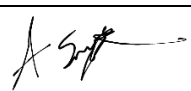
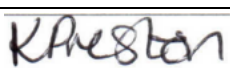


Policy/Procedure Name:		E-SAFETY POLICY	
Last Update:	September 2025	Next Update Due:	January 2027

Author	Alex Smythe
Signature of Authorised Individual	
Signature of the Director	

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Section 1: Policy Overview & Intent

Policy Intent:

At Willow Park School, we are committed to creating a safe, inclusive, and developmentally appropriate digital environment for all learners. Our approach to e-safety is embedded within our play-based, sensory-rich curriculum and reflects the unique communication, emotional regulation, and cognitive needs of our pupils.

This policy aims to:

- Protect pupils, staff, and the wider school community from online harm
- Promote safe, respectful, and purposeful use of digital technologies
- Embed e-safety within the curriculum in ways that are meaningful and accessible to learners with SEND
- Ensure staff are equipped to respond to online safety concerns with sensitivity and confidence
- Foster strong partnerships with families to support safe digital practices at home

Scope:

This policy applies to:

- All pupils
- All staff, volunteers, governors, and visitors
- All devices and digital platforms used within or associated with the school

Legal and Statutory Framework:

This policy is informed by:

- **Keeping Children Safe in Education (DfE, latest version)**
- **Teaching Online Safety in Schools (DfE)**
- **Preventing and Tackling Bullying (DfE)**
- **Searching, Screening and Confiscation (DfE)**
- **Education Act 1996, 2006, and 2011**
- **Equality Act 2010**
- **Computer Misuse Act 1990**
- **Children and Families Act 2014**
- **SEND Code of Practice (2015)**

It also reflects the principles of the **Engagement Model**, **SCERTS Framework**, and **Willow Park Roadmap**.

Section 2: Roles and Responsibilities

At Willow Park School, safeguarding online activity is a shared responsibility. All members of the school community — including pupils, staff, governors, volunteers, and families — play a vital role in promoting safe, respectful, and purposeful use of technology.



2.1 Directors and Governors

- Hold strategic oversight of the school's digital safeguarding practices.
- Ensure the policy is reviewed regularly and reflects current statutory guidance.
- Monitor the effectiveness of filtering, monitoring, and incident reporting systems.
- Receive termly reports on e-safety incidents and training from the Headteacher and DSL.

2.2 Headteacher

- Leads the implementation of the e-safety policy across the school.
- Ensures staff understand and apply the policy consistently.
- Oversees staff training and ensures it reflects the SEND context of the school.
- Ensures that digital safeguarding is embedded within the school's safeguarding culture and curriculum.

2.3 Designated Safeguarding Lead (DSL) and Deputies

- Maintain oversight of all online safety incidents and concerns.
- Ensure incidents are logged, monitored, and responded to appropriately.
- Liaise with external agencies (e.g. CEOP, police, social care) where necessary.
- Lead staff training on digital safeguarding, including SEND-specific risks (e.g. vulnerability to online grooming, inability to recognise unsafe content).
- Ensure filtering and monitoring systems are appropriate for the developmental needs of pupils.
- Work with IT providers to ensure systems are secure, inclusive, and regularly updated.
- Ensure that pupils with communication needs have accessible ways to report concerns (e.g. AAC, visual prompts, trusted adults).

2.4 All Staff and Volunteers

- Model safe, respectful, and inclusive use of technology.
- Follow the school's Acceptable Use Policy and report any concerns immediately.
- Embed e-safety messages into daily routines and learning activities.
- Use visual supports, AAC, and social stories to help pupils understand online risks.
- Recognise that pupils with SEND may not respond to online risks in typical ways and require tailored support.
- Participate in annual safeguarding and e-safety training, with additional updates as needed.

2.5 Pupils

- Are supported to understand and follow the school's Acceptable Use Agreement.
- Learn about online safety through sensory-rich, play-based, and developmentally appropriate activities.
- Are taught to recognise unsafe content, interactions, and behaviours using visual, tactile, and experiential methods.



- Are encouraged to express concerns using their preferred communication methods.

2.6 Parents and Carers

- Are provided with accessible information and guidance on keeping children safe online.
- Are encouraged to reinforce e-safety messages at home.
- Are invited to attend workshops or receive resources tailored to the needs of children with SEND.
- Are expected to support the school's Acceptable Use Agreement and report any concerns.

