguarding and should be embedded throughout the curriculum and wider life of the Academy. Online safety education will equip pupils with the knowledge, understanding and skills they need to use technology safely, responsibly, respectfully and securely, and to recognise and respond appropriately to risks they may encounter online.

- Online safety is taught particularly through:

- PSHE and Relationships Education
- Computing
- other relevant curriculum areas and cross-curricular learning opportunities

The DfE identifies Relationships Education, Health Education and Computing as particularly important areas for online safety education. Its Teaching Online Safety in Schools guidance also emphasises that schools should embed online safety within their wider whole-school approach and make appropriate links across curriculum subjects.

At Green Oaks Primary Academy, PSHE and Relationships Education are delivered through the Pol-Ed scheme of learning, which includes planned learning relating to online safety, relationships and keeping safe. This is complemented by the Computing curriculum and other appropriate learning opportunities across the Academy.

Online safety is, however, the responsibility of all staff. Staff will identify appropriate opportunities to reinforce online safety, responsible technology use and digital resilience across curriculum areas and through the wider life of the Academy. Staff should also respond appropriately to relevant issues and learning opportunities that arise from pupils' experiences or current and emerging technologies.

The Academy will ensure that its online safety curriculum reflects the statutory Relationships Education and Health Education guidance, alongside the requirements of the Computing curriculum, and that teaching is age appropriate, developmentally appropriate and relevant to pupils' experiences. The revised statutory Relationships Education, RSE and Health Education guidance came into effect on 1 September 2026 and applies to academies as well as maintained schools.

Through a planned and progressive curriculum, pupils will be supported to:

- understand what positive, healthy and respectful relationships look like, including relationships online;
- communicate and behave safely, responsibly and respectfully when using digital technology;
- understand how their online actions and behaviour can affect themselves and others;
- recognise inappropriate or unsafe requests, including pressure to share personal information, images or other content;
- understand the importance of personal information, privacy and appropriate boundaries online;

- recognise that people online may misrepresent themselves or their intentions;
- develop age-appropriate skills to question and critically evaluate online information and content, including recognising that information encountered online may be inaccurate, misleading or harmful;
- recognise and respond appropriately to harmful or inappropriate online content, contact, conduct and communication;
- recognise, prevent and respond appropriately to online bullying and other harmful online behaviour;
- know where and how to seek help, including how to report online concerns to a trusted adult or through appropriate reporting mechanisms;
- understand that concerns about online activity should be shared with a trusted adult and that they will be listened to and supported; and
- understand that a child who experiences abuse, exploitation or harmful behaviour online is never responsible for the abuse they have experienced.

The DfE's online safety guidance specifically expects pupils to develop knowledge of positive and respectful online relationships, the effects of their online actions on others, safe and secure use of technology, and where to seek help when concerned about online content or contact.

Teaching will be progressive and revisited as pupils mature, taking account of the changing nature of technology and the online risks pupils may encounter. Where appropriate, teaching will respond to emerging safeguarding issues and technologies while remaining suitable for pupils' age, developmental stage and needs.

Generative Artificial Intelligence

Green Oaks Primary Academy recognises that artificial intelligence (AI), including generative AI, can provide educational opportunities but may also present safeguarding, privacy, data protection, intellectual property, accuracy and ethical risks. The Academy will adopt a safe, responsible and proportionate approach to the use of AI, with the safeguarding and welfare of pupils remaining paramount. Current DfE training identifies safeguarding, ethics, data and intellectual property among the key areas schools need to consider when using generative AI.

Any use of generative AI by staff or pupils must comply with Greenwood Academies Trust and Academy policies and procedures, including those relating to safeguarding and child protection,

data protection, confidentiality, information security, acceptable use, intellectual property and the appropriate use of technology. AI tools used within the Academy should be appropriate for their intended educational purpose and users, including consideration of age restrictions and age appropriateness. The DfE's product safety standards specifically identify the intended purpose, educational use case and target demographic, including learners' ages, as relevant considerations when assessing generative AI products.

