Online Safety Policy

CATERHAM SCHOOL

CATERHAM PREP

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Introduction

The School prides itself on its innovative approach to the use of technology in line with its ethos and aims and is recognised as a leader in this field. As an Apple Distinguished School, a TES Independent Schools Award winner for 'best use of technology' we continue to explore the educational opportunities afforded by the use of technology. As we embrace innovation and technology, safeguarding remains at the heart of every decision.

This Online Safety Policy empowers us to protect and educate pupils, and staff, in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

All staff and pupils from Prep Year 3 to Fifth Year Senior School are given an iPad to support and enhance their learning, whilst younger pupils benefit from shared iPad use. This is supported by a powerful infrastructure including excellent Wi-Fi, cloud storage and Apple TV in every classroom.

The use of these exciting and innovative tools in school and at home has been shown to raise attainment and support learning, however, the unrestricted use of these new technologies can put young people at risk within and outside the school.

Some of the dangers they may face are included in KCSIE 2026:

Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories.

Contact: being subjected to harmful online interaction with other users or generative AI applications that simulate this; 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, including those generated using AI (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.

Many of these risks reflect situations in the off-line world and it is essential that this online safety policy is used in conjunction with other school policies:

- Safeguarding policy
- Anti-Bullying policy
- Behaviour Policy
- Wellbeing Policy
- Staff Code of Conduct
- EDI Policy
- Searching a Pupil Policy
- Staff Acceptable Use Policy (Appendix A)
- Pupil Acceptable Use Policies (Senior School) (Appendix B & C)
- Pupil Acceptable Use Policy (Prep School) (Appendix D)
- Pre-Prep Virtual School Acceptable Use Agreement (Appendix E)

- Staff Social Media Policy (Appendix E)
- Pupil Social Media Policy (Appendix F)
- Online Safety Expectations (Appendix G)
- Laptop Acceptable Use Policy (Appendix H)
- AI policy (Appendix I)

Underpinning the following Online Safety Policy are the frameworks and Government legislation set out in:

- Keeping children safe in Education (2026)
- Working together to Safeguard Children (2018, updated Dec 2026)
- Meeting Digital and Technology Standards in Schools and Colleges' (DfE, 2023)
- Sharing of nudes and semi-nudes: advice for education settings working with children and young people (DfE 2020, updated March 2024)
- Generative artificial intelligence (AI) in education (DfE, June 2025)
- Mobile phones in schools - GOV.UK
- The Online Safety Act (July 2025) In June 2025, the DfE published detailed guidance and policy papers outlining expectations and best practices for the safe and effective use of AI in education settings.
- Using AI in education settings: support materials - GOV.UK
- Data (Use and Access) Act 2025: data protection and privacy changes - GOV.UK
- Data Protection Act 2018 Overview and GDPR (updated Aug 2020)
- NMS 2022

All staff are expected to be familiar with the DfE guidance and processes outlined in the School's safeguarding policy. This policy explains how we intend to manage potential risks, while also addressing wider educational issues to help our pupils (and their parents) to be responsible users and stay safe while using the internet and other communications technologies.

Leadership of Online Safety

The DSL takes responsibility for online safety within the school. The Trustee with responsibility for online safety is Deborah Grimason. The DSL liaises closely with the Senior Deputy Head, Deputy Head (Innovation), Director of IT Services and the Head of Wellbeing to look at any aspects of online safety that need to be addressed.

The DSL will:

- Act as main point of contact on online safety issues and liaise with other members of staff as appropriate.
- Ensure policies and procedures that incorporate online safety concerns are in place. This should include but is not limited to; Safeguarding policy; Acceptable Use Policies (AUPs), mobile phones, child on child abuse (including responses to cyberbullying and sexting/youth produced imagery), and filtering and monitoring.
- Ensure there are robust reporting pathways (CHIP/ OurCaterham) and signposting to internal, local and national support.
- Record online safety incidents and actions taken. Review any reported online safety incidents to inform and improve future areas of teaching, training and policy development
- Ensure the whole school community is aware of what is safe and appropriate online behaviour and understand the sanctions for misuse.
- Liaise with the local authority and other local and national bodies as appropriate.

- Work with the Director of IT Services to ensure that appropriate filtering and monitoring is in place and that the DfE standards for filtering and monitoring are being met.
- Work with the Deputy Head (Innovation) to ensure that staff and pupils are provided with clear, updated guidance and training on the use of AI within school and that safeguarding is a consideration in future developments.
- Take appropriate action in line with child protection policies and procedures, if the filtering system and monitoring approaches identify any causes for concern.
- Implement regular online safety training for all members of staff (including as part of induction) that is integrated, aligned and considered part of the overarching safeguarding approach (KCSIE 2026).
- Work with staff to ensure that appropriate online safety education is embedded throughout the curriculum; promoting the responsible use of technology and empowering children to keep themselves and others safe online.
- Actively engage with local and national events to promote positive online behaviour, e.g. Safer Internet Day and anti-bullying week.
- Update the school's online safety risk assessment on an annual basis in conjunction with the Director of IT Services and Deputy Head (Innovation)
- Ensure that online safety is promoted to parents and carers and the wider community through The Wellbeing Hub (Senior School), Tooled Up Education (Prep School). parent webinars and the School newsletter.
- Ensure that their own knowledge and skill are refreshed at regular intervals to enable them to keep up to date with current research, legislation and trends. To understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school; can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Feedback online safety issues to the senior management team and other agencies, where appropriate, including Children's Social Care and the LADO
- The DSL will follow the guidance around harmful online challenges and online hoaxes when supporting children and sharing information with parents/carers.
- The DSL should be aware of the potential for serious child protection issues to arise from online safety issues, including:
    - Sharing of personal data and images
    - Access to illegal / inappropriate content
    - Inappropriate on-line contact with adults / strangers
    - Potential or actual incidents of grooming and/ or extortion
    - Online bullying
    - AI generation

Pupils with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the DSL will consider a referral into the Cyber Choices programme.
This programme aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

The Director of IT Services

The Director of IT Services is responsible for ensuring:

- That the school's ICT infrastructure is secure and is not open to misuse or malicious attack.
- That users may only access the school's networks through a properly enforced password protection policy, in which passwords are regularly changed.
- The school's filtering policy is applied, reviewed and updated on a regular basis.
- That they keep up to date with online safety technical information in order to effectively carry out their online safety role and to inform and update others as relevant.
- That the use of the network / digital platforms / remote access / email is regularly monitored in order that any misuse / attempted misuse can be reported to the appropriate staff for investigation / action / sanction.
- That monitoring software / systems are implemented and updated as agreed in school policies.
- That secure and effective remote working systems and expectations are in place for staff and that guidelines are updated and distributed as required.
- That they liaise with the DSL to effectively safeguard pupils online within school and at home.

Teaching Staff

Teaching staff are responsible for ensuring that:

- They have an up-to-date awareness of online safety matters, current security threats and of the current school online safety policy and practices including an understanding of the filtering and monitoring processes in place.
- They have read and understood the school Staff Acceptable Use Policy (AUP), the AI Policy and Addendum and the online safety policy.
- They act on any suspected misuse or problems (for example failure to comply with the conditions of the AUP), recording incidents and action on CHIP. More serious concerns should be reported to a member of the safeguarding team or the pupil's Head of Year for investigation / action / sanction.
- Digital communications with pupils (email / Teams / etc.) should be on a professional level and only via official school systems.
- Online safety issues are embedded in all aspects of the curriculum and other school activities.
- Pupils understand and follow the school Online Safety Rules displayed in all classrooms and the Pupil Acceptable Use Policy.
- Pupils have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations. Teachers should ensure that pupils only use AI to enhance and develop their work when permitted, using school approved AI tools (Rileybot) and that pupils are transparent about this when work is submitted.
- They monitor ICT activity in lessons, extra-curricular and extended school activities, recognising that a pupil's personal devices may bypass the school's filtering and monitoring systems.
- They are aware of online safety issues related to the use of mobile phones, cameras, wearable technology and handheld devices and that they monitor their use and implement current school policies with regard to these devices.
- In lessons where internet use is pre-planned students should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches.
- They celebrate the positive use of ICT and digital media and promote correct usage.

Pupils

- Are responsible for using the school ICT systems in accordance with the Pupil Acceptable Use Policy, which they accept before being given access to school systems.
- Understand the need to avoid plagiarism and uphold copyright regulations. Pupils only use AI to enhance and develop their work when specifically permitted by their teachers, using school approved AI tools (Rileybot) and should be transparent about this when work is submitted.
- Need to understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so.
- Will be expected to know and understand school policies on the use of mobile phones and smart devices. They should know and understand school policies on the taking / use of images and on cyber-bullying.
- Should understand the importance of adopting good online safety practice when using digital technologies out of school and realise that the school's online safety policy covers their actions within and out of school.

Parents

Parents play a crucial role in ensuring that their children understand the need to use the internet / mobile devices in an appropriate way. The school will ask all new parents to sign the parent /pupil agreement when they register their child with the School, which includes agreed use of technology. The school will support parents by providing access to resources and webinars via The Wellbeing Hub (Senior School), Tooled Up Education (Prep School) delivering school-led webinars and ensuring parents are aware of national campaigns, support organisations and current online safety issues. Parents are provided with information about the filtering and monitoring systems on School iPads and advised that parental controls should be applied to personal devices.

- Parents are strongly encouraged to engage with the online safety resources on The Wellbeing Hub (Senior School parents) or Tooled Up Education (Prep parents) and attend the parent webinar in the Autumn term.

Teaching and learning

The internet and other digital technologies are an essential element in 21st century life for education, business and social interaction. The school has a duty to provide pupils with quality internet access as part of their learning experience. Internet use is a part of the statutory curriculum and a necessary tool for staff and pupils. As well as encouraging creativity, stimulating discussion. affording excellent research opportunities, it also enables the sharing and review of work through our Apple TV mirroring system, flipped learning opportunities, innovative ways of submitting and of marking work, as well as disseminating notes and information. Beyond this, and perhaps more importantly, the routine use of iPads and technology prepares pupils for a world which is increasingly dependent on digital technologies.

Online Safety education will be provided in the following ways:

- In the senior school dedicated time in Wellbeing lessons or tutor sessions at the start of the school year supports pupil engagement with our expectations. An individual declaration of understanding and agreement is confirmed through a short online quiz.
- A planned online safety programme is provided as part of the Wellbeing curriculum. In addition to this key online safety messages will be reinforced to each year group through assemblies, tutor time and whole school initiatives.

- Online Safety resources and support pathways are available to staff, pupils and parents through The Wellbeing Hub (Senior School) and Tooled Up Education (Prep School).
- Pupil should be taught in all lessons to be critically aware of the materials / content they access on-line and be guided to validate the accuracy of information.
- Pupils should be helped to understand the need for the student AUP and encouraged to adopt safe and responsible use of technology, the internet and smart devices both within and outside school. They should also be educated about protecting their own devices (such as password protecting their mobile and tablets) and not sharing passwords or personal information.
- Staff should act as good role models in their use of technology, the internet and smart devices.
- ***Online safety expectations*** will be posted in all classrooms.
- Pupils are routinely informed that network and internet use will be monitored.

Important Information for pupils about School Devices and Use of Devices on School Premises

iPads

Pupils with school-distributed iPads must adhere to and sign the ***Pupil Acceptable Use Policy*** with the understanding that the school reserves the right to reclaim the iPad at any time and that it remains the property of the school at all times.

Please Note:

The iPads are covered by insurance for accidental damage and theft. If a device is damaged it should be reported to the IT Workshop immediately (pupils should email ITsupport@caterhamschool.co.uk in the first instance, explaining what happened to the device, when and where). Pupils will then fill out an accident report form and the device will be sent to the insurance company who will decide if the claim is valid. Pupils who make more than one insurance claim a year will be charged £50 for each subsequent claim.

If the device is stolen, it must be reported to the Police within 24 hours and a crime reference number obtained. Failure to do this in a timely manner will result in the claim being dismissed. Similarly, the device must have been secured at the point of theft for the claim to be valid.
If the insurance company rejects a claim, the cost of a replacement device will be added to the following term's bill.