2.7 Visitors and External Professionals

- Must follow the school's Acceptable Use Agreement when using school devices or networks.
- Are made aware of the school's e-safety expectations and safeguarding procedures.

Section 3: Curriculum and Pedagogy for Online Safety

At Willow Park School, online safety is not taught as a standalone subject. It is embedded across all curriculum pathways — **Curious (Pre-Formal)**, **Engaged (Informal)**, and **Flourishing (Semi-Formal)** — and delivered through **play-based**, **sensory-rich**, and **relationship-driven** experiences that reflect the developmental profiles of our learners.

3.1 Curriculum Integration

Online safety is taught through:

- **Sensory exploration** (e.g. tactile activities to understand “safe” vs “unsafe”)
- **Visual supports** (e.g. Now and Next boards, social stories, AAC tools)
- **Role play and real-life scenarios** (e.g. pretend shops, community visits)
- **Repetition and routine** to reinforce safe behaviours
- **Cross-curricular links** with PSHE, RSE, computing, and communication

3.2 Pathway-Specific Approaches

Curious Pathway (Pre-Formal)

For learners with PMLD and those working within the Engagement Model:

- Online safety is introduced through **sensory stories**, **adult modelling**, and **symbol-supported routines**
- Pupils learn to **recognise trusted adults**, **express discomfort**, and **engage safely with technology**



- AAC tools and objects of reference are used to support understanding of safe vs unsafe interactions

Engaged Pathway (Informal)

For learners developing autonomy and intentional communication:

- Pupils explore **safe choices online** through **guided play**, **visual prompts**, and **structured routines**
- Emotional regulation strategies are embedded to support responses to online content
- Pupils are taught to **report concerns** using their preferred communication method (e.g. Makaton, communication boards)

Flourishing Pathway (Semi-Formal)

For learners ready for more structured learning:

- Pupils engage with **age-appropriate digital content** and learn about **privacy**, **respect**, and **digital boundaries**
- Online safety is taught through **group discussions**, **interactive activities**, and **community links**
- Pupils learn to **critically evaluate online information**, **recognise risks**, and **seek help when needed**

3.3 SCERTS and Engagement Model Alignment

Online safety teaching is aligned with:

- **Social Communication (SC)**: Pupils learn to express preferences, seek help, and understand social norms online
- **Emotional Regulation (ER)**: Pupils are supported to manage feelings triggered by online interactions
- **Transactional Support (TS)**: Staff adapt environments and interactions to ensure pupils can access and understand online safety messages

The **Engagement Model** informs planning and assessment, ensuring pupils are supported through:

- **Exploration**: Sensory engagement with digital tools
- **Realisation**: Understanding cause and effect in online interactions
- **Anticipation**: Predicting outcomes of digital choices
- **Persistence**: Repeating safe behaviours
- **Initiation**: Independently seeking support or making safe choices

3.4 Teaching Strategies

- Use of **social stories** to explain online risks and safe behaviours
- **Visual timetables** and **Now and Next boards** to support transitions and expectations
- **AAC integration** to ensure all pupils can express concerns and understand safety messages
- **Staff modelling** of respectful and safe digital behaviour



- **Reinforcement through play**, music, and movement

Section 4: Safeguarding Systems – Filtering, Monitoring, and Incident Response

At Willow Park School, safeguarding pupils in the digital environment is a core responsibility. Our systems are designed to reflect the **developmental needs**, **communication profiles**, and **vulnerabilities** of our learners, particularly those with SEND.

4.1 Filtering and Monitoring Systems

We use robust filtering and monitoring systems that:

- Block access to **inappropriate, harmful, or illegal content**, including extremist material
- Are **updated regularly** to reflect emerging risks and trends
- Are **tailored to the cognitive and communication levels** of our pupils
- Allow for **flexibility** in access for therapeutic and educational purposes, under supervision

Filtering is managed in partnership with our IT provider and overseen by the DSL and Headteacher. Monitoring logs are reviewed **monthly** and reported **termly** to the governing board.

4.2 Device and Network Security

All school devices are:

- Password-protected with **strong encryption**
- Equipped with **anti-virus and anti-spyware software**
- Set to **lock automatically** after periods of inactivity
- Restricted to **educational use only**, in line with the Acceptable Use Policy

Staff using work devices outside school must follow the **Remote Device Security Protocol**, including not sharing devices with family members and ensuring updates are installed promptly.