Staff must not enter personal, confidential, sensitive or special category information relating to pupils, families, staff or the Academy into generative AI systems unless the system has been specifically approved for that purpose and its use is compliant with relevant Trust and Academy data protection and information security requirements. DfE guidance identifies data protection breaches as a key risk associated with generative AI use in education.

Where generative AI is used to support teaching, learning or administrative activity, staff remain professionally responsible for checking the accuracy, suitability, quality and appropriateness of AI-generated outputs before these are used or shared. AI-generated information must not be assumed to be accurate, unbiased or appropriate simply because it has been produced by an AI system. DfE training specifically identifies inaccurate, misleading or biased content as a key risk and includes evaluating generative AI outputs within its safe-use guidance.

Pupils will be taught, at an age and developmentally appropriate level, about the safe and responsible use of AI. This will include understanding that:

- AI-generated information may be inaccurate, misleading, biased or fabricated and should be critically evaluated;
- AI systems can generate or manipulate inappropriate or harmful content;
- personal or sensitive information should not be entered into AI tools without appropriate permission and safeguards;
- AI-generated work should be used in accordance with Academy expectations relating to authenticity, academic integrity and responsible learning; and
- pupils should seek help from a trusted adult and report any AI-generated content or interaction that causes concern or makes them feel unsafe.

The creation, possession, sharing or discovery of AI-generated, altered or digitally manipulated content that raises a safeguarding concern will be managed in accordance with the Academy's Safeguarding and Child Protection Policy and established reporting procedures. This includes

content which is abusive, exploitative, discriminatory, threatening, sexually inappropriate or otherwise harmful to a child. DfE guidance recognises pupils' exposure to and creation of inappropriate or harmful content as a key safeguarding risk arising from generative AI.

The Academy will keep the use of AI and emerging technologies under review and will have regard to relevant DfE guidance, including Generative AI Product Safety Standards, when considering the introduction or use of AI products within the Academy. The current standards are intended to help educational settings assess whether generative AI products are safe for use and were updated in January 2026 to include areas such as cognitive development, emotional and social development, mental health and manipulation.

Filtering and Monitoring

Green Oaks Primary Academy recognises that effective filtering and monitoring are an important part of safeguarding pupils online. Greenwood Academies Trust provides and maintains appropriate filtering and monitoring systems across Academy networks and devices.

The Academy will work with the Trust and appropriate IT support to ensure that these systems remain effective, appropriate to the age and needs of pupils, and responsive to current and emerging online risks.

The Academy will:

- ensure clear roles and responsibilities are assigned for filtering and monitoring;
- ensure the Designated Safeguarding Lead (DSL) understands the filtering and monitoring systems and processes in place;
- ensure relevant staff understand how the systems operate and how to report and escalate concerns;
- review filtering and monitoring arrangements at least annually, involving appropriate members of SLT, the DSL and IT support, in line with current DfE standards;
- undertake and record appropriate checks to ensure filtering and monitoring systems are working effectively;
- ensure filtering blocks illegal, inappropriate and potentially harmful content without unreasonably restricting teaching and learning;
- ensure monitoring arrangements reflect the age, needs and vulnerabilities of pupils;
- ensure concerns identified through monitoring are reviewed and escalated through safeguarding procedures;

- review arrangements following significant safeguarding incidents, system changes or identified weaknesses; and
- consider new and emerging technologies, including generative AI and AI-generated content, when reviewing filtering and monitoring arrangements.

Filtering and monitoring systems do not replace appropriate staff supervision or professional safeguarding responsibility. All staff remain responsible for reporting online safety concerns in accordance with the Academy's safeguarding procedures.

The Academy also recognises information and cyber security as part of its wider safeguarding arrangements. Staff must follow Greenwood Academies Trust requirements relating to passwords, access to systems, data security, phishing, software and devices, and must report suspected security incidents promptly through the appropriate procedures.

