Detailed Progress Report for Shelton Infant School

The detailed progress report provides you with a snapshot of your current progress. The report includes your ratings for each aspect, your comments, evidence and action notes, plus recommendations for improvement.

Element A: Policy & Leadership

This element reflects the importance of having a clear vision and strategy for e-safety, with effective policies and leadership. This should be owned and understood by all stakeholders. There should be effective self evaluation, monitoring, reporting systems and sanctions.

Strand 1: Responsibilities

This strand allows schools to review the role of individuals and groups and to ensure that they have specific and clearly understood responsibilities for Online Safety and that these responsibilities are being carried out. Are all stakeholders effectively engaged? Are policies active documents that become part of the school culture?

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1 Responsibilities: Online Safety Group

Accreditation Level: **2** Your Level: **4**

Description of your Current Level
The school is in the process of establishing an Online Safety Group.

Your Evidence
Current E-safety/Online Safety Policy

Your Action Notes
Setup Online Safety Group - incorporate into the DSL Safeguarding meetings
Select Online Safety Governor
Communicate Online Safety issues/discussions as part of Governor's meetings
Identify lines of responsibility and accountability (alongside updated Online Safety Policy)
Link to School Council
Links to parents/carers from the wider community

Your Comments
Online Safety Group in process of setup to involve ICT/Computing Coordinator, SLT and Safeguarding officers in post (head teacher/Designated Safeguarding Lead and 2 other DSLs).

Recommendations for Improvement
Ensure that the Online Safety Group has staff representation and a clear brief, which is clearly stated in its terms of reference. Ensure that those involved on the committee / group can have an impact in ensuring that policies are understood and implemented.

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2 Responsibilities: Online Safety Responsibilities

Accreditation Level: **2** Your Level: **2**

Description of your Current Level
The school has a designated Online Safety Coordinator / Officer with clear responsibilities. These include leadership of

the Online Safety group, staff training and awareness. Designated persons are responsible for monitoring incidents and handling sensitive issues (including child protection). Many staff take responsibility for online safety.

Your Evidence
Current online safety policy
INSET training

Your Action Notes
Establish and develop the Online Safety Group plus the roles and responsibilities of the Online Safety representatives
Update policy to recognise these changes
Review and develop effective training for all staff including responsible governors

Your Comments
*No Online Safety Group however clear responsibilities for the ICT coordinator exist
Child protection training undertaken by all staff including online safety element

Recommendations for Improvement
Widen the Online Safety Coordinator / Officer's responsibility to include the development of an e-safety programme for the wider community (this may be delegated to others, as relevant). Develop responsibility among all staff, ensuring that they clearly understand these responsibilities and carry them out effectively.

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3 Responsibilities: Governors

Accreditation Level: **2** Your Level: **4**

Description of your Current Level
The Governors are aware that the school is developing aspects of its online safety policy and provision, but they are not involved in the development

Your Evidence
Minutes from relevant Governor's meetings
Reports to governors
Training for governors

Your Action Notes
Establish Online Safety Group
Appoint Online Safety Governor
Online Safety Governor to report to the Governing Body regularly

Your Comments
Online Safety via Online Safety policy is reviewed and approved by the Governing Body
Appoint Online Safety Governor
Include Governor responsible for Online Safety in Online Safety Group

Recommendations for Improvement
The school should involve the Governors in the development and approval of the online safety policy and ensure they understand that online safety is part of their wider safeguarding responsibilities. Ensure that online safety reports are shared with Governors.

Strand 2: Policies

This strand allows schools to review whether they have in place effective structures for making and reviewing Online Safety policies, that Online Safety is embedded in other relevant policies and that policy making is supported by effective reporting systems and sanctions. How effective are self evaluation processes? Is Online Safety regarded as a whole school issue? Is Online Safety regarded as a child welfare issue rather than simply a technical issue? Do users know how, and to whom, to

report incidents? Are they confident they will be dealt with sympathetically and rigorously? Are sanctions enforced and are they clearly known, understood and respected?