4.3 Incident Reporting and Response

All online safety incidents are logged using the **Willow Park E-Safety Incident Log**, which includes:

- **Minor incidents** (e.g. accidental access to unsuitable content)
- **Serious incidents** (e.g. cyberbullying, sexting, peer-on-peer abuse)
- **Security breaches** (e.g. data loss, unauthorised access)

Incidents are reported to:

- The **DSL** for safeguarding concerns
- The **DPO** for data-related breaches
- The **Headteacher** for all serious or repeated incidents



Where appropriate, incidents are escalated to:

- **Children's Social Care Services (CSCS)**
- **CEOP (Child Exploitation and Online Protection)**
- **Warwickshire Police**

All staff are trained to recognise and respond to incidents sensitively, especially where pupils may struggle to articulate their experiences. Pupils are supported to report concerns using **AAC**, **trusted adults**, or **visual prompts**.

4.4 Peer-on-Peer Abuse and Cyberbullying

We recognise that pupils with SEND may be both vulnerable to and capable of engaging in **peer-on-peer abuse**, including:

- **Cyberbullying**
- **Upskirting**
- **Aggravated sexting**

Our response includes:

- **Preventative education** through PSHE, carpet time in Zone 2, and social stories
- **Staff training** on recognising and responding to abuse
- **Supportive interventions** that reflect the pupil's developmental stage
- **Reporting mechanisms** that are accessible and inclusive

All incidents are treated seriously and never dismissed as “banter” or “part of growing up.”

Section 5: Staff Training and Professional Responsibilities

At Willow Park School, we recognise that staff confidence, awareness, and consistency are essential to maintaining a safe digital environment — especially when supporting pupils with complex SEND profiles. All staff receive training that is tailored to the **developmental**, **communication**, and **safeguarding needs** of our learners.

5.1 Induction and Annual Training

All staff (including agency staff and volunteers) receive:

- **E-safety induction training** covering:
 - Acceptable Use Policy
 - Online safeguarding risks for pupils with SEND
 - Cyberbullying and peer-on-peer abuse
 - Reporting procedures and escalation routes
- **Annual safeguarding refresher training**, which includes:
 - Updates on statutory guidance (e.g. *KCSIE*)
 - SEND-specific online safety risks



- Use of AAC and visual supports for reporting concerns
- Case studies and scenario-based learning
- **Additional updates** throughout the year in response to:
 - Emerging risks (e.g. new apps, platforms, or trends)
 - Specific incidents or safeguarding themes
 - Changes in legislation or local authority guidance

5.2 SEND-Specific Training

Staff are trained to:

- Recognise that pupils with SEND may:
 - Be less able to identify online risks
 - Struggle to communicate concerns
 - Be more trusting or socially vulnerable
 - Engage with technology in non-typical ways
- Use **SCERTS-informed strategies** to support emotional regulation and safe online behaviour
- Embed **visual timetables**, **Now and Next boards**, and **communication boards** into e-safety teaching
- Respond to disclosures or concerns using **non-verbal cues**, **objects of reference**, or **trusted routines**

5.3 DSL and Safeguarding Team Training

The DSL and deputies undertake:

- **Formal safeguarding training** (including online safety) at least every **2 years**
- **Annual updates** on digital safeguarding trends and SEND vulnerabilities
- **Specialist training** on:
 - Cyberbullying and digital peer-on-peer abuse
 - Online radicalisation and grooming
 - Sexting and image-based abuse
 - Supporting pupils with limited communication

They also lead **internal CPD sessions** and liaise with external agencies to ensure best practice.

5.4 Volunteers and External Staff

Volunteers and external professionals (e.g. therapists, visiting teachers) receive:

- **A summary of the e-safety policy**
- **Guidance on acceptable use**
- **Briefing on safeguarding procedures**, including how to report concerns

Where appropriate, they are included in staff training sessions.



Section 6: Pupil Voice, Communication, and Reporting Mechanisms

At Willow Park School, we are committed to ensuring that every pupil — regardless of verbal ability — has a **voice** in their digital safety. We recognise that pre-verbal pupils may not be able to articulate concerns in conventional ways, and we therefore embed **accessible, responsive, and developmentally appropriate systems** to support pupil voice and reporting.

6.1 Principles of Pupil Voice in E-Safety

- Every pupil has the **right to feel safe online** and to be supported in expressing discomfort, confusion, or distress.
- Pupil voice is understood through **behavioural cues, non-verbal communication, and trusted relationships**.
- Reporting mechanisms must be **embedded in daily routines, visually supported, and responsive to individual needs**.