Please also note that iPad cases are not insured, but are a prerequisite for the insurance to be valid. All iPads must be kept in the assigned case at all times. If the case is damaged through a user fault, the cost of a replacement will be added to the following term's bill. Pupils must replace lost cables or plugs, but must purchase Apple branded products; it is not acceptable to buy cheaper 'unbranded' replacements.

Boarders

Boarding pupils are expected to adhere to the rules within this policy during their time at the school. Where exceptions or changes are made to the above, or to the specific level of filtering being provided to individual users or boarding pupils as a whole, pupils will be notified through the boarding staff or via email.

Any problems boarding pupils have with their internet access or use of IT equipment should be reported to the IT support team.

Making sure our boarding pupils are safe online and not accessing or exposed to inappropriate material is essential. While our web filters have a significant role to play here, this alone does not prevent the possibility of boarders using mobile data to access inappropriate content, nor from their bringing inappropriate content to school already downloaded onto a device. In caring for our boarders, the School seeks to balance our duty of care to keep them safe with their rights to privacy and a homely environment.

We promote (as indeed we do with all pupils) **a culture of courageous reporting** if they are aware of inappropriate content on a device, and ally this with assemblies and Wellbeing lessons which highlight the importance of making responsible choices online. If we have suspicions about a boarder accessing or possessing inappropriate material, we follow the protocols set out in our relevant policies (listed above).

BYOD

Bring Your Own Device (BYOD) is only available to those in the Sixth Form.

Pupils in the Sixth Form are expected to have agreed to the BYOD version of the Pupil Acceptable Use Policy. Any questions about this should be raised with the tutor or Head of Year who will pass them on to the relevant member of staff.

WHAT YOU NEED TO KNOW:

- Personally-owned devices are never to be plugged into the wired network.
- Devices should use the 'caterham wifi' network
- You may find that Wi-Fi coverage is limited in some parts of the school
- Device usage is solely for educational purposes
- Pupils must get approval from a teacher before getting a device out in class
- The only recommended devices for use in the classroom are an iPad or Apple MacBook. Other devices must be approved by IT.

Personal Information, Data Protection and Your Safety Online:

Personal details include your name, date of birth, telephone number, email address, where you live and where you go to school. Whilst it is not always possible to avoid entering some of this information, you should consider the following:

- Where possible usernames should be anonymous, and your name may be entered as First Name followed by your First Initial.
- Wherever possible, the email address given should always be the anonymised version of your school email address. Never use a personal email address when signing up for a school-endorsed program.
- Consider carefully whether or not the service you are signing up for is ‘safe’ and if you are happy for this company to have information about you stored on file.

Virtual Learning Protocols & Safeguarding

In response to working practices which have emerged since Covid, all parents are asked to give consent for teachers and pupils to meet virtually 1-to-1 to participate in academic or co-curricular activities. The wording below outlines the terms of the agreement and is in line with our broader safeguarding policy:

During timetabled lessons and indeed online clubs, activities and clinics, it is possible that a situation will arise where there is only one pupil and the teacher in the virtual meeting. There are statutory safeguarding implications when we are working one-to-one with pupils and, as a consequence, we require formal parental permission to proceed along these lines should the situation arise. (One-to-one meetings that fall outside of these parameters will follow our previously published protocols by which a teacher will contact you directly to seek consent and agree a time to contact your child)

Managing Internet Access

Information system security is of paramount importance to the School. Our IT system security is reviewed regularly and virus protection will be updated regularly. Security strategies derive from national and local authority guidelines.

E-mail and Communication

Pupils and staff may only use approved e-mail accounts and learning platforms (Microsoft Teams) on the school system.

Pupils and staff should immediately report any email that makes them feel uncomfortable, is offensive, threatening or bullying in nature. The email should not be responded to.

Staff to pupil email communication must only take place via a school email address or from within the learning platforms and will be monitored.

Unsolicited incoming e-mail should be treated as suspicious and attachments not opened unless the author is known. The forwarding of chain letters is not permitted.

Any digital communication between staff and students or parents must be professional in tone and content. These communications may only take place on official (monitored) school systems. Personal email addresses, text messaging or public chat / social networking programmes must not be used for these communications.

Incident Management Procedures

Caterham School will take all reasonable precautions to ensure online safety for all staff and pupils but recognises that incidents may occur within and outside of school which will need intervention. We will ensure:

- there are clear reporting pathways which are understood and followed by all members of our school community.
- reports will be dealt with as soon as is practically possible once they are received
- the Pastoral Leadership Team, Safeguarding Team and other responsible staff have appropriate skills and training to deal with online safety risks.
- If staff are concerned that an incident involves any illegal activity or the potential for serious harm, they should refer to the detailed guidance in the School's Safeguarding Policy and contact the DSL who will follow guidance set out in KCSIE 2026 and, if appropriate, the UK Council for Internet Safety's 'Sharing nudes and semi-nudes' which can be found here. Under no circumstances should concerns be investigated or content on devices be viewed.

This may include:

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

- any concern about staff misuse will be reported to the Headmaster, unless the concern involves the Headmaster, in which case the complaint is referred to the Chair of Trustees.
- incidents involving pupils should be logged on CHIP.
- relevant staff are aware of external sources of support and guidance in dealing with online safety issues, e.g., local authority; police; Professionals Online Safety Helpline; Reporting Harmful Content; CEOP.
- where possible those involved in the incident will be provided with feedback about the outcome of the investigation and follow up actions (as relevant)

Published content and the school website

The contact details on the website are the school address, email and telephone number. Staff or pupils' personal information are not published.) The Director of Marketing takes overall editorial responsibility and ensures that content is accurate and appropriate.

Photographs that include pupils will be selected carefully and will not enable individual pupils to be clearly identified. The school generally seeks to use group photographs rather than full-face photos of individual children, although there are exceptions. Pupils' full names will be avoided on the website and other social media. Permission is sought in line with our general Privacy Notice which can be found on the school website, updated recently to be GDPR compliant.

- Staff are allowed to take digital / video images to support educational aims, but must follow school safeguarding policy concerning the sharing, distribution and publication of those images.
- Images of pupils must be taken and stored on a school device , the personal equipment of staff should not be used for such purposes.
- Pupils must not take, create, use, share, publish or distribute images of other pupils without their permission. This includes images generated by AI. It must be recognised by pupils that these permissions can change depending on the relationship between particular groups of students.

Social networking and personal publishing

The School's policy on social networking is robust:

The School controls access to social networking sites, and considers how to educate pupils in their safe use, such as the use of passwords, private groups and the publishing of personal or sensitive information through the school's Wellbeing curriculum and the support offered by tutors. This control may not mean simply blocking every site, which is usually counter-productive; it is often more effective and valuable to monitor and educate pupils in their use.

Pupils are advised never to give out personal details of any kind which may identify them or their location. Further guidance on this matter is explored in the pupil ***Acceptable Use Policy*** and the pupil ***Social Media Policy*** found in the appendix of this document. Pupils are educated about the benefits and risks of the internet and social media through the Wellbeing curriculum, details of which can be found in the school's ***Wellbeing Policy***. This guidance is informed by the School's own experiences with social media and by Keeping Children Safe in Education 2026 and its relevant additional documentation.

Filtering and Monitoring

Caterham School takes all reasonable steps to safeguard pupils online through appropriate Filtering and Monitoring systems, following the guidance in Filtering and Monitoring Standards for Schools and Colleges (2023) which can be found here.

The DSL will work closely with the Senior Leadership Team, Director of IT Services and named Trustee to ensure that systems are robust, effective and reviewed according to the guidance. Outcomes are recorded and inform reviews of the Safeguarding Policy, AI Policy, Online Safety policies, training, curriculum opportunities, procurement decisions and monitoring strategies.

Smoothwall monitoring is applied to all School iPads, restricting access to inappropriate or harmful content or websites, whether a pupil is onsite or offsite. Between the hours of 8am – 6pm Monday to Friday (term time only) the safeguarding team will be notified of any concerns by email via an alert system.

The filtering and monitoring policies continue to operate on iPads 24/7, any further concerns are recorded in a report accessed by the DSL the following school day. The School will only be aware of concerns during school opening hours.

The report highlights any concern relating to online activity which reaches a safeguarding threshold. This report allows the DSL to explore potential patterns and risks in a timely manner in line with our safeguarding duties, including the PREVENT duty. A record of concerns and outcomes is maintained by the DSL.

For Sixth Form pupils who bring their own devices to school, filtering and monitoring will occur whilst on the school site and the device is connected to the school's internet.
No pupil will be permitted to use a VPN allowing them to bypass our monitoring systems and leaving them unprotected.

All staff have a duty to support the School's Filtering and Monitoring responsibilities. The following concerns should be reported to the DSL:

- Witnessing or suspecting unsuitable material has been accessed
- Being able to access unsuitable material

- Teaching activities which could create unusual activity on the filtering logs
- Being aware of a failure or abuse of the system
- Noticing abbreviations or misspellings that allow access to restricted material

Emerging Technologies and AI

The use of technology, including AI-enabled software, is an integral part of education in the 21st century. Any emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed. Our school is committed to promoting responsible and ethical use of these resources to ensure that emerging technology is used in a way that benefits our community and promotes learning and growth. The use of AI-enabled software is permitted in accordance with agreed guidelines (see Appendix I).

All pupils have access to Rileybot, the school approved AI tool, and are permitted to use this to enhance and develop their work when specifically permitted by a teacher.

Mobile Phones and Internet Enabled Wearable Technology

The Core Principle: 'On site, phone free'

Mobile phones and personal internet-enabled wearable technology (including smartwatches, fitness trackers with communication features and headphones) must not be visible or audible around the school site during the school day.

- **The School Day:** This restriction applies from the moment a pupil arrives on campus until the final bell, encompassing all lessons, transition periods, registration, break times, and lunchtimes.
- **Wearable Technology:** We do not advise bringing wearable tech into school, however, if brought to school, then it must either be stored away or kept strictly in flight mode (or an equivalent disconnected state) throughout the day.
- **Parental Partnership:** To maintain proper supervision and security, all communication between parents and children during school hours must be routed through the School Office. Outside of the formal school day, pupils are welcome to call their parents as necessary.

Expectations by Year Group

Pupils across the school are equipped with school iPads, providing excellent access to technology for educational purposes as directed by staff. As such, there is no requirement for personal mobile phone use during the school day. Where pupils require access to a mobile phone for medical reasons, this will be permitted, upon the advice of medical professionals.

Prep School (Years 1–6)

- **Travel Exceptions:** If a pupil needs a phone or wearable device for safety while travelling (e.g., public transport or school bus), the device must be handed in at Reception immediately upon arrival. A register of phones will be kept and any phones handed in will be stored securely and collected at the end of the school day.

First to Fifth Year

- **Storage:** All mobile phones, whether 'smart' or otherwise must be kept on silent or turned off, and kept securely in lockers throughout the entire school day.
- **Blackout:** Pupils who choose to bring a smart phone to school must also download the Blackout app which will 'black out' all apps and functions apart from SMS Messages and Phone. Blackout will operate during school hours: 8.20am-4.05pm.

- **Phone free:** Some pupils may choose not to bring a phone to school at all. Where this is the case, parents will be asked to confirm this is the case.

Sixth Form

As part of preparing our oldest pupils for life beyond Caterham, we encourage self-regulation and intentional use of technology. Sixth Formers may use their mobile phones and wearable technology but **only** within the designated **Sixth Form Centre** and **Sixth Form Silent Work Room**.

- **Gym Exception:** Sixth Formers are permitted to use their mobile phones for the purpose of signing into the school gym and when exercising there.
- **Campus-Wide:** Outside of the Sixth Form Centre and the gym sign-in point, the 'On site, phone free' rule applies completely. Phones must not be visible in corridors, common areas, or the refectory.
- **Blackout:** Pupils can **opt** to download the Blackout app on their phones, which will 'black out' all apps and functions apart from SMS Messages and Phone. Blackout will operate during school hours.
- **Café:** Pupils should be aware that they cannot use their phones to pay in the café but must instead use a debit card or their school ID card.

Boarders

Our boarding houses are spaces where we heavily emphasise community, wellbeing, and face-to-face connection.