Mobile Phones and Personal Devices

The Academy operates in accordance with its policy and procedures for personal mobile phones and internet-enabled devices. Pupils will not normally have access to personal mobile phones during the school day. If UKS2 pupils hold home alone permissions, and the parents allow them to have a mobile for safety to travel to and from school, Academy policy is for them to be handed in at the start of the day, where they are locked away in the office and returned once school has ended.

Responding to Online Safety/Safeguarding Incidents

It is vital that all staff understand that online safety is part of safeguarding and should be actioned as any other safeguarding incident.

Green Oaks Primary Academy commits to take all reasonable precautions to ensure online safety but recognises that incidents will occur both inside school and outside school (and that those from outside school will continue to impact on pupils when they come into school). All members of the school are encouraged to report issues swiftly via the CPOMS platform, to allow us to deal with them quickly and sensitively through the school's escalation processes.

Any suspected online risk or infringement should be reported to a Designated Safeguarding Lead on the same day – where clearly urgent, it will be made by the end of the lesson. This includes concerns relating to online bullying, grooming, exploitation, radicalisation, coercion, harmful or inappropriate

content, scams, impersonation, inappropriate image sharing, AI-generated or digitally manipulated images, and any online behaviour indicating that a child may be at risk of harm.

When handling incidents, this policy should also be cross-reference with the Academy procedures for:

- child-on-child abuse
- sexual harassment/abuse
- Prevent/radicalisation
- allegations against staff and low-level concerns
- image sharing
- bullying
- data breaches

Any concern/allegation about staff misuse is always referred directly to the Principal in person or by using the QR code on the safeguarding board, unless the concern is about the Principal in which case the complaint is referred to the Senior Education Advisor for the Academy, Vicci Godbold at vicci.godbold@greenwoodacademies.org.

The school will actively seek support from other agencies as needed (i.e. the local authority, National Online Safety, UK Safer Internet Centre's Professionals' Online Safety Helpline, NCA CEOP, Prevent Officer, Police). We will inform parents/carers of online safety incidents involving their children, and the Police where staff or pupils engage in or are subject to behaviour which we consider a risk.

Supporting Vulnerable Students and SEND

Online safety education and safeguarding arrangements will be adapted where necessary to meet pupils' age, developmental stage, communication needs, SEND and other vulnerabilities. The Academy recognises that some children may be at greater risk of online harm and will provide appropriately differentiated teaching and additional support where required.

Parent/Carer Engagement

As safeguarding is everyone's responsibility, we would expect parents and carers to engage with the Academy and

- Consult with the academy if they have any concerns about their children's use of technology

- Promote positive online safety and model safe, responsible and positive behaviours in their own use of technology, including on social media: not sharing other's images or details without permission and refraining from posting negative, threatening or violent comments about others, including the school staff, volunteers, contractors, pupils or other parents/carers

To ensure strong parental/carers engagement, the Academy will also:

- provide parents/carers with regular information and guidance about emerging online risks;
- communicate how pupils are taught to stay safe online;
- provide appropriate information about the Academy's filtering and monitoring arrangements;
- inform parents about online platforms/resources pupils may be expected to use;
- signpost parents to reputable sources of online safety advice and reporting mechanisms; and
- work in partnership with parents where online incidents occurring outside school affect the safety, wellbeing or education of pupils.

Staff Training

All staff will receive online safety training as part of their statutory safeguarding training. They will also be tasked with completing online safety training modules via National College, with DSL staff completing additional training via Learning Alliance. The Online Safety Lead will also be expected to engage in training beyond this and specifically in trends for young people safety.

Monitoring and Review

Monitoring of the teaching of online safety will be carried out by the Online Safety Lead. Pupil and staff voice will be gathered to ensure that all parties understand their roles and responsibilities and so that can support, and advice can be further provided.

This policy will be reviewed yearly unless there is a significant change to statutory guidance or responsibilities within the academy.