





# KINGS PARK SCHOOL

## ONLINE SAFETY POLICY

<b>POLICY NO.</b>	KPS-OSP-004
<b>POLICY OWNER</b>	HEADTEACHER
<b>DATE FIRST ISSUED</b>	01/09/2025
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	<b>SIGNED</b>	<b>DATE</b>
<b>HEADTEACHER</b> MISS S J WATSON		<b>01/09/2025</b>
<b>PROPRIETOR</b> MRS AMY SAUNDERS		<b>01/09/2025</b>
<b>RATIFIED BY CHAIR OF GOVERNING BOARD</b> MR ALEX RICHARDS		

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### 1.0 INTRODUCTION

Kings Park School is an independent specialist provision, offering support and education for children and young people from ages 7-16 with various individual needs. Each child and young person's support is guided by their Education, Health and Care Plan (EHCP), which outlines the provision required to meet their individual needs. With spacious, light-filled classrooms and a highly skilled team of specialist SEN staff, our school provides a calm and supportive environment where children and young people are empowered to move beyond past challenges.

Each learner follows a personalised timetable tailored to their individual needs and interests, with clear, achievable targets that promote motivation, confidence and progress. In addition to the statutory annual review process, we carry out a broad range of formal and informal assessments throughout the year to monitor progress and adapt provision where necessary.

Classes are small with up to 8 pupils, depending on the individual needs. Each class is led by a teacher and supported by a dedicated teaching assistant, with additional teaching assistants provided where necessary and stated on the child's EHCP. Children and young people will be placed in a class based on suitability rather age. Our nurture-based approach ensures that emotional wellbeing is prioritised alongside learning and our classrooms are designed to be sensory-friendly, providing calm, supportive environments that help students feel safe, regulated and ready to engage.

At Kings Park School (KPS), we place the safety, well-being and development of our students at the heart of everything we do. We are committed to providing a safe, inclusive and aspirational learning environment for children and young people with a range of neurodivergent profiles and social, emotional and mental health needs.

### 2.0 LEGAL FRAMEWORK AND GUIDANCE

This policy is aligned with:

- **Keeping Children Safe in Education (KCSIE 2025)**
- **Independent School Standards Part 3** (Welfare, Health and Safety)

- DfE Filtering and Monitoring Standards (2024)
  - Education Access Review (Ofcom/DSIT 2024)
  - Teaching Online Safety in Schools (DfE)
  - UKCIS Education for a Connected World Framework
  - Kent LESAS Online Safety for Learners with SEND (2025)
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### 3.0 PURPOSE OF THIS POLICY

Kings Park School is committed to ensuring that all pupils, staff, and stakeholders are safeguarded from online harm and empowered to use technology safely and responsibly.

Kings Park School (KPS) recognises that online safety is a vital component of safeguarding and promoting the welfare of all pupils. For learners with Special Educational Needs and Disabilities (SEND), online environments may present both unique opportunities for learning and heightened risks. We will adopt a **whole-school, inclusive approach** that empowers, protects, and educates pupils and staff in their use of technology, while ensuring effective mechanisms to identify, intervene in, and escalate any concerns.

This policy should be read alongside:

- Safeguarding & Child Protection Policy.
- Behaviour and Anti-Bullying Policies.
- Acceptable Use Policies (AUPs).
- Relationships, Sex and Health Education (RSHE) Curriculum.
- Child-on-child abuse Policy/ Peer-on-peer abuse Policy.

KPS adopts a whole-school, interrelated approach to online safety, embedding it across curriculum planning, pastoral care, and staff training. Online safety is considered within every relevant policy, including safeguarding, behaviour, ICT acceptable use, and staff conduct.

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### 4.0 OUR ETHOS AND VALUES

We are guided by our school motto: *"Inspiring Dreams, Building Bright Futures Together."* Our core values are:

- **Kind Words:** We speak with empathy and understanding
- **Positive Minds:** We approach challenges with optimism and resilience
- **Strong Hearts:** We show courage, compassion and strength in our relationships.

