

E-Safety Policy

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Policy Author:	Eve Bartlet – Director of Education
Ratified by:	Fitri Brock – Proprietor



Helm Academy

EMPOWERING MINDS. NAVIGATING FUTURES

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, Safeguarding and Child Protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in Helm Academy documentation, including particulars of employment, it is non-contractual.

Policy Issues and Updates

Version Number	Created/ Reviewed/ Amended By	Date Created/ Reviewed/ Amended	Comment	Next Review Date
1	E. Bartlet	April 2026	Policy implemented	April 2027
2	E. Bartlet	July 2026	Policy updated – KCSIE 2026	July 2027



Helm Academy

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Safeguarding Statement

At Helm Academy, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Helm Academy. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

This policy will be reviewed **annually**.

E-Safety / Online Safety Policy

1. Policy Statement

Safeguarding curriculum, SEND Policy, Complaints policy, Data protection policy

This policy includes KCSIE updates

At Helm Academy, our children face heightened risks online due to their learning needs, communication difficulties, social vulnerabilities, and mental health needs. They may be more likely to:

- struggle with emotional regulation (ADHD, attachment, depression),
- have limited understanding of risks (GDD, non-verbal),
- be targeted for exploitation (CIN/Child Protection),
- or lack protective family structures.

This policy ensures e-safety is embedded in everyday practice, adapted to SEND needs, and robustly monitored.

Online safety is recognised as a safeguarding issue and will be considered alongside attendance, behaviour, mental health, SEND, Family Help involvement, Child in Need plans, Child Protection plans and wider contextual safeguarding information. Online concerns will not be viewed in isolation and may indicate broader vulnerability, abuse, neglect or exploitation.

Staff will maintain professional curiosity where online behaviours, device usage, communication patterns, emotional presentation or disclosures suggest that a child may be experiencing harm. Staff will remain alert to both direct and indirect indicators of online abuse, coercion, radicalisation, exploitation or manipulation.

As part of their learning experience across all curricular areas pupils or students have a right to quality Internet access. The use of the Internet is an invaluable tool in the development of lifelong learning skills.

Correctly used Internet access will not only raise standards, but it will support teacher's professional work, and it will enhance the school's management information and business administration systems.

An understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring" should be included in safeguarding and child protection training at induction for all staff. The company service provider encompasses a bespoke firewall and monitoring system across the entire education network, in order to filter and monitor all internet access and usage for every device. The school also uses onsite **Classroom Cloud and ITECH filtering and monitoring, SECURLY SYSTEMS.**

The increased provision of the Internet in and out of school brings with it the need to ensure that learners are safe. Pupils or students need to know how to evaluate Internet information and to take care of their own safety and security.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, 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/>).

E-Safety, which encompasses Internet technologies and electronic communications, will educate pupils or students about the benefits and risks of using technology and provides safeguards and awareness to enable them to control their online experience.

All pupils or students and other members of the school community always have an entitlement to safe Internet access.

The Department for Education's [filtering and monitoring standards](#) set out that schools and colleges should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems, including AI.
- [Generative AI: product safety expectations - GOV.UK](#)
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs.
- schools can use the department's '[Plan technology for your school - GOV.UK](#) to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.
- taking appropriate action to meet the Cyber security standards for schools and colleges [Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK](#)

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2. Aims

- Protect pupils from inappropriate online contact and content, recognising SEND-specific vulnerabilities.
- Teach safe, respectful digital behaviours through visual, interactive, and therapeutic approaches.
- Ensure all staff are vigilant to risks of grooming, coercion, online bullying, and exploitation.
- Provide additional support for pupils subject to CIN or Child Protection Plans.
- Comply with KCSIE 2025/26, including AI risks, misinformation/disinformation, AP expectations, and statutory attendance safeguarding.

3. Roles and Responsibilities

DSL & Safeguarding Team

The DSL will maintain strategic oversight of online safety across the school and ensure filtering, monitoring, safeguarding, behaviour and attendance information are routinely triangulated to

identify emerging risks. The DSL will review patterns, trends and recurring concerns to identify children who may require additional support or intervention.

The Designated Safeguarding Lead (DSL) has overall strategic responsibility for online safety safeguarding across the school. The DSL will ensure that online safety is fully integrated into safeguarding systems, child protection practice, behaviour monitoring, attendance monitoring, mental health support, SEND provision and wider safeguarding arrangements. Online safety concerns will be assessed alongside the child's wider vulnerability profile and lived experiences.

The DSL will routinely review filtering and monitoring information, safeguarding records, attendance concerns, behaviour incidents, mental health indicators and contextual safeguarding information to identify emerging patterns of risk. This will include consideration of exploitation, child-on-child abuse, harmful sexual behaviour, misogyny, radicalisation, self-harm, serious violence, online scams, coercion and harmful online communities. The DSL will ensure concerns are escalated appropriately and oversee referrals, interventions and outcomes.