1 Policies: Policy development

Accreditation Level: **2** Your Level: **2**

Description of your Current Level
The school has an online safety policy, where roles are clearly defined. It is effective and meets the school's safeguarding obligations. It has been developed in consultation with a wide range of staff and pupils / students. There is "whole school ownership" of the policy. The policy is reviewed regularly (preferably annually).

Your Evidence
Safeguarding Policy
E-safety/Online safety policy

Your Action Notes
Align the online safety policy review cycle with the overall School Improvement Planning cycle - to ensure that they complement each other and are fully integrated.

Your Comments
Whole school approach to online safety
E-safety / online safety policy
Regular review of policy undertaken

Recommendations for Improvement
In addition to the annual review of the online safety policy, develop systems of research / monitoring to allow more frequent review (if required by incidents or developments in new technologies). Align the online safety policy review cycle with the overall School Improvement Planning cycle - to ensure that they complement each other and are fully integrated.

2 Policies: Policy Scope

Accreditation Level: **2** Your Level: **2**

Description of your Current Level
The online safety policy covers the use of the computing systems, equipment and software in school. It also covers the use of school-owned technology outside school and the use of personal technology in school. It is comprehensive in that it includes sections on roles and issues such as social networking, online-bullying, data protection, passwords, filtering, digital and video images and use of mobile devices. It establishes school expectations regarding ethics and behaviour of all users. The policy clearly states the school's commitment to act on online safety incidents outside the school that affect the well-being of staff and pupils / students.

Your Evidence
E-Safety/Online Safety Policy
Governor's meeting minutes
Information for parents on school website and in school letters.

Your Action Notes
Ensure that the policy clearly states the school's commitment to regarding online safety as a wider community issue and confirms that it will deal rigorously with out of school online safety incidents that relate to members of the school community. Establish how the school can facilitate the resolution of out of school incidents and where they feel they cannot help directly, they can signpost which agency to approach for help.

Your Comments

Online Safety Policy published on school website
Policy covers all relevant sections outlined in (2) above

Recommendations for Improvement
Consider how the online safety policy can take account of the differing needs of pupils / students in different ages and stages - does the policy take account of the maturity of the young people? Ensure that the policy clearly states the school's commitment to regarding online safety as a wider community issue and confirms that it will deal rigorously with out of school online safety incidents that relate to members of the school community. Establish how the school can facilitate the resolution of out of school incidents and where they feel they cannot help directly, they can signpost which agency to approach for help.

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3 Policies: Acceptable Use

Accreditation Level: **2**   Your Level: **2**

Description of your Current Level
Guidance on the acceptable use of technology is provided for all users of technology on the school site. These expectations are clearly and regularly communicated. The guidance is aligned with relevant existing policies and embedded within the culture of the school. Where Acceptable Use Agreements are used, these may be acknowledged by pupils / students or parents, where appropriate. It is clear to staff that acceptable use forms part of their contract. There are clear induction policies to ensure that young people and adults who are new to the school are informed of expectations of acceptable use.

Your Evidence
School e-safety / online safety policy
Induction policies/procedures
Posters in each classroom

Your Action Notes
Regular review to take into action new technologies and developments in legislation

Your Comments
Acceptable Use policy
Staff training
E-safety/online safety policy in place and regularly reviewed
Induction procedures in place

Recommendations for Improvement
Review guidance in the light of current practice, legislation and changes in technology. Consider how acceptable use guidance can take account of the differing requirements of users according to age, role and need. Consider how these messages may be continually reinforced.

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4 Policies: Self Evaluation

Accreditation Level: **2**   Your Level: **3**

Description of your Current Level
The school's wider self evaluation processes address online safety. There is reference to e-safety in documents such as self reviews, LA / external reviews, NAACE Self Review Framework. The school has identified and acknowledged some areas of strength and weakness and priorities for action.

Your Evidence
E-safety / online safety policy
ICT/Computing coordinator questionnaires

Policy reviews
All help to identify strengths and weaknesses.