6.2 Communication Tools and Strategies

We use a range of tools to support pupils in expressing concerns or preferences:

- **AAC systems** (e.g. communication boards, switches)
- **Makaton signs** paired with speech
- **Objects of reference** to represent people, places, or routines
- **Visual timetables, Now and Next boards, and emotion boards**
- **Sensory cues** (e.g. music, textures) to support emotional regulation
- **Trusted adult interactions** — staff are trained to recognise subtle cues and patterns in pupil behaviour

These tools are personalised through each pupil's **Pupil Passport**, which outlines preferred methods of communication and regulation.

6.3 Recognising and Responding to Concerns

Staff are trained to:

- Recognise **non-verbal indicators of distress**, such as withdrawal, agitation, or changes in engagement
- Use **co-regulation strategies** to support pupils in expressing concerns
- Offer **safe spaces** and **calm routines** where pupils can feel secure
- Use **symbol-supported prompts** to ask questions like:
 - “Are you okay?”
 - “Do you want help?”
 - “Was that safe or unsafe?”

All concerns — however subtle — are logged and reviewed by the DSL, with input from therapists and families where appropriate.



6.4 Embedding Reporting into Daily Practice

Reporting is not a one-off event — it is embedded into:

- **Daily routines** (e.g. check-ins, transitions, snack time)
- **Therapeutic sessions** (e.g. Attention Autism, Sensology, TAC PAC)
- **Play-based learning** (e.g. role play, social stories)
- **Group activities** (e.g. music, movement, shared play)

Staff use **repetition**, **modelling**, and **responsive interaction** to help pupils build confidence in expressing themselves.

6.5 Supporting Pupils to Understand Online Safety

Pupils are supported to:

- Recognise **trusted adults** and **safe spaces**
- Understand basic concepts of **safe vs unsafe** through sensory stories and visuals
- Engage with **symbol-supported e-safety messages** (e.g. "Don't click," "Ask an adult," "Tell someone")
- Participate in **group activities** that reinforce safe behaviours (e.g. songs, call-and-response, puppet play)

Section 7: Partnership with Parents and Carers

At Willow Park School, we recognise that **parents and carers are essential partners** in promoting safe and respectful use of technology. Given the **complex SEND profiles** of our pupils — many of whom are **pre-verbal** — we work closely with families to ensure that e-safety messages are consistent, accessible, and reinforced at home.

7.1 Principles of Family Partnership

- Families are the **primary advocates** for their child's safety and well-being.
- E-safety guidance must be **clear, practical, and tailored** to the needs of children with SEND.
- Home-school collaboration is essential to **identify risks, share strategies**, and **celebrate progress**.

7.2 Supporting Families with E-Safety

We provide families with:

- **Accessible resources** (e.g. symbol-supported leaflets, visual guides, AAC-compatible materials)
- **Regular updates** via newsletters, website posts, and parent workshops
- **Information on emerging risks**, including apps, games, and platforms that may pose challenges for children with SEND
- **Guidance on safe device use**, including:
 - Setting parental controls



- Managing screen time
- Supporting emotional regulation during digital use
- Recognising signs of distress or online harm

7.3 Communication and Reporting

Parents are encouraged to:

- **Report any concerns** about online safety to the Headteacher or DSL
- **Share observations** about their child's digital behaviour at home
- **Collaborate on strategies** to support safe use of technology across settings

We offer **flexible communication options**, including:

- Home-school diaries
- Email and phone contact
- In-person meetings
- Symbol-supported feedback forms

7.4 Reinforcing E-Safety at Home

We support families to:

- Use **visual prompts** and **social stories** to reinforce safe behaviours
- Create **safe digital routines** (e.g. supervised use, calming transitions)
- Encourage **open communication**, even if non-verbal (e.g. gestures, AAC)
- Recognise and respond to **non-verbal indicators of distress or confusion**

Where appropriate, we provide **home versions of AAC tools, communication boards, and visual timetables** to ensure consistency.

7.5 Inclusive Engagement

We ensure that:

- All resources are **adapted for accessibility**, including for families with limited literacy or English language proficiency
- Workshops and meetings are **welcoming, non-judgmental**, and focused on **practical support**
- Families of pupils with **complex needs** are given **individualised guidance** and opportunities to co-develop strategies

Section 8: Acceptable Use Agreements and Digital Conduct

At Willow Park School, we promote respectful, safe, and purposeful use of technology across all areas of school life. Our **Acceptable Use Agreements (AUA)** are adapted to reflect the **developmental profiles, communication needs, and learning pathways** of our pupils, and are extended to staff, parents, volunteers, and visitors.