- **Blackout:** Boarders in First to Fifth Year who choose to own a smart phone must download the Blackout app, which will 'black out' all apps and functions apart from SMS Messages and Phone. Blackout will operate during school hours.
- Housemasters/Mistresses may also define other 'black-out' windows during the day or weekend to foster group cohesion, balance, and wellbeing.
- **Day-to-Day Boarding:** Boarders are welcome to use their phones to connect with family and friends **when inside the boarding houses** during free time. However, phones are strictly prohibited around the school site, including in the refectory at all times, including weekend mealtimes.
- **Overnight Rest:** To protect sleep hygiene and mental wellbeing, all pupils **up to and including the Fifth Year** are required to hand in their mobile devices at a set time each evening. Additionally, Housemasters/Mistresses reserve the right to define other 'device-free' windows during the day or weekend to foster group cohesion, balance, and wellbeing.

Guidance on the use of phones and internet-enabled wearable technology is detailed in the School's Mobile Phone Policy.

Staff Expectations:

Staff will use a school phone where contact with pupils is required.

EYFS staff must not use personal mobile phones, cameras or other personal electronic devices with imaging or sharing capabilities while caring for children. Such devices must be stored securely and kept out of sight and reach of children in accordance with the School's safeguarding procedures.

All school staff should refrain from using their personal mobile phones for leisure in front of pupils during the school day.

Managing videoconferencing

Pupils should ask permission from the supervising teacher before making or answering a videoconference call (Teams, for instance).

Videoconferencing will be appropriately supervised for the pupil's age.

Protecting personal data

Personal data will be recorded, processed, transferred and made available according to GDPR compliance.

Staff should ensure that confidential, personal data is not stored on personal devices.

Staff and the Online Safety Policy

All staff will be given the School's ***Online Safety Policy***, and related policies and procedures, and their importance explained. All staff will sign the annual safeguarding declaration acknowledging that they have read and understood the Online Safety Policy and agree to work within the agreed guidelines. Staff are made aware that internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential. Staff that manage filtering systems or monitor ICT use will be supervised by the DSLs and have clear procedures for reporting issues.

Appendix A

IT Acceptable Use Policy for Staff and Trustees

IT and related technologies such as email, the internet and mobile devices are integral to our daily working life in school. This policy is designed to ensure that all staff are aware of their professional, lawful and ethical responsibilities when using any form of IT, on or off site. Any concerns or clarification should be discussed with the DSL, Director of IT Services or Deputy Head (Innovation).

As a member of staff or trustee, you are required to adhere to the following statements:

Professional Conduct:

- I will ensure my online conduct does not bring the school into disrepute or undermine trust in my role.
- I will only use the school's email, internet, learning platforms and related technologies for professional purposes, or for uses deemed 'reasonable' by the Headmaster or Board of Trustees.
- I will maintain professionalism in all communications with parents, pupils, and staff, will strive to ensure that messages cannot be misunderstood or misinterpreted and are appropriate to be shared when required.

Use of School Devices and Systems

- I understand IT includes all devices and platforms (school and personal when used for school) and that School devices must not be shared with pupils, family members or unauthorised individuals.
- I will only use school IT systems for authorised purposes, in line with school policies, and that misuse may be a criminal offence.
- I will not install or connect apps, browser extensions, hardware or software without the approval of IT Services.
- I will not disable, bypass or interfere with security controls, antivirus, filtering, monitoring, device management or configuration profiles.
- I will ensure devices are protected against damage, loss, theft and unauthorised access. Any loss, theft, suspected compromise or damage will be reported to IT Services promptly.

Email, Messaging and Digital Communications

- I will use only the school's approved, secure email and systems for school business.
- I am aware that emails, Teams messages and other digital communications may be retained, forwarded, audited or disclosed where legally required.
- I will report suspicious emails, unexpected attachments, unusual login requests or suspected phishing attempts to IT Services.

Accounts, Passwords and Security

- I will keep passwords, security codes and authentication prompts secure; ensure my accounts are not accessed by others and know I am responsible for all activity under my username.
- I will use strong, unique passwords and will not reuse school passwords for personal use.
- I will use multi-factor authentication where provided or required.
- I will ensure devices are locked when unattended and accounts are signed out when no longer in use.

- I will report suspected password disclosure, account compromise or unexpected sign-in activity promptly to IT Services.
- I will keep personal/sensitive data secure, and understand that this should not be transferred to external hard drives, including USB sticks.

Data Protection and Information Security

- I will comply with GDPR and data retention policies, requesting guidance from the school Data Protection Officer as required and reporting any potential data breach promptly.
- I will only access the information required for my role and must not browse, share or disclose information without a legitimate professional reason.

Filtering, Monitoring and Audit Logging

- I understand my role in supporting the School's Filtering and Monitoring responsibilities to safeguard pupils and understand that I must report safeguarding concerns identified through digital activity to the DSL without delay.
- I understand that the School's Filtering and Monitoring systems constantly assess online activity (including emails), operating on and offsite and that concerns are recorded and followed up as appropriate.
- I understand that attempts to bypass filtering, monitoring or security controls will be treated as a serious breach of this policy.

Safeguarding

- I will report safeguarding concerns to the DSLs or Headmaster immediately, following guidance within the Safeguarding Policy.
- I will follow safeguarding protocols for video conferencing, especially 1:1 meetings.
- I will not browse, download, upload or distribute any material that could be considered offensive, illegal or discriminatory.
- I understand that images and recordings of pupils and/or staff will only be taken, stored and used for professional purposes in line with school policy and with the consent of the parent or staff member. Images and recordings will not be distributed outside the school networks without the permission of the parent, member of staff or Headmaster.
- All EYFS staff must not use personal mobile phones, cameras or other personal electronic devices with imaging or sharing capabilities while caring for children. Such devices must be stored securely and kept out of sight and reach of children in accordance with the School's safeguarding procedures.

Artificial Intelligence and Emerging Technologies

- I will follow the school's AI Policy, AI Annex and Addendum and will ensure any AI-enabled tool or platform used with pupils is school approved as age-appropriate, compliant, and is used transparently. I will not enter identifiable or sensitive information into public AI platforms.
- I understand that any AI use involving personal data must have appropriate approval, including a DPIA where required, and advice from the Data Protection Officer.

Remote and Flexible Working

- I will follow the school's Remote Working Guidance when off-site, using approved systems, accounts and remote access methods only.
- I will take reasonable steps to prevent work/ data being seen or overheard.
- I will avoid using shared or public devices for school business unless specifically approved and appropriately secured.

Personal Devices and BYOD

- I understand that personal devices may only be used for school business where permitted by school policy and where reasonable security measures are in place, such as a password, PIN, biometric control or equivalent security measure.
- I will ensure that school data is accessed through approved systems and accounts only.
- I understand that the school may restrict or withdraw access from personal devices where a risk is identified.

Copyright, Licensing and Intellectual Property

- I will respect copyright, licensing and intellectual property rights.
- I will not download, copy, upload, share or distribute content unlawfully or in breach of licensing terms.

I will support the school's Online Safety Policy and help pupils to be safe and responsible in their use of IT and related technologies.

I understand that sanctions for disregarding this policy will be in line with the School's disciplinary procedures and serious infringements may be referred to the police.

Accompanying documents to read:

- Online Safety Policy
- Staff Social Media Policy
- Pupil Acceptable Use Policy
- AI Policy

Appendix B

Caterham School – Pupil IT Acceptable Use Policy (First to Fifth Year)

As a member of the Caterham School community, your use of technology should be respectful, responsible, and safe - reflecting positively on yourself and the school.

Your online presence (digital footprint) should be a positive one, as should your use of technology in school.

General Use

- I understand that the school owns the IT systems and sets rules for their use. Misuse may be a criminal offence.
- I will only use School devices and systems as directed by my teachers.
- I will never use online platforms to bully, harass, or offend others.
- I will take responsibility for my online presence and ensure I do not bring the school into disrepute.
- I understand that online games are not permitted during the school day.
- I understand that mobile phones and personal internet-enabled wearable technology (including smartwatches, fitness trackers with communication features and headphones) must not be visible or audible around the school site during the school day.

Online Behaviour

- I will not post, share, view or create content that is offensive, violent, racist, sexist, or explicit.
- I will not send anonymous or chain messages.
- I will not share content that puts me, or anyone else at risk in any way, this includes revealing passwords, personal details, photos or locations and will tell an adult should someone request these details.
- I will not take, create or distribute any images or videos of people without the consent of my teacher or without their explicit consent. This includes images generated by AI.
- I will not contact others via video or audio unless for schoolwork and with teacher permission.
- I will not record any lessons (in-person or virtual) without the explicit consent of my teacher.
- I will not use obscene or offensive language or view/ share inappropriate content. This includes material that is violent, racist, sexist, discriminatory, upsetting or adult in nature.
- I understand the behaviour expected when meeting with teachers and pupils virtually for the purposes of learning.

Email, Accounts & Privacy

- I will only use my school email for school purposes and where appropriate, I will use the alias email address I have been given.
- I will keep my login information private and change my password regularly. I understand I am responsible for all online activity under my name.
- I will not share or use anyone else's login.
- I will remain signed into my school-given iCloud account (ending @appleid.caterhamschool.co.uk) at all times.
- I will not connect my personal devices to the school network without permission.

Security & Monitoring

- I understand school systems are monitored both on and offsite.
- I will only be connected to the 'Caterham Wi-Fi' network.
- I will not attempt to bypass filters or monitoring (e.g. VPNs, proxies, mobile data).
- I will not modify school equipment or install unauthorised software.
- I understand that the School's Filtering and Monitoring systems constantly assesses my online activity. I understand that the School's Filtering and Monitoring software on my School-owned device operates on and offsite and that concerns will be recorded and followed up as appropriate.

Copyright and Generative AI

- I will respect the laws of copyright and ensure that sources used are referenced.
- I will only use AI to enhance and develop my work when specifically permitted by my teacher, using school approved AI tools and will be transparent about this when work is submitted.
- I will not share personal information when using generative AI.

Online Platforms & Social Media

- I will ensure my School account profile is my anonymised email; no personal images/ photos or names.
- I will only use Microsoft Teams features (e.g. Chat) when required for work.
- I will follow behaviour expectations for all virtual learning sessions.
- I understand that social media use is only allowed at the discretion of the teacher and the Senior Management Team.

Safeguarding

- I understand that creating, taking, sharing, sending and saving nude/semi-nude images of anyone under 18, including of myself, is illegal. I will report any attempts to access or share such content immediately.
- I will not arrange to meet someone I have met online unless this is part of a school project approved by my teacher or parent.
- I understand that viewing/reading/modifying/storing/editing any internet traffic, or any other attempts to retrieve personal data that has been stored digitally is totally unacceptable.

Final Agreements

- I will follow these rules in and out of school while using my device.
- I have read and understood the school's Online Safety policy.
- I acknowledge and follow the Online Safety Expectations displayed in classrooms.
- I understand that by completing the annual Online Safety quiz I agree to the terms of this document.

Appendix C

Caterham School – Pupil IT Acceptable Use Policy (*6th Form BYOD*)

As a member of the Caterham School community, your use of technology should be respectful, responsible, and safe - reflecting positively on yourself and the school.
Your online presence (digital footprint) should be a positive one, as should your use of technology in school.

General Notes and Device Use

- I understand that whilst I am providing my own device for use at school, this device is still subject to a range of conditions as set out below and breaching these may result in sanctions including the removal of Wi-Fi privileges.
- I understand that the recommended devices for use in the classroom are an iPad or Apple MacBook of any specification. Other devices must be approved by IT.
- I will ensure my device is signed into **OneDrive** and my school email account at all times.
- I will ensure I have a device in place to access to **OneNote** and all required learning platforms.
- I will only connect only to **Caterham Wi-Fi** whilst on the school site
- The school owns the IT systems and the Wi-Fi network and sets rules for their use. Misuse may be a criminal offence.
- I will take responsibility for my online presence and ensure I do not bring the school into disrepute.
- I understand that mobile phones and personal internet-enabled wearable technology (including smartwatches, fitness trackers with communication features and headphones) must not be visible or audible around the school site during the school day.

Email, Accounts & Privacy

- I will only use my school email for school purposes and where appropriate, I will use the alias email address I have been given.
- I will keep my login information private and change my password regularly. I understand I am responsible for all online activity under my name.
- I will not share or use anyone else's login.