Your Action Notes
Carry out surveys of parents / carers and students / pupils to help with the identification of strengths, weaknesses and priorities.
Use the recommended self review tool to broaden the school's self evaluation (NAACE ICT Self Review Framework / 360Date Protect review)

Your Comments
ICT/Computing coordinator questionnaires with pupils undertaken annually
Regular policy reviews

Recommendations for Improvement
Carry out surveys of parents / carers and students / pupils to help with the identification of strengths, weaknesses and priorities. Consider other ways in which "student voice" activities may contribute to this eg School Council discussions, VLE / website surveys. If not already in use, use the NAACE Self Review Framework / 360DataProtect self review tool to broaden the school's self evaluation.

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5 Policies: Whole School

Accreditation Level: **2**   Your Level: **2**

Description of your Current Level
There are clear and consistent links between the school online safety policy and sections of other policies / strategies where there is reference to online safety eg in the behaviour, anti-bullying, Prevent Action Plan, PHSE, Child Protection / Safeguarding and computing policies.

Your Evidence
Policy reviews
Questionnaires with pupils
Safeguarding policy
Anti-bullying policy
E-safety/online safety policy
Links to online safety websites through the school website

Your Action Notes
Reinforce online safety message through the website
Regular training for staff to ensure clear understanding
Regular reference to online safety within lessons

Your Comments
Links between online safety policy and other school policies
Online safety page of website has links to relevant organisations websites

Recommendations for Improvement
Consider how a consistent online safety message may be delivered to all members of the school community. This might be delivered and reinforced through the website, Learning Platform, newsletters, posters, awareness programmes. Check with staff and with students / pupils that they understand the Online Safety Policy and related policies.

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6 Policies: Strategies for managing unacceptable use

Accreditation Level: **2**   Your Level: **2**

Description of your Current Level

Strategies for managing unacceptable use are clearly stated in the online safety policy and relevant school policies and users are aware of these strategies. Staff and student / pupil consultation has been part of the decision making process. The school acknowledges and celebrates positive use. Users understand that the school may take action and intervene, where appropriate, in online incidents that take place beyond school. Strategies are regularly reviewed in the light of current practice and changes in technology.

Your Evidence
E-safety/online safety policy
Behaviour and anti-bullying policies
Acceptable Use agreement

Your Action Notes
Ensure regular review in light of developments in new technologies and current practise
Review must include reference to changes in technology

Your Comments
E-safety/online safety policy makes specific reference
Behaviour and anti-bullying policies do too
Acceptable Use agreement in place

Recommendations for Improvement
Implement a regular cycle of policy monitoring and review, taking into account: learning from recent incidents; changes in current practice and developments in technology.

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7 Policies: Reporting

Accreditation Level: 2 Your Level: 3

Description of your Current Level
Users understand their responsibilities to report e-safety incidents. They know and understand that there are clear systems for reporting abuse and understand that the processes must be followed rigorously. There are clear escalation processes for the handling of incidents. Reports are logged for future auditing / monitoring. Users have an understanding of how to report issues online, including to CEOP.

Your Evidence
Acceptable Use agreement
E-safety/online safety policy
Classroom posters for children

Your Action Notes
Ensure that monitoring information is used to improve e-safety policy and practice in school.
(Anonymised) monitoring information made available to authorised outside agencies eg. the LSCB e-safety group to inform and enable the development of consistent policy and practice over a local area.
Implement reporting system - eg Whisper reporting tool, Reporting Log

Your Comments
Acceptable Use Agreement in place
External agencies are involved as necessary
Whistleblowing policy

Recommendations for Improvement
Ensure that e-safety incident logs are continually monitored and analysed to identify serious issues or patterns of incidents. This monitoring information can then contribute to the review / updating of e-safety policy and practices. Further develop school reporting systems and ensure that there is a developing culture in which users have confidence that they can report incidents and that those incidents will be properly dealt with and responded to. Ensure that there are clear policies in place to report e-safety incidents in line with local child protection arrangements.

Strand 3: Communications & Communications Technologies

This strand allows schools to consider whether the Online Safety aspects related to the use of a wide range of "new technologies" has been sufficiently considered in wider policies and practice. Has the school realised and is it exploiting the educational potential of these technologies and considered how their safe use might be encouraged? Has the school encouraged professional debate and understanding about the use of these technologies?