8.1 Purpose of Acceptable Use Agreements

- To establish **clear expectations** for digital behaviour
- To promote **safe and inclusive access** to technology
- To ensure that all users understand their **responsibilities and boundaries**
- To support pupils in developing **positive digital habits** through modelling and repetition

8.2 Pupils

Given that most pupils are **pre-verbal** and working within the **Curious or Engaged pathways**, pupil AUAs are:

- Delivered through **symbol-supported visuals, social stories, and adult modelling**
- Reinforced through **daily routines, play-based learning, and trusted relationships**
- Focused on **simple, meaningful messages**, such as:
 - "Ask an adult before using a device"
 - "Don't click without help"
 - "Tell someone if something feels wrong"
 - "Use kind hands and kind words online"

Pupils are supported to **sign or symbolically agree** to their AUA using AAC, gestures, or objects of reference. These agreements are revisited regularly and embedded into the curriculum.

8.3 Staff

All staff must:

- Read and sign the **Staff Acceptable Use Agreement** annually
- Use school devices **only for professional purposes**
- Ensure devices are **secure, password-protected, and not shared**
- Model **respectful and safe digital behaviour** at all times
- Report any misuse or concerns immediately to the DSL or Headteacher

Staff are expected to **support pupils in understanding and following their own AUAs**, using developmentally appropriate strategies.

8.4 Parents and Carers

Parents are asked to:

- Read and sign the **Parent Acceptable Use Agreement**
- Support their child's understanding of safe technology use at home
- Use **symbol-supported resources** provided by the school to reinforce e-safety messages
- Report any concerns or incidents to the school promptly

We provide **accessible versions** of the AUA for families, including visuals, simplified language, and translated materials where needed.



8.5 Volunteers and Visitors

Volunteers and visitors who use school devices or networks must:

- Read and agree to the **Visitor Acceptable Use Agreement**
- Use technology **only for educational or professional purposes**
- Follow all safeguarding and data protection protocols

Where appropriate, visitors are briefed on the **specific needs of our pupils**, including communication and sensory sensitivities.

8.6 Monitoring and Enforcement

- All users are subject to **monitoring** in line with the school's filtering and safeguarding systems
- Breaches of the AUA are dealt with according to the **school's behaviour, disciplinary, and safeguarding policies**
- Pupils are supported to understand consequences through **visual prompts, social stories, and co-regulation strategies**

Section 9: Mobile Devices, Social Media, and Emerging Technologies

At Willow Park School, we recognise that mobile devices and digital platforms — including social media — present both opportunities and risks. Given the **pre-verbal and highly vulnerable profile** of our pupils, we adopt a **protective, developmentally appropriate, and proactive approach** to managing these technologies.

9.1 Pupil Use of Mobile Devices

- Pupils are **not permitted to bring mobile phones or personal devices** into school unless **explicit permission** is granted by the Headteacher for a specific educational or therapeutic purpose.
- Any permitted use is:
 - **Supervised by staff**
 - **Aligned with the pupil's communication and sensory profile**
 - **Subject to safeguarding and data protection protocols**

Breaches of this agreement are managed in line with the **school's Behaviour Policy**, with a focus on **supportive intervention** rather than punishment.

9.2 Staff Use of Mobile Devices

- Staff must use personal devices **only during non-contact time** and **never in the presence of pupils**, unless explicitly authorised for educational purposes.
- Work devices must be:
 - **Password-protected**
 - **Encrypted**



- **Used solely for professional purposes**
- **Not shared with family members or used for personal browsing**

Staff must report any **loss, breach, or misuse** of devices immediately to the Headteacher and DSL.

9.3 Social Media Conduct

Staff, parents, and visitors are expected to:

- **Model respectful and safe behaviour** on social media
- **Avoid sharing any images, videos, or information** relating to pupils or school activities without explicit permission
- **Refrain from discussing school matters** on personal platforms
- **Report any online content** that may pose a risk to pupils or staff

The school maintains **official social media channels** for communication and celebration, which are managed by designated staff and follow strict safeguarding protocols.

9.4 Use of Pupil Images on Social Media

Willow Park School recognises the importance of celebrating pupil achievements and engaging with our community. However, we are committed to safeguarding our pupils and respecting their privacy.