Online Conduct

- I will not post, share, view or create content that is offensive, violent, racist, sexist, explicit or discriminatory.
- I will not send anonymous or chain messages.
- I will not share content that puts me, or anyone else at risk in any way, this includes revealing passwords, personal details, photos or locations and will tell an adult should someone request these details.
- I will choose usernames that are appropriate.
- I will never use my device to bully or upset anyone and will report any instances of bullying that I come across.
- I will not do, write, or publish anything using my internet-enabled device that I would not be prepared to show to my parents, the headmaster or a future employer.
- I will not take, create or distribute any images or videos of people without the consent of my teacher or without their explicit consent.
- I will not contact others via video or audio unless for schoolwork and with teacher permission.

- I will not record any lessons (in-person or virtual) without the explicit consent of my teacher.
- I will not use obscene or offensive language or view/ share inappropriate content. This includes material that is violent, racist, sexist or adult in nature.
- I understand the behaviour expected when meeting with teachers and pupils virtually for the purposes of learning.

Security & Monitoring

- I will not attempt to bypass the School's Filtering and Monitoring systems in any way, including, but not limited to using a 3/4/5G connection, including tethering the device to my phone, nor by using a proxy server, or VPN. Nor will I adjust or alter any profiles, software or hardware, including jailbreaking the device.
- I will not modify school equipment or install unauthorised software.
- I understand that torrenting, peer to peer networks or illegal file sharing are not permitted
- I understand that the School's Filtering and Monitoring systems constantly assesses my online activity whilst on the school site.

Safeguarding

- I will not share passwords, personal details, photos, or your location.
- I understand that creating, taking, sharing, sending and saving nude/semi-nude images of anyone under 18, including of myself, is illegal. I will report any attempts to access or share such content immediately.
- I will not arrange to meet someone I have met online unless this is part of a school project approved by my teacher or parent.
- I understand that my digital profiles for school accounts must use anonymised emails, no real photos, and minimal personal information.
- I understand that viewing/reading/modifying/storing/editing any internet traffic, or any other attempts to retrieve personal data that has been stored digitally is totally unacceptable.

Copyright and Generative AI

- I will respect the laws of copyright and ensure that sources used are referenced.
- I will only use AI to enhance and develop my work when specifically permitted by my teacher, using school approved AI tools and will be transparent about this when work is submitted.
- I will not share personal information when using generative AI.

Online Platforms & Social Media

- I will only use Microsoft Teams features (e.g. Chat) when required for work.
- I will follow behaviour expectations for all virtual learning sessions, joining and leaving meetings at scheduled times.
- I understand that social media use is only allowed at the discretion of the teacher and the Senior Management Team.

Final Agreements

- I will follow these rules in and out of school for as long as the device is being brought into the school environment.
- I have read and understood the school's Online Safety policy and the understand the guidance within ***'Important Information about your use of ICT'.***
- I acknowledge and follow the Online Safety Expectations displayed in classrooms.
- I have read and understood the school's sanctions policy for device misuse.
- I understand that by completing the annual Online Safety quiz I agree to the terms of this document.

Appendix D

CATERHAM PREP

Caterham Prep Acceptable Use Agreement for Pupils

Caterham Prep School • 2026-27

As part of Caterham Prep, I will use technology safely, sensibly and kindly. This applies when I use school devices, accounts or platforms, in school or elsewhere.

BE CAREFUL	BE KIND	TELL SOMEONE
Protect yourself and others.	Use technology respectfully.	Ask for help when something is wrong or worrying.

1. Using school technology

- I will use school technology for learning and follow staff instructions.
- My school iPad belongs to the school, so school rules always apply.
- I will use only teacher-approved apps, websites and tools.
- I will not use my own device in school unless I have permission.
- I know that smartwatches with cameras or calls are not allowed.
- I will use only my own school account and keep my password private.
- I will not bypass school filters, monitoring or security, and I will tell staff if I spot a problem.

2. Communication and recording

- I will use school messages, chats and calls only for school work.
- In Teams, I will follow the rules about who can be in chats or calls.
- I will not have one-to-one chats or calls unless staff allow it.
- I will not use school systems to arrange private chats with pupils or adults.
- Messages to parents or people outside school must go through staff.
- I will only take or share photos, videos, recordings or information when I have permission.

3. Privacy and personal information

- I will protect personal information about myself and others.
- I will not share personal information online unless a teacher says it is safe.
- If someone asks for private information or photos, I will not reply and will tell an adult.

4. What I view, create and share

- I will only look at, make, send or share things that are safe, kind and suitable for school.
- I will not make or share fake or edited pictures, videos or sounds about someone else.
- I will never make, ask for, send or share inappropriate images of a child.
- If I see something worrying or inappropriate, I will not share it; I will tell an adult.

5. Artificial intelligence

At Caterham Prep we use AI as part of developing our thinking and learning. When I use AI (such as RileyBot) for school learning, I will follow Caterham Prep's three core rules:



THINK CRITICALLY

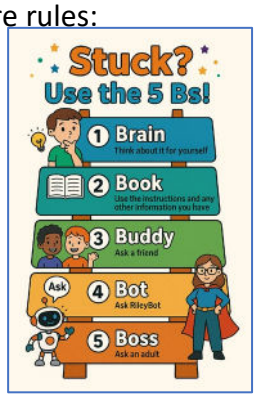
I will remember that AI generates responses and can be wrong, misleading or biased. I will check important information and think about whether AI is the right tool for the task.

BE HONEST

I will be open about when and how I have used AI. I will not use it to deceive someone or pretend that AI-created work is entirely my own.

TAKE RESPONSIBILITY

I remain responsible for anything I create, submit or share with the help of AI. I will check it, make my own decisions and be able to explain what I have done.



The 5As help me keep thinking: Aim, Act, Assess, Ask and Adjust.
The **5Bs** help me choose an appropriate source of support: Brain, Book, Buddy, Bot and Boss. AI is one possible source of help, not the automatic first choice.

- 🤖 I will use only AI tools approved by the school or my teacher.
- 🎂 I will follow age rules and will not make my own account for age-restricted AI tools.
- 🔐 I will not put private or sensitive information into AI unless a teacher tells me to use an approved school tool.
- 🧠 I will not use AI to cheat, pretend, avoid learning or create harmful content.
- 🙋 If AI says something worrying, confusing or upsetting, I will stop and tell an adult.

6. Misinformation, scams and unsafe online interactions

- 🔎 I know that things online, including AI, may not always be true.
- 🛑 If something looks odd, too good to be true or like a scam, I will stop and ask an adult.
- ⚠️ I will be careful if someone online asks me to keep secrets, share details, click links or move to another app.
- 🙋 If an online person or AI tool worries me, I will tell a trusted adult.

7. If something goes wrong

I understand that mistakes can happen. If I see something worrying, make a mistake, receive an inappropriate message or think that I may have shared something I should not have, I should tell a trusted adult as soon as possible. Reporting a problem helps the school keep me and other people safe.

I understand that deliberate, significant or repeated misuse of technology may lead to restrictions on my access to school devices, accounts or systems, and that my parents or carers may be contacted. Serious concerns will be dealt with through the school's safeguarding or behaviour procedures.

Information for parents and carers

The range of issues that fall within online safety is broad and continues to evolve. Keeping Children Safe in Education (KCSIE) 2026 groups these risks into four main areas. The 2026 guidance also makes explicit reference to generative AI, including harmful simulated interactions and AI-generated or altered explicit images.

- **Content:** Exposure to illegal, inappropriate or harmful material, including pornography, self-harm or suicide content, extremism, racism, misogyny or misandry, antisemitism, misinformation, disinformation and conspiracy theories. This can also include AI-generated or altered harmful content, including deepfakes.
- **Contact:** Harmful online interaction with other users or with generative AI applications that simulate interaction. This includes peer pressure, grooming, exploitation, inappropriate commercial contact and AI systems that encourage unsafe, secretive or manipulative relationships.
- **Conduct:** Online behaviour that increases the likelihood of, or causes, harm. This includes bullying, making, sending or receiving explicit images and creating or sharing explicit images generated or altered using AI.
- **Commerce:** Risks such as online gambling, inappropriate advertising, phishing, financial scams and other manipulative commercial activity.

To address these risks, the school maintains filtering and monitoring systems in line with Department for Education guidance. We also teach pupils how to recognise and respond to online risk, support staff and parents through guidance and training, and use clear safeguarding procedures for incidents involving online harm, generative AI or deepfake imagery. Our aim is not simply to block access, but to help pupils to become safe, critical and responsible users of technology.

ACTION NEEDED: PARENT/CARER ACKNOWLEDGEMENT

Please complete the school's Microsoft Form to confirm that you have read and discussed the Acceptable Use Agreement with your child.

Parents, once you have read the Acceptable Use Agreement and discussed it with your child(ren), **please complete the form below** to acknowledge that you have done so:

ACTION NEEDED: Acceptable Use Agreement



- Alternatively, you may scan this QR code to go to the form
- Please keep a copy of the Acceptable Use Agreement for your reference.

Please keep a copy of this agreement for reference.

Appendix E

SOCIAL MEDIA POLICY

1. OVERVIEW AND PURPOSE

1.1 Introduction and scope

Caterham School encourages staff and those holding official volunteer roles to use social media within the boundaries of ensuring that all school related posting is appropriate, safe, within the law, maximises impact and highlights individuals and the school and the school community in an appropriate way.

Social media channels offer great opportunities to communicate and engage with a wide range of stakeholders, including current and prospective families, alumni, external collaborators and the wider global Caterham School community. They also provide professional opportunities for alumni and parents, a way for teaching staff to connect on professional topics, and usage of social media has become a common part of everyday life.

However, some inexperienced social media users sometimes think, incorrectly, that online activities, whether on open or closed networks, operate outside normal expectations and laws of engagement. There are risks associated with the use of social media which can impact on the safety, health, and wellbeing of individuals and also on the reputation of the school. Additionally, misuse of social media can amount to unlawful activity and/or contravene school policies. The law of defamation applies to social media activity just as it does to other media. The School's reputation is a vital part of Caterham's ongoing success and social media plays an important role in maintaining it. Members of staff and members of the school community holding official volunteer roles, including but not limited to Trustees, Foundation Members, Old Caterhamians Association, PA Committee members and PA Reps, need to separate school content so that personal content is not pushed out on any channels that are, or might naturally perceived to be representing the school or the wider school community. Members of the school, both staff and official volunteers should also be cautious about the ability to separate their work and personal personas which is not easily possible on social media (what you say on your personal channels could affect your work life and/or your role as an official volunteer or representative of the school community).

1.2 The key objectives of this policy are to:

- Provide staff and those holding official volunteer roles with information on the School's requirements and expectations regarding social media use, including responsibilities of users of School social media accounts include those accounts aligned to the wider School community
- Outline some of the potential legal risks associated with improper use of social media
- Ensure a consistent approach to social media usage across the entire School community

- Set out the responsibilities of users of School social media accounts
- Ensure staff and official volunteers protect their personal security and the security of School information assets
- Outline channels for escalation of issues or concerns
- Signpost staff and official volunteers to resources which will support them in enhancing the social media presence of the School.

2. SCOPE

2.1 All Caterham School (including Prep School) staff and volunteers holding an official role within the school are covered by and must adhere to this policy.

2.1.1 Pupils

Private accounts or profiles that don't refer to the School (either implicitly or explicitly) fall outside these guidelines, as do our pupils' personal use of social media. When using social media, in either a personal or professional capacity, we also ask our community to remember the School's values and high standards of behaviour.

2.1.2 Staff

School staff are influential among many audience groups including the local area, local and education media as well as within our own school community. As such, conduct yourself on social media in the same way you would if you were meeting these groups in person and representing the School.

2.1.3 Official Volunteers

The School benefits from the support of official volunteers, including the School's Trustees, Foundation Members and committees including the Old Caterhamians Association and the Parents Association and PA Reps. To maintain the reputation of the School all official volunteers using School social media channels or channels which represent constituent groups of the school community must uphold the School's reputation and abide by the School's key messages. Social media channels representing constituent groups of the school and/or channels operating under school brands or sub brands must assign ownership of the account to the Director of External Relations or a member of the External Relations team.