1 Communications & Communications Technologies: Mobile Technology

Accreditation Level: **2**   Your Level: **2**

Description of your Current Level
The school has a clearly understood and accepted policy relating to the use of mobile technology that covers staff, visitors and pupil / student use and, where applicable, the use of mobile technology provided by the school. Mechanisms are in place to monitor and intervene when issues arise. Users understand the risks associated with the use of mobile technology and are encouraged to be responsible users, both in school and beyond. Where the use of personal technology eg BYOD is encouraged there should be clear guidance. In consultation with users and with parents / carers develop safe use of mobile technology to support teaching and learning.

Your Evidence
Acceptable Use policy
Online Safety Policy
Completed pupil questionnaires
Evidence of Computing coordinator's monitoring

Your Action Notes
In consultation with users and with parents / carers develop safe use of mobile technology to support teaching and learning.

Your Comments
Acceptable Use Agreement covers this as does Staff Code Of Conduct
Aligned with Online Safety Policy
Encourage use of mobile technology in lessons (tablets)
Technology Day encourages mobile device use in school
ICT/Computing Coordinator has undertaken pupil questionnaires to monitor use of mobile devices across school and outside school - where pupils have revealed their use of age-inappropriate material parents have been informed by the school

Recommendations for Improvement
In consultation with users and with parents / carers develop safe use of mobile technology to support teaching and learning.

2 Communications & Communications Technologies: Social Media

Accreditation Level: **2**   Your Level: **4**

Description of your Current Level
A policy relating to the use of social media is being developed which includes statements about a planned programme of education.

Your Evidence
Staff Code Of Conduct

Acceptable Use Agreement

Your Action Notes
Develop and implement a Social Media Policy linked to Staff Code Of Conduct and Acceptable Use Agreement
Establish social media element of Online Safety lessons

Your Comments
Staff Code Of Conduct and Acceptable Use Agreement have specific sections about digital communication and social media
Regular online safety lessons to include age-appropriate reference to social media
Coordinator questionnaires refer to use of social media

Recommendations for Improvement
Submit the social media policy for approval, inform all users - staff and students / pupils and parents / carers of the policy and its implementation, making it clear that use may be monitored. Make provision for outgoing school social media content and commentary to be moderated. Explore ways in which the school can be made aware of social media comments about it through monitoring.

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3 Communications & Communications Technologies: Digital and Video Images

Accreditation Level: **2**   Your Level: **2**

Description of your Current Level
The school has clearly understood and accepted policies relating to the use and publication of digital and video images. Parental permissions are gained when publishing personal images on the website or other publications. All members of the school understand their rights and responsibilities in the taking, use, sharing, publication and distribution of images (and in particular the risks attached). Digital images are securely stored and disposed, in accordance with the Data Protection Act.

Your Evidence
Acceptable Use Agreement
Staff Code of Conduct
Admissions forms

Your Comments
Acceptable Use Agreement has relevant section on digital images/videos
Staff Code of Conduct also does
Admissions forms - section re. use of digital images/videos

Recommendations for Improvement
In secondary schools, develop a differentiated policy so that it is relevant to the ages, stages and maturity of different groups in the school - recognising the personal rights of older students over images of themselves. Encourage the use of digital / video images to record learning and celebrate success, while taking care about the nature of the activities being recorded and to avoid the potential for young people to be identified from published images.

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4 Communications & Communications Technologies: Public Online Communications

Accreditation Level: **2**   Your Level: **2**

Description of your Current Level
The school's public online communications are used to provide information about online safety. The school celebrates its successes in this field. The school ensures that good practice has been observed in the use of these media eg. use of

digital and video images, copyright, identification of young people, publication of school calendars and personal information – ensuring that there is no risk to members of the school community, through such publications.