- Pupil images will only be used on social media where explicit parental consent has been obtained.
- We operate a "Names-No-Images / Images-No-Names" policy to prevent identification.
- Images will be carefully selected to avoid individual close-ups unless necessary and consented.
- All images will be stripped of metadata before uploading.
- Social media accounts used by the school will be closed or private, with access restricted to approved followers.
- Parents and carers may withdraw consent at any time.
- Staff responsible for social media will receive regular training on safeguarding and data protection.
- The school will conduct annual audits of social media content to ensure compliance and appropriateness.

9.5 Emerging Technologies

We regularly review the use of new technologies (e.g. apps, platforms, AI tools) to ensure they are:

- **Safe and appropriate** for pupils with SEND
- **Accessible and inclusive**, with adaptations for sensory and communication needs
- **Used under supervision**, with clear educational intent

Where new technologies are introduced, we:

- Conduct a **risk assessment**



- Provide **staff training**
- Inform and consult **families**
- Monitor usage and impact

9.6 Online Gaming and Video Platforms

Given the popularity of platforms such as YouTube, TikTok, and gaming apps, we:

- **Restrict access** to age-appropriate content only
- Use **filtered and monitored networks**
- Support pupils to engage with content through **guided exploration, adult modelling**, and **visual prompts** as appropriate to their stage of development.
- Educate families on **safe use at home**, including:
 - Setting parental controls
 - Supervising screen time
 - Recognising signs of distress or over-stimulation

Section 10: Incident Management and Safeguarding Response

At Willow Park School, we take all online safety concerns seriously. Our incident management procedures are designed to be **proactive, inclusive**, and **sensitive to the communication and emotional regulation needs** of our pupils — the majority of whom are **pre-verbal** and may express distress in non-traditional ways.

10.1 Types of Incidents

Incidents may include:

- **Accidental access** to inappropriate or harmful content
- **Cyberbullying** or peer-on-peer abuse via digital platforms
- **Online grooming**, radicalisation, or exploitation
- **Image-based abuse**, including sexting or upskirting
- **Misuse of devices**, including unauthorised access or data breaches
- **Emotional distress** linked to digital content or interactions

10.2 Reporting Mechanisms

All staff are trained to:

- Recognise **non-verbal indicators** of distress or concern
- Use **AAC tools, visual prompts**, and **trusted routines** to support pupils in expressing discomfort
- Log all incidents using the **Willow Park E-Safety Incident Log**, categorised as:
 - **Minor** (e.g. accidental clicks, inappropriate search results)
 - **Moderate** (e.g. repeated misuse, distress linked to content)



- **Serious** (e.g. safeguarding concerns, illegal content)

Staff must report incidents to:

- The **DSL** for safeguarding concerns
- The **DPO** for data-related breaches
- The **Headteacher** for serious or repeated incidents

10.3 Investigation and Response

Each incident is:

- **Logged and reviewed** by the DSL
- **Investigated sensitively**, with consideration of the pupil's developmental and communication profile
- **Discussed with families**, where appropriate
- **Escalated to external agencies** (e.g. CEOP, police, CSCS) if necessary

Where a pupil is involved, the response includes:

- **Emotional regulation support** (e.g. sensory tools, safe spaces)
- **Social stories or visual explanations** to help the pupil understand what happened
- **Restorative approaches** where appropriate, especially in cases of peer-on-peer harm

10.4 Containment and Safeguarding

In cases involving harmful or illegal content:

- The school will take **all reasonable steps to contain the incident**, including:
 - Removing or isolating devices
 - Blocking access to platforms
 - Preventing further sharing of content
- The DSL will assess whether the incident requires:
 - A **referral to children's social care**
 - **Police involvement**
 - **Multi-agency safeguarding support**

10.5 Monitoring and Review

- All incidents are **reviewed termly** by the Headteacher and DSL
- Patterns and trends are analysed to inform:
 - **Staff training**
 - **Curriculum planning**
 - **Policy updates**
 - **Family engagement strategies**



Section 11: Inclusion, Equity, and Accessibility in E-Safety

At Willow Park School, inclusion is not an add-on — it is the foundation of everything we do. Our approach to e-safety reflects our commitment to **equity, accessibility, and respect for every learner's voice**, regardless of communication ability, cognitive profile, or sensory needs.