These values are more than aspirations—they are embedded in every interaction, decision and environment within Kings Park School.

**Kind Words** reflect our belief in the power of language to heal, uplift and include. Whether it is peer encouragement, staff guidance or family communication, we model respectful, thoughtful speech in all we do.

**Positive Minds** encourage our students and staff to reframe difficulties as opportunities to learn and grow. We promote a strengths-based approach that focuses on what each individual child can do and how they can build confidence through success.

**Strong Hearts** remind us of the importance of compassion, resilience and relationships. We teach students to persist through challenges, support others and show bravery in being true to themselves. Together, these values underpin our approach to behaviour, learning and building a safe, inclusive school community.

## 5.0 AIMS AND OBJECTIVES

KPS aims to:

- Empower all pupils to use technology positively, safely and responsibly.
- Recognise and respond to the **specific vulnerabilities of SEND learners** — e.g. comprehension, communication, regulation and social-awareness needs.
- Provide differentiated, scaffolded online-safety education through PSHE, RSHE and Computing.
- Maintain **appropriate filtering and monitoring** in line with DfE standards.
- Work in active partnership with parents/carers and external agencies to protect children from online harm.

## 6.0 ROLES AND RESPONSIBILITIES

Role	Responsibilities
<b>Proprietor / Board</b>	Ensure compliance with ISS Part 3 and DfE filtering & monitoring standards; receive annual online-safety reports.
<b>Headteacher / SLT</b>	Oversee policy implementation and training; ensure filtering & monitoring systems meet current standards and SEND needs.
<b>Designated Safeguarding Lead (DSL)</b>	Lead for online safety; liaise with IT staff and SENCo; analyse reports; escalate concerns; deliver staff updates.
<b>SENCo / SEND Leads</b>	Ensure online-safety strategies and resources are differentiated and reflected in EHCP plans where appropriate.
<b>IT Service Provider (Hayden-Brothers Ltd)</b>	Maintain filtering and monitoring systems; block illegal content (in line with IWF and CTIRU lists).
<b>Staff</b>	Model safe behaviour; follow AUPs; supervise internet use; report concerns to DSL immediately.

At Kings Park School, **pupils** are expected to:

- Use all digital technologies (school devices, email, internet, mobile phones, apps, games) **safely, respectfully, and responsibly**.
- Follow their **Acceptable Use Agreement** and understand it in a way appropriate to their needs (using visuals, symbols, or social stories where helpful).
- **Tell a trusted adult (teacher, DSL, parent/carer)** if something online makes them feel worried, upset, scared, or unsafe.
- Never share personal information (name, address, school, photos, passwords) without checking with an adult.
- Show **kindness and respect online**, following the KPS values — *Kind Words, Positive Minds, Strong Hearts*.
- Use technology only at agreed times and for agreed purposes during the school day.
- Take part in online-safety learning and activities, including discussions about risks and safe choices.

**For pupils with SEND**, KPS recognises that understanding of rules and risk may vary. Staff will use visual aids, simplified language, and repetition to help children learn safe habits, practising skills through real examples.

KPS values partnership with parents and carers as essential to keeping children safe online. **Parents/carers** are expected to:

- **Model safe, positive digital behaviour** and promote the same messages used in school.
- Support and sign the **Home–School Acceptable Use Agreement**, ensuring children understand and follow it.
- **Monitor children’s online use at home**, including devices, games, and social media, using appropriate parental controls and privacy settings.
- Encourage open conversation about online experiences - what’s enjoyable, confusing, or worrying - so children feel able to seek help.
- **Report concerns** about online harm, bullying, or unsafe behaviour to the school’s DSL promptly.
- Work collaboratively with KPS if online incidents occur, following the guidance of the DSL and safeguarding procedures.
- Attend or engage with **parental workshops or information sessions** on online safety provided by the school or LESAS.

Many parents and carers have only a limited understanding of online safety risks and issues, yet they play an essential role in the education of their children and in the monitoring / regulation of the children’s online behaviours. Parents may underestimate how often children and young people come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond.