2.2 Social media

Social media refers to websites and applications that enable users to create and share content or to participate in social networking whether open or closed platforms. This policy applies to all social media sites and networks. Examples of popular social media sites include, but are not limited to:

LinkedIn, Twitter/X, Facebook, YouTube, Instagram, TikTok, Snapchat, Weibo, WeChat, WhatsApp.

3. RESPONSIBILITIES

3.1 All Users

Staff and school community representatives' presence on social media is a public record. Digital footprints, in the form of comments or activity, can be recalled at any time, impacting on an individual and the School's reputation. Social media should be a positive tool, but it is important to carefully consider post content and account security to mitigate against negative risks.

Posting inappropriate, offensive or unlawful material on social media can have serious consequences, including:

- long-term impacts on an individual's employment prospects
- legal action
- the School taking disciplinary action
- significant damage to the School's reputation

Inadequate account security can lead to hacking and identity theft which also have serious legal, reputational, academic, employment and financial implications.

3.2 Staff

As a member of staff using social media relating to the School, you should read this policy in full and ask for clarification where necessary.

3.2.1 Staff are authorised to make appropriate and reasonable use of social media from Caterham School equipment in line with the School's IT and other related policies.

3.2.2 Personal and professional accounts

Social media can be an important tool for colleagues' professional activity and provide a great platform for raising awareness and enhancing personal networks. It is recommended that colleagues using social media for both professional and personal reasons maintain separate accounts for these purposes as the audiences for each activity are usually distinct. Personal and professional accounts held personally should not use Caterham School branding or sub branding. Where your professional role or official connection to Caterham School could be identified, you should include an appropriate disclaimer, such as: "The views expressed here are my own and do not necessarily reflect the views of Caterham School."

Caterham School does not and will not monitor individuals' personal accounts. However, if concerns are raised regarding content posted on a staff member's social media account and the post is considered to amount to misrepresentation of the School's position or represents misconduct, the School has the right to request the removal of content.

3.3 Volunteers holding an Official Role within the School Community

As a representative of the School community using social media which relates to the School, you should read this policy in full and ask for clarification where necessary

3.3.1 Official volunteers are encouraged to engage with social media to support the work of the School, its aims and wider community in line with the current values of the School

3.3.2 Official volunteers are encouraged to use official school channels where provided in preference to closed networks, for example PA Reps should use the Classlist platform provided for the Parents' Association activities over WhatsApp.

3.3.3 Personal and professional accounts

Social media can be an important tool for the wider school community, and for volunteers' professional activity and provide a great platform for raising awareness and enhancing personal networks.
Personal and professional accounts held personally should not use Caterham School branding or sub branding and must be distinct from official school accounts. Where your official role with Caterham School could be identified, you should include an appropriate disclaimer, such as: "The views expressed here are my own and do not necessarily reflect the views of Caterham School."

Caterham School does not and will not monitor individuals' personal accounts. However, if concerns are raised regarding content posted on an official volunteer's social media account and the post is considered to speak against the position of Caterham School, amount to causing damage to the School's reputation or speaks directly against the purpose and high standards of the School, the School has the right to request the removal of content. Where access to and/or engagement with school social media platforms has been granted the School retains the right to remove it.

4. POLICY

4.1.1 Use of social media by the community

Caterham School's policy framework commits to ensuring a safe and welcoming environment in which all pupils and staff thrive and achieve their full potential. It expects all staff, volunteers and pupils to act in line with these commitments. When posting on social media, staff and official volunteers must demonstrate respect for pupils, school staff and property, and for members of the wider community and act in accordance with the School's values.

When posting on social media, staff and official volunteers must not:

- post or promote content which damages, or has the potential to damage, the School's relationships with and standing in the local community or other outside bodies or organisations
- fraudulently assume the identity of another person
- post or promote content which harasses, bullies or intimidates; is intended to incite violence or hatred; is abusive in relation to another person's protected characteristics, religion or belief, race, disability or age
- breach others' privacy through sharing or promoting private information, images or other content
- repeatedly make unwanted or unsolicited contact with another person
- misuse the School's branding or imagery on personal social media sites whether open or closed.

The School regularly moderates comments across our channels. We are committed to freedom of speech and expression which are principles protected in law but reserve the right to delete comments on posts on which consist of hate speech, bullying, offensive language (either through sentiment or the use of expletives). In a small number of cases, when it's in the interest of our wider audience, the School may take the decision to block users.

4.1.2 It is never acceptable to use social media to attack someone's character or conduct or make derogatory comments about them including because of their views, opinions or beliefs exercised in accordance with the law. To do so could stray into behaviour that amounts to bullying, harassment or intimidation It may also be a breach of the civil or criminal law.

4.1.3 Any disclosure of wrongdoing, serious malpractice or impropriety should be raised by contacting the Headmaster or Bursar. In the instance of a former employee releasing such information through a social media channel, the School's Whistleblowing policy will be initiated before additional action is taken.

4.3 Legal risk

There are a raft of legal issues relating to social media ranging from defamation, where untrue content affecting a person's or organisation's reputation is posted, which causes, or is likely to cause, harm. Harassment, where someone is subjected to conduct, causing distress or alarm, including stalking, trolling and cyber-bullying. Intellectual property infringement, where content copies a substantial part of a work protected by copyright resulting in financial loss for the subject or malicious falsehood where lies and damaging content are posted with an improper motive. A list of relevant U.K. legislation is listed at the end of the policy

4.4 The Media

If you are contacted by a journalist or other media source to comment on activities related to the School please speak to the Director of External Relations as quickly as possible. They can support you and give you expert guidance about how to respond.

4.5 School Social Media Accounts

4.5.1. Establishing new School social media accounts

There are near 30 social media accounts including school, departmental and community accounts, across all platforms, with most regularly posting online. Updated guidance and best practise is shared with staff running these accounts each term and support is always available at any time from the External Relations department. If you are setting up a school or school community channel and are a member of staff or an official volunteer you must contact the External Relations team before starting. They can help you make best use of your presence and ensure you adhere to brand guidelines and messaging. Before establishing a new account, staff should consider whether their audiences and objectives cannot be met through an existing account. Official School accounts must not be established or run by pupils. The School retains the right to refuse the setting up of new school or school community channel.

The name of any new account should always begin with @Caterham or at the very least mention Caterham in their handle. The official hashtag uniting all Caterham content is: #MyCaterham

4.5.2 Management of accounts

All School social media accounts must adhere to the School's brand guidelines and give clear indication of their purpose. If several members of staff run the same social media account, a designated account manager should be agreed and have a system in place to regularly monitor, update and manage the content of any official School account and ensure questions posted are responded to promptly. If negative comments are posted by viewers please contact the External Relations department for support.

4.5.3 Posting from School accounts

All social media posts from Caterham School accounts represent the institution. It is important that every post is carefully considered, appropriate and designed to enhance the reputation of the School. If possible, measures should be put in place to avoid communication errors, including checking of content by a third party.

Anyone posting on school accounts will be viewed externally as representing the institution. All content posted or otherwise promoted must be courteous and respectful of others inside the school and in the wider community. Staff should remember the power imbalance they hold with pupils and should be wary of negative interactions which may be interpreted in a way different to that intended.

Care should always be taken to ensure the content is properly considered and not in breach of the civil or criminal law before it is posted. Social media content must not:

- discuss the inner workings of the School or reveal future plans or ideas that have not yet been made public.
- contain private or confidential information regarding an individual, company or organisation or about the School itself.
- reveal details of intellectual property belonging to the School.
- breach any confidentiality rules pertaining to the School.
- identify a pupil other than using their first name and use or share pupils' images without checking permission is given (as available on iSAMS)

The School reserves the right to remove content on School and school community channels.

4.6 Account Security

Account hacking represents a significant risk to social media accounts and can lead to the spread of harmful misinformation and extensive reputational damage for the host organisation and individual community members.

Every School and school community account must have an agreed manager with responsibility for choosing strong, secure passwords. Passwords should be securely stored, not in files on shared drives or on paper. The current passwords for all School and School community accounts must be sent to the Director of External Relations.

In cases of emergency, such as hacking, the school's External Relations team may need urgent out of hours access to any School or school community social media account.

It is good practice to regularly renew passwords. Staff should also secure accounts with 2-factor authentication.

If more than one member of staff has access to the account, the account manager is responsible for collating and maintaining a log of staff with access to the account's password and the password must be changed whenever one of those staff members moves on to a different role or different institution.

4.7 Concerns, issues & crisis situations

4.7.1 Concerns & issues

If a School account has been hacked, or a post is attracting negative comments and it is not clear how to respond, staff should flag with the External Relations team and seek advice. Social media activity on staff or pupils' accounts that raises welfare concerns should be reported in line with the School's Safeguarding policy. Social media activity on pupils' or staff accounts which constitutes misconduct should also be reported in line with the School's Staff Code of Conduct Policy.

4.7.2 Crisis Situation

Social media provides a vital channel for critical information for staff, parents, pupils and wider stakeholders during a crisis situation and/or an emergency. It is vital that the information provided is timely, consistent and accurate.

All communications on social media from the School in a crisis will be issued via the School's central social media accounts operated by the External Relations department.
In order to minimise the risk of issuing conflicting and/or incorrect information, it is vital that all other school and school community social media accounts do not post information or updates during or following a live incident. They must point to the school centre social media accounts and may repost official content put out on these channels.

4.8 Permissions

The act of liking, posting or sharing content can be viewed as an endorsement, so ensure what you are posting, or sharing is in line with our School's values.

Before you share content from a social media account:

- try to validate the authenticity of the account you want to share content from – for example, look for the blue tick on Twitter, read the biography on their page or scroll through posts and photos to see if they are the kind you expect to see
- ensure the social media account is the original rights-holder of the content you want to share – and if they aren't, ask who is and contact them directly to seek permission
- ask the social media account permission to share their content on the platforms you're planning to use and include a credit line, unless you're sharing directly on the platform you found the content, such as a retweet.
  It's especially important not to publish content or contact details of staff or pupils without their express permission. Pupils' consent to be photographically featured can be found on iSAMS. Before taking a school trip or activity it is strongly recommended that all pupil participants' photo consent is checked prior to the trip taking place.

If you need more advice or guidance, you can contact the External Relations department.

Appendix F

Pupil Social Media Policy

Introduction

The internet provides a range of social media tools that allow users to interact with one another, currently, platforms such as Instagram and Snapchat are popular with teens and young adults, however the School is conscious that trends can change rapidly and goes to great lengths to monitor and adapt to changes.

While recognising the benefits of these media as new opportunities for communication, this policy sets out the principles that Caterham School pupils are expected to follow when using social media.

The principles set out in this policy statement are designed to ensure that pupils use social media responsibly so that they protect themselves whilst also maintaining the school's reputation.

This policy statement also aims to help pupils understand that it is necessary to distinguish the use of social media for personal reasons to the use of social media in connection with the school or for professional reasons.

Scope

This policy applies to pupils of Caterham School.

This policy covers personal use of social media as well as the use of social media for official Caterham School purposes.

This policy applies to personal web presences such as social networking sites (for example *Instagram*) blogs, microblogs, and messaging platforms (such as *Twitter and Snapchat)*, chatrooms, forums, podcasts, open access online encyclopedias (such as *Wikipedia*), content sharing sites (such as *YouTube*), and anonymous posting sites (such as *Saraha*). The internet is a fast moving technology and it is impossible to cover all circumstances or emerging media - the principles set out in this policy must be followed irrespective of the platform.

Use of Social Media in School

The school maintain presences on various social media sites as they provide very effective additional channels of communication with parents/ carers, pupils and the wider community.

For example, Instagram is used to collate and publicise a stream of positive messages about the multitude of activities that go on at Caterham School every day. As a pupil you may be encouraged to follow one of these accounts (a subject's Instagram feed for example). You should be aware of the expected behaviours associated with this action.

Social Media Policy Statement:

- Pupils may not upload video or photo content to any hosting services (such as YouTube) without explicit permission from their teacher, and even then, they may not tag the school or list the content 'publicly'. All uploaded media should remain 'unlisted' and free from tags. If you are unsure of how to do this, then you should seek help. It is highly unlikely that it

would be acceptable for you to upload content to a non-school site or page, so please do not expect to do this. Please be aware that being off site does not relinquish these restrictions in any way.