11.1 Inclusive Ethos

We believe that:

- Every pupil has the **right to access technology safely**
- E-safety education must be **developmentally appropriate, multi-sensory, and responsive**
- Pupils with SEND may require **alternative methods** to understand, engage with, and report online risks
- Staff must be **trained and supported** to deliver inclusive digital safeguarding

This aligns with Willow Park's broader commitment to **equity, anti-discrimination, and celebrating diversity** across all protected characteristics.

11.2 Accessibility in Practice

To ensure accessibility, we:

- Use **AAC systems, visual supports, and objects of reference** to deliver e-safety messages
- Embed e-safety into **play-based learning, sensory routines, and trusted adult interactions**
- Adapt all resources to suit pupils on the **Curious, Engaged, and Flourishing pathways**
- Ensure that **physical environments, digital tools, and staff interactions** are structured to reduce anxiety and promote understanding

Examples include:

- **Symbol-supported Acceptable Use Agreements**
- **Social stories** about safe and unsafe online behaviour
- **Emotion boards** to help pupils express discomfort
- **Sensory regulation spaces** for recovery after distress

11.3 Equity in Safeguarding

We recognise that:

- Pupils with SEND may be **disproportionately targeted** online
- Some pupils may be **less able to recognise or report abuse**
- Others may be **perceived as less credible** when they do report concerns

To address this, we:



- Treat all disclosures — verbal or non-verbal — with **equal seriousness**
- Ensure **staff training** includes SEND-specific safeguarding risks
- Work with **families and external professionals** to understand each pupil's unique vulnerabilities
- Use **multi-agency approaches** to ensure pupils are protected and supported

11.4 Monitoring for Equity

We monitor:

- **Access to devices and platforms** to ensure no pupil is excluded from safe digital experiences
- **Incident logs** for patterns that may reflect bias, exclusion, or unmet needs
- **Staff practice** to ensure inclusive delivery of e-safety education

Where gaps are identified, we take **corrective action** through training, resource adaptation, or environmental changes.

Section 12: Policy Review, Governance, and Monitoring Arrangements

This policy is a **living document**, shaped by the evolving needs of our pupils, the latest statutory guidance, and the ongoing collaboration between staff, families, and governors. It is reviewed regularly to ensure it remains **fit for purpose**, especially within the context of a **SEND-specialist setting**.

12.1 Review Cycle

- This policy is formally reviewed **every two years**, with interim updates as required.
- The next scheduled review is **January 2027**, unless earlier revision is triggered by:
 - Changes in **DfE guidance or legislation**
 - Significant **safeguarding incidents**
 - Feedback from **staff, families, or external professionals**
 - Updates to the **school's curriculum pathways or digital infrastructure**

12.2 Governance Oversight

- The **Directors and Governing Board** hold strategic responsibility for ensuring the policy is:
 - Aligned with statutory safeguarding duties
 - Reflective of the school's inclusive ethos
 - Monitored for effectiveness and impact
- The **Headteacher** and **DSL** provide termly reports to governors on:
 - E-safety incidents and trends
 - Staff training and CPD



- Curriculum integration and pupil engagement
- Family partnership and feedback

12.3 Monitoring and Evaluation

- The DSL maintains a **centralised incident log**, reviewed **termly** to identify patterns and inform practice.
- Staff feedback is gathered through:
 - Safeguarding briefings
 - CPD evaluations
 - Curriculum planning reviews
- Pupil engagement is monitored through:
 - Observational assessment
 - SCERTS and Engagement Model checkpoints
 - Communication logs and pupil passports
- Family feedback is collected via:
 - Surveys and consultations
 - Home-school communication
 - Parent workshops and forums

12.4 Policy Ownership

- This policy was authored by **Alex Smythe**, Principal, in consultation with:
 - The **Designated Safeguarding Lead**
 - **Curriculum and SEND leads**
 - **Governors and external advisors**
- It reflects the unique context of **Willow Park School**, including:
 - A predominantly **pre-verbal pupil population**
 - A curriculum grounded in **play, sensory engagement, and communication**
 - A commitment to **inclusive safeguarding practice**

Section 13. Willow Park Equality Statement

At Willow Park School, we actively seek to encourage equity and equality through our teaching and our employment practices. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- age
- disability
- gender reassignment
- being married or in a civil partnership



- being pregnant or on maternity leave
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

The use of stereotypes under any of the above headings will always be challenged.

Section 14. Inclusion at Willow Park

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations for and of all children.