The DSL will coordinate multi-agency responses where online safety concerns involve exploitation, child-on-child abuse, harmful sexual behaviour, radicalisation, serious violence, mental health concerns or significant safeguarding risk. Referrals to Family Help, Children's Social Care, Police, Prevent, CEOP or other agencies will be made where appropriate.

- Proactively monitor children on CIN/CP Plans for online risks.
- Liaise with social workers and Virtual School Heads where online safety is a concern.
- Keep a chronology of incidents for vulnerable pupils.

Staff

- Use trauma-informed approaches when managing online incidents (important for attachment needs, depression, CIN/CP).
- Check understanding regularly – children with GDD may say “yes” without comprehension.
- Adapt teaching (e.g. using Widgit symbols, signing, or AAC devices for non-verbal pupils).
- school staff be aware that the Headteacher is responsible for e-Safety.
- be aware that the Headteacher create a safe ICT learning environment by having in place:
 - a. an effective range of technological tools
 - b. clear roles and responsibilities
 - c. safe procedures
 - d. a comprehensive policy for pupils or students, staff and parents/carers
- accept the terms of the ‘Responsible Internet Use’ statement before using any Internet resource in school.
- be responsible for promoting and supporting safe behaviours with pupils or students.
- promote e-Safety procedures such as showing pupils or students how to deal with inappropriate material.
- report any unsuitable website or material to the e-Safety Coordinator (Headteacher).
- ensure that the use of Internet derived materials complies with copyright law.
- ensure e-Safety is embedded in all aspects of the curriculum and other school activities.
- be aware of the role of the coordinator who will:
 - a. be responsible for the day-to-day e-Safety issues.
 - b. ensure that all Internet users are kept up to date with new guidance and procedures.
 - c. ensure regular checks are made to ensure that the filtering methods selected are appropriate, effective, and reasonable.
 - d. undertake risk assessments to reduce Internet misuse.
 - e. maintain a log of all e-Safety incidents.

- f. report all e-Safety incidents to the Headteacher.
- g. ensure e-Safety is embedded in all aspects of the curriculum and other school activities.

undertake the following training: - annually

- Safeguarding and Child Protection
- Anti - Cyber bullying
- Acceptable Internet Use Agreement
- ICT
- Pupil Challenging Behaviour
- Anti-bullying
- Mobile Phone Safety and Acceptable Use
- Photographic and Video Images
- Internet Social Networking Websites

Parents/Carers

The school recognises that effective online safeguarding requires partnership working with parents and carers. Information, advice and support will be provided to help families understand emerging risks including artificial intelligence, livestreaming, online exploitation, harmful online communities, deepfakes and financially motivated scams.

- Supported with plain-language guides to help them manage devices at home.
- Invited to joint workshops on filtering, monitoring, and online wellbeing.

4. Tailored Safeguarding for Our Cohort

Children with ADHD

- Likely to act impulsively online (e.g., clicking unsafe links, oversharing).
- Require close supervision during online tasks.
- Rules reinforced using Now/Next boards and short, clear prompts.

Children with Attachment Needs/Trauma

- May be over-trusting of strangers online or seek risky connections.
- Staff teach “check first with a trusted adult” before online interaction.
- Adults use relational safety scripts (“I will keep you safe online”).

Children with Depression/SEMH

- Vulnerable to harmful online content (self-harm, negative forums).
- DSL monitors search histories and referrals closely.
- Pupils supported through safe wellbeing apps and positive online communities.

Children with Global Developmental Delay (GDD)

- Require highly visual teaching of online rules (symbols, social stories).
- Simplified Golden Rules displayed in every classroom (e.g., “Be Kind, Ask for Help, Don’t Share”).
- Supervised access to prevent unintentional exposure.

Non-Verbal Pupils

- Use AAC, PECS, or switches to communicate online safety needs.
- Staff monitor non-verbal cues (distress, withdrawal) as indicators of online harm.
- Alternative reporting routes available (e.g., pointing to “Help” symbols).
- Pupils on CIN / CP Plans
- Extra safeguarding checks made regarding online access at home.
- Staff liaise with social workers if concerns arise about exploitation, neglect, or device misuse.
- Additional supervision during online activities in school.

5. Education & Curriculum

- Online safety embedded into PSHE, RSHE, Computing, and therapeutic interventions.
- Delivered through:
- Visual supports (Widgit, photos, social stories).
- Role play and “what if” scenarios (scaffolded for GDD/attachment).
- Emotion coaching to link feelings with online experiences.
- Core focus areas:
- Recognising unsafe approaches online.
- Saying “no”/seeking help (verbal or non-verbal).
- Identifying misinformation and fake content.
- Understanding personal data privacy.
- Developing resilience when upset online.