- Pupils may not comment on videos or other social media postings about the school unless they are doing so in a positive fashion. The language used should be carefully chosen. If you are unsure if a post is appropriate, then this should indicate that it would be better not to post it at all.

- Under no circumstances may you upload images or video of teachers or other pupils without explicit permission. Indeed no such images should be held on your iPad or personal devices at any time without a clear reason for having them.

- You should not identify members of the school community in any posts to social media. If posting for school purposes, you may name yourself or other pupils by first name only and you should never reveal your location if it is outside of the school site.

- Strong password security must be maintained and regularly changed for any social media account, to prevent it from being hi-jacked and misused. Passwords should never be written down. A combination of upper and lower case characters should be combined with numerals.

Personal Use of Social Media

It is entirely acceptable for members of the school community to have personal social media accounts, as long as they meet the age requirements of the site they are signing up to. The staff at Caterham School do not actively search pupils' personal accounts, (unless there is a serious reason to do so for a member the Safeguarding Team to do so), and we wish you to enjoy all of the many benefits of having such online presences. However, it is also important for you to understand that as your use of these tools becomes more pervasive, it is to be expected that we will become more aware of them and that often what happens at school is explored further online. If comments or behaviour online is seen to put the school in a negative light, or pupils are showing a lack of care and consideration to others, you should expect the school to intervene.

It is worth considering that information (text, images, video) held on social media platforms;

- is never completely private and can very easily enter the public domain
- can be misinterpreted by audiences it was not originally intended for
- may persist beyond your wishes
- might be copied and used by third parties without your consent

Personal Use of Social Media Policy Statement

- Pupils are advised not to identify themselves as members of Caterham School in their online profiles. This is for safeguarding reasons, but also to help avoid connecting your personal comments back to the school unnecessarily.

- You should not, under any circumstances 'follow' a teacher or other member of staff on social media, unless this is done through an account which has been created for school purposes and is for your benefit. Attempts to do so will be rejected, but persistent attempts to do so may be dealt with more seriously. If a member of staff requests to 'follow' you on

social media you should report this immediately to your Head of Year or a member of the safeguarding team.

- Pupils should be aware that making extreme political, religious or philosophical comments on social media may attract unnecessary attention and require the school to intervene.

- Pupils should not use social media to document or distribute evidence of activities in their private lives that may bring the school into disrepute.

- Pupils must not use social media to bully other members of the school community. This may be through the sharing of images, the use of unkind or discriminatory language or at times, through deliberate exclusion.

- Pupils must not use social media to bully or elicit negative reactions from those outside of the school community, in particular, but not exclusively, if the school's identity is associated with the posting.

- You may not, under any circumstances create social media accounts that purport to be official Caterham School accounts, or represent the views of the school or members of its community in any way.

- School email addresses and other official contact details must not be used for setting up personal social media accounts or to communicate through such media.

- Pupils must not edit open access online encyclopaedias such as Wikipedia in a personal capacity from school.

- Pupils must not use social media and the internet in any way to attack, insult, abuse or defame anyone who is a part of the school community; such action will be taken very seriously. Where there is suspicion that libel laws may have been broken the police may be called.

- Pupils are strongly advised to ensure that they set the privacy levels of their personal sites to be as strict as possible and to opt out of public listings on social networking sites to protect their own privacy.

Appendix G

Online Safety Expectations

These expectations help pupils to protect themselves and the school, by outlining what is and isn't acceptable when using school technology.

Pupils are reminded that the school owns the computers, iPads, and network, and sets the rules for their use. Misuse can be a criminal offence.

- I will only use school IT systems (internet, email, iPads, etc.) for school-related purposes unless given permission by the Headmaster.
- I will not use school IT for personal gain, gambling, political activity, advertising, or illegal purposes.
- I will log in only with my own username and password and keep my password private.
- I am responsible for all activity under my username.
- I will use only my school email address for school-related work and communicate respectfully.
- I will not send anonymous or chain messages.
- I will act responsibly online, using appropriate language and carefully selecting the resources I access.
- I appreciate that other users might have different views to my own and will contribute positively to public discussion.
- I will not share personal details (name, phone, address) on any online platform.
- I will not meet online contacts in person without school or parent approval.
- I will not deliberately browse, download, upload or forward material that could be considered offensive, harmful or illegal and will report anything inappropriate.
- I understand that creating, taking, sharing or saving nude or semi-nude or sexual images/ videos of anyone under 18 is illegal. This includes AI generated content.
- I will not download or install software or try to bypass the School's Wi-Fi or filtering and monitoring system.
- I will ensure that my online activity, in and out of school, does not cause distress to others, damage the reputation of others, does not produce content that could cause harm or bring the school into disrepute.
- I will respect the privacy and ownership of others' work online at all times.
- I will only use AI to enhance and develop my work when specifically permitted by my teacher, using only school approved AI tools and will be transparent about this when work is submitted.
- I understand the School's Mobile Phone Policy – 'On site, phone free.'

Pupils should understand that the school may monitor and log online activity for safeguarding and legal reasons.

Pupils should understand that breaking these expectations can lead to sanctions, the loss of my internet access or iPad and that parents/carers may be contacted.

Appendix H

IT Acceptable Use Policy for the use of school laptops

As a member of the Caterham School community, your use of technology should be respectful, responsible, and safe - reflecting positively on yourself and the school.

Your online presence (digital footprint) should be a positive one, as should your use of technology in school.

The following statements form the *Pupil Acceptable Use Policy: School Laptops off site*

- I understand that the main Acceptable Use Policy for Sixth Form pupils applies at all times, to this device and any other used in school, or provided by the school.
- I understand that the only permissible use of the laptop is to complete work for my studies, specifically the use of the Adobe suite for Photography and Art work.
- I understand that I am responsible for saving work to OneDrive and deleting any local copies of my work, and that if I fail to do so, another user may delete my work which may not be recoverable.
- I understand that the school owns the laptop and that I have a responsibility to take reasonable precautions to look after it. Damage to the device that requires repair will result in a £100 charge which will be added to the school bill for the following term.
- Damage to the device caused by water from a sink, bath or similar will result in a charge for the full cost of replacement, as this will not be covered by our insurance policy. This cost will be £560 and added to the school bill for the following term.
- I will not attempt to install any additional software, not delete anything that is already installed on the laptop.
- I have read and understood the school's sanctions policy for device misuse.

I will follow these guidelines both in and out of school for as long as the device is being brought into the school environment.

Pupil Name: …….

Pupil Signature: …….

Parent/Guardian Name: ……

Parent/Guardian Signature: ……

Date: ……

Appendix I

Caterham School AI Policy

Governance of the Use of Artificial Intelligence by Staff and Pupils

Status of this document: this Policy sets out how Artificial Intelligence (AI) is used by staff and pupils at Caterham School. It should be read alongside the AI Policy Addendum on Building AI Tools and Platforms, the Prep School Annex, the Online Safety Policy, the IT Acceptable Use Policy, the Data Protection Policy, and the Safeguarding (Child Protection) Policy and KCSIE 2026. Where this Policy and any of those documents differ, the more restrictive position applies.

1. Purpose and rationale

Caterham School embraces the opportunities offered by AI to support teaching, learning, and the day-to-day work of the school, while ensuring its use remains ethical, safe, age-appropriate, and educationally purposeful.

AI is a powerful and rapidly changing technology. Used well, it can extend what pupils can do, free up staff time for higher-value work, and broaden access to personalised support. Used poorly, it can compromise pupil safety, undermine learning, leak sensitive data, and entrench bias. This Policy sets the conditions under which AI may be used at Caterham, and the expectations on those who use it.

The Policy is built on five principles that run through every part of AI use at the school: **safety, transparency, accountability, privacy, and educational purpose**.

2. Scope

This Policy applies to all members of the Caterham School community (pupils, teaching and support staff, contractors, volunteers, trustees, and any other individuals acting on behalf of the school) in any setting where AI is used in connection with the school's activities, data, devices, or accounts, whether on school or personal equipment. How this Policy applies at Caterham Prep is set out in the Prep School Annex, which forms part of this Policy.

It governs the everyday use of AI as a tool. The design, building, testing, or deployment of new AI-enabled tools and platforms is also governed by the AI Policy Addendum on Building AI Tools and Platforms.

3. Definitions

Artificial Intelligence (AI): any computer system that performs tasks normally requiring human intelligence, including large language models, generative AI, machine-learning models, and AI-powered features embedded within other software.

Generative AI: AI that produces new content — text, images, audio, video, or code — in response to a prompt, and which is typically built on large language models. Most of the AI tools that pupils and staff encounter day to day are generative.

Machine learning: AI that identifies patterns in data in order to classify, predict, rank, or recommend, without generating new content of its own. It sits behind features such as grouping, prioritisation, and risk-flagging, and may inform decisions that affect pupils even where nothing is written or produced.

Approved AI tool: an AI tool listed in Section 4 of this Policy, or one subsequently approved in writing by the Deputy Head (Innovation & Futures) and the IT Department in accordance with Section 9.

Public consumer AI platform: any AI service available to the public (for example, ChatGPT, the consumer version of Gemini, Claude, Copilot, Perplexity, character.ai and similar) that has not been specifically approved for school use. Where a tool is approved for use through a Caterham School account (see Section 4), that approval does not extend to the consumer or personal-account version of the same tool.

Personal data: any information relating to an identified or identifiable living individual, including pupils, staff, families, and third parties. Sensitive personal data includes safeguarding information, SEND information, medical information, and any other special category data under the UK GDPR.

Pupil-facing: any AI tool, feature or output that a pupil interacts with directly, or that is used to produce material delivered to pupils.

4. Approved AI tools

The following AI tools are currently approved for use at Caterham:

- **For pupils in First to Fifth Year, RileyBot.** RileyBot is the default AI tool for pupils. It is designed to promote safety, provide personalised support, and foster independent learning, including revision help, project planning, and feedback. RileyBot operates within safeguarding guardrails: it filters harmful, explicit, and age-inappropriate material, declines requests that fall outside its educational purpose, recognises language that may indicate a pupil is at risk and directs that pupil towards a trusted adult and sources of support, and retains a record of interactions so that disclosures or concerning patterns can be escalated to the safeguarding team. Pupils may use RileyBot in line with their teachers' guidance and the expectations set out in Section 5. RileyBot is also the approved pupil-facing tool at Caterham Prep; use with Prep School pupils is teacher-mediated and subject to age-appropriate review.
- **For pupils in the Sixth Form, Notebook LM.** This tool, used with a Caterham School account, is permitted in conjunction with the IT Acceptable Use Policy.
- **For staff, Ellis, Gemini, and Notebook LM.** These tools are permitted for staff use only. They may be used to support planning, marking, communication, and professional development, in line with the expectations set out in Section 6.

No other AI tool is approved by default. Any proposal to use an additional AI tool, whether pupil-facing or staff-only, must follow the approval process in Section 9. Where a pupil is under 13, access to RileyBot or any other pupil-facing AI tool is granted only once parental consent has been obtained and recorded, and consent may be withdrawn at any time.

5. Expectations for pupils

- Pupils must not use AI to cheat, impersonate others, or pass off AI-generated work as their own.
- Personal data (a pupil's own or anyone else's) must never be entered into any AI tool.
- AI must not be used to create, alter or distort images, audio, or video of any person. This includes deepfakes and any sexualised, degrading, or otherwise inappropriate depiction of another pupil, a member of staff, or anyone else, whether or not it is intended as a joke.

- AI must not be used to create or spread misinformation or disinformation, or to produce content that could cause harm to, or damage the reputation of, a pupil, a member of staff, or the school. Material of this kind may amount to bullying, harassment, or a safeguarding concern and will be dealt with accordingly.
- Only school-approved AI tools may be used for schoolwork. RileyBot is the school's tool for pupils. Public consumer AI platforms, such as ChatGPT, are strictly prohibited for pupil use in connection with school activities.
- Pupils must be transparent about any use of AI in submitted work or learning tasks. Pupils who have used AI to help with anything they have submitted must be ready to explain how.
- AI is a support, not a substitute. The goal is for pupils to develop their own thinking; using AI in ways that bypass that defeats the point of the work.
- Concerns or uncertainty about acceptable use should be raised with a teacher, tutor, or the Deputy Head (Innovation & Futures).