KPS will therefore seek to provide information and awareness to parents and carers through:

- Curriculum activities.
- Letters, newsletters, web site online safety bulletins and workshops/training sessions.
- High profile events / campaigns e.g., Safer Internet Day and school council initiatives.
- Reference to the relevant online safety focussed web sites / publications:
- ThinkUKnow (CEOP)
- Childnet – Parents and Carers
- NSPCC Online Safety
- Internet Matters

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## 7.0 ONLINE SAFETY CATEGORIES

It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. Kings Park School will adopt a whole school approach to online safety which will empower, protect, and educate our pupils and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Kings Park School will ensure online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures, and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement.

Kings Park School identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:



- **Content:** being exposed to illegal, inappropriate, or harmful content. For example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact:** being subjected to harmful online interaction with other users. For example, peer on 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. For example, making, sending and receiving explicit images (including consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing/financial scams.

Kings Park School recognises that technology and the risks and harms related to it evolve and change rapidly. The school will carry out an annual review of our approaches to online safety, supported by an annual risk assessment, which considers and reflects the current risks our children face online.

## 8.0 FILTERING & MONITORING

- Filtering is provided by **Hayden-Brothers Ltd (Openreach)**, a member of the **IWF** and **CTIRU** schemes.
- Systems block illegal and harmful content (violence, pornography, extremism, self-harm, drugs, piracy).
- DSL and IT staff conduct termly checks and log all incidents; results are reported to SLT and the Proprietor.
- “Over-blocking” is avoided to ensure curriculum access.
- Pupils at greater risk receive enhanced supervision and individual risk assessments.

## 9.0 EDUCATION AND TRAINING

**Staff:** All staff receive induction and annual training covering online safety, filtering & monitoring roles, and the specific vulnerabilities of SEND learners (KCSIE Annex C)

**Pupils:** Online safety is embedded within Computing, PSHE and RSHE, reinforced through visual resources, multi-media content and role-play.

**Parents:** KPS will share guidance via workshops, website and newsletters, encouraging open dialogue and safe home practices

## 10.0 CURRICULUM ADAPTATIONS FOR SEND LEARNERS

- Lessons use plain language and clear visual aids (e.g. WIDGIT).
- Staff reinforce key messages through repetition and practical examples.
- Online safety content is personalised through EHCP targets and individual learning plans.
- Multi-sensory approaches (videos, subtitles, sign language, voice notes) are used to promote accessibility.

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## 11.0 ACCEPTABLE USE AND BEHAVIOUR

All users must sign appropriate AUPs (staff, pupils, parents). Rules are communicated in accessible formats for learners of all abilities and posters are found throughout the school.

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## 12.0 INFORMATION SECURITY AND DATA PROTECTION

KPS meets *DfE Cyber Security Standards for Schools (2024)*.

All staff use school-issued devices and password-protected accounts. Data handling follows GDPR and Data Protection Act 2018 requirements. Suspected breaches are immediately reported to the Headteacher and DSL.

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## 13.0 REPORTING CONCERNS

Multiple accessible routes exist for raising concerns: visual posters, trusted adults, 1-2-1 support staff, and symbol-based forms. DSL maintains records of online-safety incidents within the safeguarding system and refers to external agencies (CEOP, Childline, Kent ICS Portal) as required.

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## 14.0 RELATED RESOURCES

- UK Safer Internet Centre – Filtering & Monitoring Guidance
  - [Childnet STAR SEND Toolkit](#)
  - [NCA-CEOP 'Know Your Friends with Josh and Sue' Videos](#)
  - [Internet Matters – Inclusive Digital Safety Advice Hub](#)
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## 15.0 MONITORING AND REVIEW

The DSL and SLT will review this policy *annually* or after a significant incident, taking account of technological changes and DfE updates.

Findings from annual filtering and monitoring checks will inform the review.

Policy updates will be ratified by the governing board.