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6. Filtering, Monitoring & Technology

- Age-appropriate filtering prevents access to harmful sites (self-harm, sexual content, extremist material, unsafe AI tools).
- Monitoring alerts flag risks, with DSL review daily.
- Devices are restricted to school-approved apps and platforms.
- Staff-to-pupil ratios ensure close supervision during online activity.
- Classroom Cloud and ITECH filtering and monitoring, SECURLY SYSTEMS.

7. Responding to Incidents

All online safety concerns will be assessed through a safeguarding lens. Staff will consider the child’s age, developmental stage, communication needs, SEND, mental health, lived experience and level of vulnerability when determining appropriate responses and support.

Where concerns involve repeated incidents, cumulative concerns or indicators of significant harm, the DSL will review all available information and determine whether safeguarding intervention, Family Help involvement, targeted support or referral to Children’s Social Care is required.

The school will ensure that children are supported following incidents and that responses are proportionate, educational and protective. Consideration will be given to the needs of victims, alleged perpetrators and any wider group of children affected by the incident.

- All staff log incidents promptly.
- DSL coordinates multi-agency support where risks link to CIN/CP.
- Responses prioritise:
- Pupil safety and wellbeing,
- Trauma-informed de-escalation,
- Parental involvement,
- Multi-agency liaison (Police, CEOP, Social Care).

8. Training

- Annual whole-staff training includes:
- AI and misinformation risks (per KCSIE 2025).
- Supporting non-verbal and GDD learners.

- Trauma-informed safeguarding for pupils with attachment and depression.
- Identifying early signs of exploitation in CIN/CP pupils.

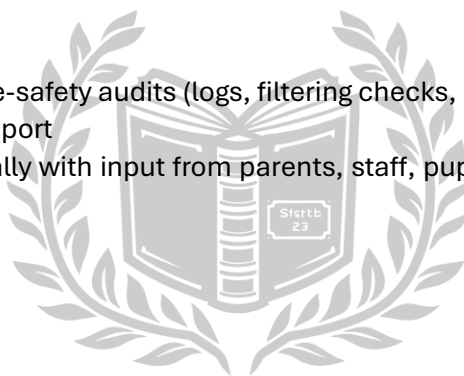
9. Monitoring and Review

Monitoring arrangements will include regular review of filtering reports, monitoring alerts, safeguarding records, pupil voice, parent feedback, curriculum effectiveness and emerging national risks. Findings will inform staff training, safeguarding priorities and continuous improvement planning.

Monitoring activities will include regular analysis of safeguarding trends, filtering reports, monitoring alerts, pupil disclosures, incidents involving online abuse, harmful sexual behaviour, cyberbullying, exploitation concerns, extremist content, misuse of artificial intelligence and emerging online risks. Findings will be used to inform safeguarding priorities, curriculum development, staff training and targeted interventions.

The DSL will provide periodic safeguarding updates to leaders and proprietors regarding online safety trends, areas of emerging concern, multi-agency activity and the effectiveness of current safeguarding controls and interventions.

- DSL conducts termly e-safety audits (logs, filtering checks, pupil voice, parent feedback).
- Governors receive a report
- Policy reviewed annually with input from parents, staff, pupils, and external professionals where relevant.



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Annex A- Pupil-Friendly e-Safety Rules

Our Golden Rules for Online Safety

1. Be Kind Online

- Use nice words.
- No teasing, hurting, or unkind messages.

2. Ask for Help

- If you see something scary, silly, or rude → tell an adult.
- You can point to your “Help” card if you can’t use words.

3. Keep Private Things Private

- Don’t share your name, address, school, or photos.
- Only people we know, and trust can see or talk to us online.

4. Check First

- If someone asks you to click, play, or chat → check with an adult first.
- Say “Stop” or walk away if you feel worried.

5. Use School Apps Only

- We use the apps our teachers give us.
- No opening new apps or games without asking.

6. Take Breaks

- Screen time is short and safe.
- When the timer ends, it’s time for a break.

Our Promise

- Adults will watch carefully when we go online.
- Adults will help keep us safe if something goes wrong.
- You can always tell or show us if something makes you sad or worried.

Annex B- Parent/Carer e-Safety Guidance

Keeping Your Child Safe Online – What You Need to Know

Our pupils are more vulnerable online because of needs like ADHD, autism, attachment, depression, global delay, or being non-verbal. They may act impulsively, trust strangers, or struggle to tell us if something is wrong. Some of our children are on Child in Need or Child Protection Plans, which means we all need to be extra careful.

Key Risks for Our Children

- Strangers online (grooming, manipulation).
- Cyberbullying (unkind messages or videos).
- Inappropriate content (violence, self-harm, sexualised content).
- AI-generated risks (fake news, deepfakes, harmful chatbots).
- Oversharing (giving away personal details).