6. Expectations for staff
   - Identifiable or sensitive information about pupils, families, colleagues, or the school must never be entered into public consumer AI platforms. This includes safeguarding notes, SEND information, medical detail, behavioural records, named feedback, named assessment data, and confidential communications.
   - AI-generated marking, feedback, or reports must always be reviewed by staff before being shared with pupils or families. Professional judgement remains the staff member's, not the model's.
   - Any request to use an additional AI tool or platform that is pupil-facing must be approved in advance by the Deputy Head (Innovation & Futures) and the IT Department (see Section 9).
   - Before a pupil under 13 uses RileyBot or another pupil-facing AI tool, staff must check that parental consent is recorded for that pupil, and must not proceed where consent is absent or has been withdrawn.
   - Staff are responsible for ensuring that any AI-enabled tool or platform used with pupils is age-appropriate, compliant and used transparently, and for understanding what data each tool processes and where.
   - Staff should be open about their use of AI, particularly when it supports teaching, assessment, or communication with pupils or families. Transparency models the digital literacy the school expects of its pupils.
   - Where AI has contributed to assessment-related work, staff should consider and communicate clearly how it has, and has not, informed the outcome.
   - Staff should model and critique AI use with pupils, showing how an output is checked, where a model has been confidently wrong, and how bias, omission, or invention can be spotted. Demonstrating scrutiny teaches more than prohibition does.
   - Where staff suspect that a pupil has used AI inappropriately, the response should be discussion rather than detection. AI detection tools are unreliable and must not be treated as evidence; a professional conversation with the pupil about their process, drafting, and understanding is the appropriate first step, escalated in line with the school's academic honesty and behaviour procedures where necessary.

- Approved AI tools and platforms must be monitored and reviewed regularly for changes to their features, underlying models, data handling, and age suitability. Providers alter their products without notice, and a tool that was safe at the point of approval may not remain so. Pupil safety is paramount and takes precedence over convenience or continuity of use.

7. Data protection and privacy
   - The school is the data controller for personal data processed through approved AI tools used in its name. Public consumer AI platforms typically retain inputs and may use them to train future models; this is incompatible with the school's obligations under UK GDPR, the Data Protection Act 2018, and the Data (Use and Access) Act 2025.
   - No personal data may be entered into any AI tool that has not been approved for that purpose. Even within approved tools, the data-minimisation principle applies: only the information needed for the task at hand should be shared.
   - Pupils, staff, and families have the right to know how AI is used in decisions that affect them. Where AI materially informs an outcome, that should be made clear.
   - AI must not make significant decisions about a pupil without appropriate human judgement and oversight.
   - Any suspected data breach involving an AI tool must be reported immediately to the Data Protection Officer under the school's data breach procedure.
   - Pupils under 13 may use a pupil-facing AI tool only where parental consent has been obtained and recorded. The school keeps a record of consent given and withdrawn, and access is removed where consent is withdrawn.
8. Ethical use and digital literacy
   - All AI use at Caterham should promote **fairness, inclusion, accountability, privacy, and critical digital literacy**.
   - Pupils are supported in their understanding of misinformation, disinformation and fake news, bias, ethical AI use, and the ways in which AI can be used as a tool for radicalisation and extremist messaging, through the EDGE curriculum, Wellbeing lessons, tutor time, and subject lessons.
   - Staff should treat AI outputs critically: assuming inaccuracy until verified, recognising bias, and considering the wider impact of using AI in any given context.
   - The school is committed to ensuring that AI use does not disadvantage pupils on grounds protected by the Equality Act 2010, including pupils with SEND, EAL pupils, and pupils from underrepresented backgrounds.
9. Approval of additional AI tools
   - Any proposal to use an AI tool that is not on the approved list must be submitted in writing to the Deputy Head (Innovation & Futures) before use begins.
   - Pupil-facing tools require advance written approval from both the Deputy Head (Innovation & Futures) and the IT Department, following a review of safeguarding, data protection, and age-appropriateness.
   - A tool's free availability online does not constitute approval. "Just trying it with a class" is not permitted.

- Staff should be aware that approval can take time. This is not an obstruction: the review exists to confirm that a tool complies with the school's safeguarding, data protection, and equality obligations before it reaches pupils or school data. Proposals should therefore be submitted well in advance of the intended date of use.
- The design, building, testing, or deployment of new AI tools and platforms is governed separately by the AI Policy Addendum on Building AI Tools and Platforms.

10. Roles and responsibilities

- **Pupils:** follow this Policy and the IT Acceptable Use Policy; use only approved tools; do not enter personal data; are transparent about AI use; use AI responsibly and in ways that do not cause harm to, or negatively affect, themselves or other pupils; raise concerns when unsure.
- **Staff:** follow this Policy; do not enter sensitive information into public consumer AI platforms; review AI-generated outputs before use with pupils; seek prior approval for additional tools.
- **Deputy Head (Innovation & Futures):** owns this Policy alongside Senior Leadership and Trustees; approves additional AI tools and platforms in conjunction with the IT Department; oversees AI strategy across the school.
- **IT Department:** supports the technical, security, and integration review of any proposed AI tool.
- **Data Protection Officer:** advises on data protection compliance for AI use and leads the response to any AI-related data breach.
- **Designated Safeguarding Lead (DSL) and safeguarding team:** advise on safeguarding implications of pupil-facing AI use; monitor safeguarding activity on pupil-facing AI platforms such as RileyBot alongside the school's wider filtering and monitoring arrangements.
- **EDGE and Wellbeing teachers:** deliver the AI, media, and digital literacy curriculum, including misinformation, disinformation, bias, deepfakes, and the ethical use of AI; and feed emerging themes and pupil concerns back to the Deputy Head (Innovation & Futures) and the safeguarding team.
- **Senior Leadership and Trustees:** share ownership of this Policy and oversee its application.

11. Breaches

Breaches of this Policy will be managed under the school's existing acceptable-use, behaviour, disciplinary, and data protection frameworks, proportionate to the seriousness of the breach and any actual or potential harm. Where a breach involves personal data, the school's data breach procedure applies, including any duty to notify the Information Commissioner's Office and affected individuals.

12. Review

This Policy will be reviewed by January 2027, or sooner if prompted by regulatory change, a significant incident, or a material change in the school's use of AI.

This Policy should be read in conjunction with the AI Policy Addendum on Building AI Tools and Platforms, the Prep School Annex, *the IT Acceptable Use Policy, the Data Protection Policy, and the Safeguarding (Child Protection) Policy.*

Appendix K

CATERHAM PREP

AI Policy: Prep School Annex

Caterham Prep School • 2026-27

Annex author	Deputy Head (Innovation and Partnerships) (LLA / Lex Lang)
Applies to	Caterham Prep School
Version	Draft 1.0
Date issued	August 2026
Approved by	Trustees and Senior Leadership Team, on the recommendation of Prep Senior Leadership Team
Review date	January 2027, with the Policy
Related documents	Caterham School AI Policy (of which this annex forms part); AI Policy Addendum on Building AI Tools and Platforms; Safeguarding (Child Protection) Policy; Caterham Prep Acceptable Use Agreement; Data Protection Policy

1. Purpose and approach

Status of this annex: this annex forms part of the Caterham School AI Policy ("the Policy") and must be read alongside it. It sets out how the Policy applies at Caterham Prep, in terms appropriate to the age of our pupils. It does not create a separate set of rules: where this annex and the Policy differ, the Policy applies.

AI can support explanation, feedback, accessibility, creativity, planning and problem-solving when its use has a clear educational purpose.

This annex sets out the principles and expectations that apply when staff and pupils use AI in connection with school activities. It is designed to support confident and responsible use while protecting pupils, staff and the wider school community.

Safeguarding and the best interests of the child remain paramount. AI use must therefore sit within the school's wider safeguarding, data protection, online safety and acceptable-use arrangements.

2. Scope

Scope is as set out in Section 2 of the Policy, which applies to all members of the Caterham School community, including everyone at Caterham Prep. This annex covers the everyday use of AI tools and AI-enabled features in the Prep. The design, building, configuration, testing or deployment of new AI-enabled tools, agents, applications, automations or integrations is governed by the AI Policy Addendum on Building AI Tools and Platforms.

3. Our three rules for AI use

All AI use at Caterham Prep is guided by three simple principles. They apply equally to pupils and adults.

THINK CRITICALLY

AI generates responses and can be wrong, misleading or biased. Consider what it is telling you, check important information and think about whether AI is the right tool for the task.

BE HONEST

Be open about when and how AI has been used. Do not use AI to deceive, impersonate others or present AI-generated work as entirely your own.

TAKE RESPONSIBILITY

The person using AI remains responsible for what they create, submit, communicate or share. Check outputs, make your own decisions and be prepared to explain your choices.

4. Learning, thinking and AI

At Caterham Prep, AI should support learning without replacing the thinking that makes learning happen. The three rules above are reinforced by shared classroom routines.

The 5As Learning Loop helps pupils retain ownership of learning through Aim, Act, Assess, Ask and Adjust. It provides a thinking process that keeps the pupil actively involved in deciding what they are trying to achieve, how they are doing and what they should do next.

When pupils need help, the 5Bs help them choose an appropriate source of support: Brain, Book, Buddy, Bot and Boss. AI is therefore one possible source of help rather than the automatic first choice.

Together, these approaches are intended to help pupils become more capable, independent and critical learners. The bot is one part of the strategy, not the strategy itself.

5. Expectations for pupils

- Pupils must use AI only through tools, activities and accounts that the school has approved in Section 4 of the Policy.
- Pupils must follow age restrictions and must not independently create accounts for age-restricted AI services for schoolwork.
- Pupils must follow the three rules: think critically, be honest and take responsibility.
- Pupils should use the 5As and 5Bs to keep ownership of their learning and help decide when AI is an appropriate source of support.
- AI must not be used to cheat, impersonate another person, deliberately mislead or avoid the intended learning.
- Pupils must be able to explain how AI contributed to work they submit. The form of acknowledgement should be appropriate to the task and the teacher's instructions.
- Pupils must not enter personal, private or sensitive information about themselves or anyone else into any AI tool.
- Pupils must not use AI to create, alter or share harmful, humiliating, sexualised, deceptive or otherwise inappropriate content or imagery involving another person.
- If an AI interaction or output worries, confuses or upsets a pupil, or appears unsafe or inappropriate, the pupil should stop and tell a trusted adult.

6. Expectations for staff

- Staff should use AI where it adds educational or professional value and should consider whether it is the right tool for the task.
- Staff should model the three rules by using AI critically, transparently and responsibly.
- Staff must follow the data protection requirements in Section 7 of the Policy.

- Staff should not ask pupils to use AI tools that have not been approved for pupil use or that are not age-appropriate.
- Staff must check that parental consent is recorded for any pupil under 13 before that pupil uses RileyBot or another pupil-facing AI tool, and must not proceed where consent is absent or has been withdrawn.
- New pupil-facing AI tools, new uses involving personal data, or significant changes to existing use must be approved before introduction. Staff should bring proposals to the Deputy Head (Innovation and Partnerships) and the IT Department in the first instance. Approval then follows Sections 6 and 9 of the Policy, which require knowledge and confirmation from the Deputy Head (Innovation & Futures) and the IT Department. Where a proposal involves building, configuring, integrating or deploying a new AI-enabled solution, the AI Policy Addendum on Building AI Tools and Platforms also applies.

7. Safeguarding and online safety

AI is part of the school's wider approach to online safety. Keeping Children Safe in Education 2026 recognises that generative AI can contribute to risks involving content, contact and conduct, including simulated interactions, misinformation and AI-generated or altered imagery.

- Pupil-facing AI use must be age-appropriate and considered as part of the school's wider safeguarding and online safety arrangements.
- Staff should remain alert to AI systems that encourage inappropriate relationships, dependency, secrecy or other unsafe interactions.
- AI-generated or AI-altered abusive, explicit or sexualised imagery is treated as a safeguarding matter in the same way as other harmful imagery.
- Any safeguarding concern arising from AI use must be reported through the school's normal safeguarding procedures without delay.
- Filtering and monitoring arrangements apply to AI use as part of the school's wider online safety provision.

Appendix L

Addendum to the Caterham School AI Policy
Governance of In-House and Independently Developed AI Solutions

Status of this document: this addendum forms part of, and must be read alongside, the Caterham School AI Policy ("the Policy"). Where this addendum and the Policy differ in respect of the design, building, testing, or deployment of AI solutions, this addendum takes precedence.

1. Purpose and rationale
The Policy governs the everyday, permitted use of approved AI tools. This addendum governs something different and higher-risk: the design, building, testing, and deployment of new AI-enabled platforms, applications, agents, or solutions by members of the school community.

Education is a data-rich and safeguarding-sensitive environment. The systems we build may touch the personal data of children (including special category data), alongside staff and family information. Under the UK GDPR the Data Protection Act 2018, and the Data (Use and Access) Act 2025, the school is accountable for how that data is processed regardless of who within the organisation does the processing, or how informally a tool was created. A well-intentioned but unsupervised build (a "shadow" or "rogue" system) can expose the school, and the children in its care, to data breaches, safeguarding failures, regulatory enforcement, contractual and insurance consequences, and reputational harm, often without anyone realising until something has already gone wrong.

This addendum is deliberately precautionary. It is **not** intended to discourage innovation, which the school actively values, but to ensure innovation happens with the right guardrails, on the right data, with the right people informed. The controls are proportionate to the risk: the cost of a compliance step taken early is small; the cost of an uncontrolled live system handling real pupil data is not.

2. Scope
This addendum applies to **all** staff, contractors, volunteers, trustees, pupils, and any other individuals acting on behalf of or within Caterham School who propose to design, build, commission, configure, integrate, or deploy an AI solution, whether or not it is intended for use by others, and whether or not it is built during or outside working hours, using school or personal accounts, systems, or devices, where it relates to the school's activities or data.

It applies irrespective of the intended scale of use. **A tool intended for a single user is in scope on exactly the same terms as one intended for the whole school.**

This addendum does **not** apply to the everyday use of AI tools already approved under the Policy (for example, using an approved AI assistant to help plan a lesson). It is engaged the moment a person moves from using AI to building something with it.

3. Definitions
AI solution: any tool, platform, application, integration, automation, agent, script, browser extension, chatbot, or workflow that uses, calls, fine-tunes or embeds artificial intelligence (including large language models and machine-learning models), whether built from code, assembled with no-code or low-code builders, or generated with AI-assisted ("vibe-coded") development. Generative AI and machine learning have the meanings given in Section 3 of the Policy.

Building: any creative or technical work to bring an AI solution into existence, including planning architecture, writing or generating code, configuring third-party platforms, creating accounts or environments for the purpose, connecting AI to school systems or data, or procuring services to do any of the above.

Dummy or synthetic data: artificially generated or fully anonymised data that contains no real, identifiable, or re-identifiable information about any living individual. Pseudonymised real data is not dummy data.

Live use: any use of an AI solution by a real user, or with real data, outside a controlled test environment, regardless of the number of users.

Sphinx AI: the school's designated technical and engineering authority for the technical review and assurance of AI solutions.

4. The core principle: approval before building

No person within scope may begin building an AI solution, in any form, to any extent, without first obtaining written approval through the process set out in Section 5.

Approval must be obtained before the project begins: before code is written or generated, before platforms are configured, before accounts are created, and before any procurement. "I'll get it signed off once it works" is expressly not permitted; by then the risks the addendum exists to prevent have already been taken. Proposers should also expect the process to take time. That time is what allows the school to confirm compliance with its safeguarding, data protection, and equality obligations, and proposals should therefore be submitted well in advance of the intended start of work.

5. The governance process

Projects move through six stages. **Each stage must be completed and signed off before the next begins.** No stage may be skipped, compressed, or assumed.

Stage 1: Proposal and pre-approval. The proposer submits a Project Initiation Request to Deputy Head (Innovation & Futures) before any work starts. The request should set out: the purpose and intended benefit; the intended users, including whether any intended user is under 13 and how parental consent would be obtained and recorded; the categories of data the solution would eventually handle; the AI components, models, and third-party services proposed; the proposed hosting and architecture (at a high level); and any known risks. No building begins until written approval-in-principle is given.

Stage 2: Compliance and risk assessment. On approval-in-principle, a compliance process is launched, led by the compliance lead. Depending on the project this may include: a Data Protection Impact Assessment (required wherever personal data is involved); a safeguarding review (with reference to KCSIE where relevant); an information-security and architecture review; due diligence on any third-party models, vendors, or sub-processors; an assessment of content-safety risk wherever the solution can generate text, images, audio, or video, including the risk of harmful, misleading, or manipulated output; and consideration of accessibility and equality duties. This stage defines the conditions and guardrails under which building may proceed.

Stage 3: Supervised development. Building may begin only once the compliance conditions from Stage 2 are issued, and only under the supervision of Sphinx AI and/or Deputy Head (Innovation & Futures). Development must use version control, be documented, and remain within the agreed conditions. Only dummy or synthetic data may be used at any point during development.

Stage 4: Testing. Testing is conducted exclusively with dummy or synthetic data. No real pupil, staff, or family data may be used, and no real users may access the solution, regardless of how few. Test environments must be isolated from live school systems and data.

Stage 5: Engineering and compliance sign-off. Before any live use, Sphinx AI engineers conduct a technical review covering security, data handling, robustness, model behaviour, and resilience, and the compliance lead confirms that the compliance conditions have been met. Both a Sphinx AI technical sign-off and a compliance sign-off are required. Either may attach conditions or require remediation and re-testing.

Stage 6: Authorised go-live. A solution may go live only after written sign-off under Stage 5. Go-live authorisation will specify the permitted scope of use, the data it may handle, monitoring and logging requirements, an incident-reporting route, and a date for review. A solution operating outside its authorised scope is treated as unauthorised. Authorised solutions must also be reviewed regularly for changes to their features, underlying models, data handling, and age suitability, since third-party providers alter their products without notice and a solution that was safe at the point of sign-off may not remain so. Pupil safety is paramount and takes precedence over convenience or continuity of use.

6. Data: absolute rules
   - Until a solution has completed Stage 5 and received written go-live authorisation under Stage 6, it may be used only with dummy or synthetic data.
   - A live version may not be used with real data or real users, no matter how few users are involved: a single live user is sufficient to engage the full requirements of this addendum.
   - Real personal data must never be used to develop, demonstrate, debug, or test a solution that has not been authorised for live use.
   - Where an authorised solution will be used by pupils under 13, it may not be made available to any such pupil until parental consent has been obtained and recorded, as required by Section 7 of the Policy.

7. Prohibited actions

The following are breaches of this addendum:

- Beginning to build an AI solution without Stage 1 approval.
- Using real personal data in development or testing.
- Releasing or using a solution live before Stage 5 or 6 sign-off.
- Connecting an unapproved solution to school systems, accounts, or data.
- Expanding an authorised solution beyond its approved scope without re-approval.
- Procuring or signing up to AI services for a build without approval.
- Building or deploying a solution that generates, alters, or distorts images, audio, or video of real people, or that produces synthetic likenesses or voices of pupils, staff, or families, unless that capability has been expressly approved and assessed under Section 5.

8. Roles and responsibilities

- **Proposer or builder:** follows this process; does not begin or extend work without the required sign-off; uses only dummy data until authorised.
- **Deputy Head (Innovation & Futures):** receives Project Initiation Requests; grants or declines approval-in-principle.
- **Compliance lead:** leads the Stage 2 assessment and provides the compliance sign-off in conjunction with DSL to ensure safeguarding compliance.
- **Designated Safeguarding Lead (DSL):** advises on the safeguarding implications of any pupil-facing solution at Stage 2 and, once a solution is live, monitors it alongside the school's wider filtering and monitoring arrangements.
- **Sphinx AI:** provides the technical review and engineering sign-off, and advises on architecture and security throughout.
- **Senior Leadership and Trustees:** share ownership of this addendum and oversee its application.

9. Existing and in-flight projects

Any AI solution currently being built, tested, or used that has not been through this process must be **declared to Deputy Head (Innovation & Futures) without delay and paused**, pending assessment under Section 5. Coming forward proactively will be treated constructively; failing to declare an existing build will be treated as a breach.

10. Breaches of this addendum

Breaches will be managed under the school's existing disciplinary, data protection, and acceptable-use frameworks, proportionate to the seriousness of the breach and any actual or potential harm. Where a breach involves a personal-data risk, the school's data breach procedure applies, including any duty to notify the Information Commissioner's Office and affected individuals.

11. Review

This addendum will be reviewed by January 2027, or sooner if prompted by regulatory change, a significant incident, or a material change in the school's use of AI.

This addendum should be read alongside the Caterham School Online Safety Policy, AI Policy, Data Protection Policy, Safeguarding (Child Protection) Policy, Acceptable Use Policy, and any related ICT and procurement procedures.

8. Privacy, data and confidentiality

Privacy, data and confidentiality are governed by Section 7 of the Policy, which applies in full at Caterham Prep. It covers the school's obligations as data controller, the prohibition on entering personal data into tools not approved for that purpose, the requirement that AI must not make significant decisions about a pupil without appropriate human judgement and oversight, and the reporting of suspected breaches to the Data Protection Officer.

9. Approved tools and new uses

The school approves AI tools and services for particular purposes. Approval may differ for pupils, staff and different categories of data. The approved list is in Section 4 of the Policy.

RileyBot is the school's normal pupil-facing generative AI tool for learning at Caterham Prep, as approved in Section 4 of the Policy. Its use with younger pupils is teacher-mediated and subject to age-appropriate review. No other tool is approved for pupil use unless it appears in Section 4 of the Policy or has been approved through the process in Section 9. Because most Prep pupils are under 13, RileyBot access is granted only once parental consent has been obtained and recorded, and consent may be withdrawn at any time.

The fact that an AI tool is freely available online does not mean that it is approved for school use. Staff should seek advice where they are uncertain. As the Policy puts it, "just trying it with a class" is not permitted.

Ideas for new tools, workflows or AI-enabled solutions are welcomed. Where an idea moves beyond ordinary use of an existing tool into building, configuring, integrating or deploying something new, the AI Policy Addendum on Building AI Tools and Platforms applies.

10. Roles and responsibilities

- Pupils: are responsible for following this annex, the Policy and the IT Acceptable Use Agreement when using AI.
- Staff: are responsible for applying this annex and the Policy in their own professional practice and for seeking approval or advice where required.
- Deputy Head (Innovation and Partnerships) (LLA / Lex Lang): author of this annex and first point of contact for Prep AI use, new ideas and educational implementation.
- Prep Senior Leadership Team: oversees AI use within the Prep, recommends this annex for approval, and ensures alignment with the Policy and with safeguarding responsibilities.
- Deputy Head (Innovation & Futures) (SWE): owns the Policy alongside Senior Leadership and Trustees, and approves additional AI tools and platforms in conjunction with the IT Department, as set out in Sections 6 and 9 of the Policy.
- Designated Safeguarding Lead, Data Protection Officer, IT and other relevant specialists: provide specialist advice and assurance where the nature or risk of a proposed use requires their expertise.

11. Concerns, misuse and breaches

Questions or uncertainty should be raised early. The school's aim is to support safe and purposeful use rather than discourage appropriate experimentation.

Misuse or breaches will be addressed under Section 11 of the Policy and through the school's existing safeguarding, behaviour, acceptable use, staff conduct, disciplinary and data protection procedures, according to the nature and seriousness of the issue. Where an AI-related incident raises a safeguarding concern, safeguarding procedures take priority.

12. Review

This annex is reviewed with the Policy, by January 2027, and sooner where there is significant regulatory change, a material change in the school's use of AI, a significant incident or new evidence that requires the school's approach to change.

This annex should be read alongside the Caterham School AI Policy, the AI Policy Addendum on Building AI Tools and Platforms, the IT Acceptable Use Agreement, Safeguarding (Child Protection) Policy, Data Protection Policy and relevant staff conduct and technology guidance.

Reference framework

This document has been prepared with reference to Keeping Children Safe in Education 2026, Department for Education guidance on generative AI in education and the school's existing 2025-26 AI and acceptable-use documentation.