What School Does

- We use strong filters and monitoring on school devices.
- Staff supervise all online use closely.
- Children are taught Golden Rules for Online Safety (simple, visual, repeated often).
- We monitor pupils’ wellbeing and report any concerns to social care if needed.

What You Can Do at Home

- Supervise online use – keep devices where you can see them.
- Use parental controls (on YouTube, games, devices).
- Set routines – agree short, safe screen times.
- Talk regularly – ask what they are watching or playing.
- For non-verbal children, use visual cards (e.g. “help”, “stop”) so they can signal if worried.
- Remind them: “Check with me first if someone asks you to chat or click.”

If You’re Worried

- Save the evidence (screenshots/messages).
- Speak to the DSL at school (Designated Safeguarding Lead).
- Contact CEOP (Child Exploitation and Online Protection) if you think a child is at risk:
- www.ceop.police.uk
- Call NSPCC 0800 800 5000 for advice.

Review of implementation

The implementation of this Policy is reviewed annually by the school's Senior Leadership Team in consultation with staff and a report is made to the Governance Body.

The school may submit to the Helm Academy Board, proposals for amendments to this policy.



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Safeguarding and Ofsted Toolkit Assurance Statements

Purpose:

These statements ensure that online safety practice aligns with safeguarding responsibilities, statutory guidance and Ofsted expectations.

Online Safety as Safeguarding:

Online safety is treated as a core safeguarding priority, recognising heightened vulnerability for pupils with SEND, trauma and additional needs.

Risk and Vulnerability:

Leaders recognise risks including grooming, exploitation, self-harm content, misinformation and AI-enabled harms, and ensure robust monitoring and response.

Filtering and Monitoring:

Appropriate filtering and monitoring systems are in place and reviewed regularly to protect pupils without unreasonably impacting learning.

Staff Practice:

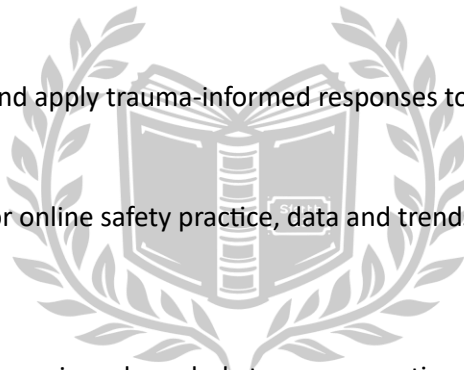
Staff receive regular training and apply trauma-informed responses to online safety incidents.

Leadership and Governance:

Leaders and governors monitor online safety practice, data and trends to ensure safeguarding effectiveness.

Review and Assurance:

Online safety arrangements are reviewed regularly to ensure continued safeguarding effectiveness and improvement.



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Working Together to Safeguard Children – Assurance Update

Multi-agency working:

Professional Curiosity: Leaders and staff recognise that children may not always disclose online harm directly. Professional curiosity, respectful questioning and analysis of cumulative concerns will be used to identify children who may be at risk and ensure appropriate intervention.

Multi-agency safeguarding arrangements may include collaborative working with social workers, Family Help practitioners, health professionals, CAMHS, police, CEOP, Prevent teams, local authority safeguarding partners and other specialist services to reduce risk and improve outcomes for children.

Helm Academy recognises that effective online safeguarding requires strong and timely multi-agency collaboration. The school will work proactively with Children's Social Care, Family Help and Early Help Services, Police, CEOP, Prevent partners, health professionals, CAMHS, SEND and Inclusion Services, Virtual School colleagues, local safeguarding partnerships and specialist online safety and exploitation services.

The school recognises that effective safeguarding depends upon professional challenge, constructive partnership working and timely information sharing. Where concerns remain unresolved, staff and leaders will use escalation procedures and professional challenge processes to ensure children's needs are appropriately addressed.

Online safety concerns are shared appropriately with parents, social care, police and specialist agencies such as CEOP.

Early help and prevention:

Monitoring data and staff observations support early identification of risk and timely intervention.

Child-centred approach:

Responses to online safety incidents prioritise pupil voice, wellbeing and individual need.

Information sharing:

Relevant safeguarding information is shared promptly and proportionately in line with statutory guidance.

Contextual safeguarding:

Leaders consider online risks alongside peer, community and environmental factors.

Leadership accountability:

Leaders ensure online safety practice remains aligned with statutory safeguarding duties and is reviewed regularly.

Legislative Currency Check

This policy has been reviewed against current legislation and statutory guidance and is compliant as of 2026.

Key references include:

- Keeping Children Safe in Education
- Working Together to Safeguard Children (
- Online Safety Act 2023 (implementation phases);
- Data Protection Act 2018 and UK GDPR;
- DfE Filtering and Monitoring Standards (including AI considerations); and DfE cyber security standards for schools and colleges.
- No legislative gaps have been identified that require amendment to the core policy content.



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