Your Evidence
School website
School App

Your Action Notes
Consider E-Safety Mark accreditation
Provide link to Whisper reporting tool

Your Comments
School website online safety page includes link to CEOP and ThinkUKnow websites - online reporting
Online safety risks communicated as appropriate
School app used to communicate with parents and carers

Recommendations for Improvement
Establish good review processes, to ensure that as new technologies are developed the school can respond quickly to any potential online safety threats posed by their use. Develop mature systems of e-safety awareness, so that users can easily adapt their behaviours and become responsible users of any new technologies. Consider including an online reporting process for parents and wider community to register issues and concerns to complement the internal reporting process. Consider applying for the E-Safety Mark which recognises the school's commitment to esafety. Advertise this accreditation on the school website

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5 Communications & Communications Technologies: Professional Standards

Accreditation Level: **2** Your Level: **2**

Description of your Current Level
In consultation with the staff, the school has in place policies and protocols for the use of online communication technology between the staff and other members of the school and wider community. Staff follow the relevant Professional Standards and other national guidance about these technologies. Members of staff understand the need for communication with young people, parents / carers and members of the community to take place only through official school systems (eg school email, technology platform etc) and that the communications must be professional in nature.

Your Evidence
Acceptable Use Agreement
Staff Code Of Conduct
Online Safety Policy

Your Action Notes
Ensure review processes allow for quick response to changes in technology

Your Comments
Acceptable Use Agreement, Online Safety Policy and Staff Code Of Conduct include relevant sections

Recommendations for Improvement
Establish good review processes, to ensure that as these technologies are developed the school can respond quickly to any potential online safety threats posed by their use. Develop mature systems of online safety awareness, so that users can easily adapt their behaviours and become responsible users of any such technologies. Develop the use of monitoring to ensure that the culture of the school is reflected in the highly professional nature and content of these communications and use professional debate, as necessary, to reinforce this message.

Element B: Infrastructure

This element reflects the importance of having effective systems in place to ensure the security of the school's computer systems, system users and personal data. These should be owned and understood by all users and should be subject to regular review and updating, in the light of constantly changing technology and the development of new security threats.

Strand 1: Passwords

This strand allows the school to reflect on whether its password policies are effective and whether they are clearly understood and implemented. Does the school continually review and update its practice in the light of the latest national / local guidance / requirements.

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1 Passwords: Password Security

Accreditation Level: **3**   Your Level: **4**

Description of your Current Level
The school is developing a password policy and practices to protect the security of its systems and data. A system for managing passwords is in place, with responsibilities allocated. Appropriate staff use passwords for access to networks and devices and have received training. There are age appropriate password requirements for pupil / student user access.

Your Evidence
Password policy in development
Staff passwords in place for network areas and school emails
Passwords updated via IT Technician periodically

Your Action Notes
Consult relevant guidance (national, local or organisation) on information security and passwords and ensure that the school password security policy meets up to date guidance.

Your Comments
Passwords are used across school to access the network and all staff have encrypted memory stick devices that are password protected.
Passwords are periodically updated for the network.
Secure authentification is in place for staff users accessing sensitive or vulnerable data.

Recommendations for Improvement
Consult relevant guidance (national, local or organisation) on information security and passwords and ensure that the school password security policy meets up to date guidance.

Strand 2: Services

This strand allows schools to review the security of their infrastrucure and whether it meets the latest national / local guidance / requirements. Are secure systems in place, are they known, understood and rigorously enforced? Is there adequate separation of responsibilities? Is the school confident that policy and good practice ensure that all personal data is safe from risk of loss, misuse and unauthorised access?

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1 Services: Filtering and monitoring

Accreditation Level: **2**   Your Level: **3**

Description of your Current Level
Internet access is filtered for all users and regularly updated. Illegal content (eg child sexual abuse; extreme pornography

or criminally racist or terrorist content) is filtered by actively employing illegal content lists (eg IWF CAIC list). Filtering should also include mechanisms to protect users from accessing terrorist and extremist material and prevent people being drawn into terrorism (Counter Terrorism and Securities Act 2015). Content is managed, relevant to users' needs and inappropriate content is filtered. Internet use is logged and regularly monitored.

Your Evidence
Acceptable Use Agreement

Your Action Notes
Investigate differentiated internet access for staff
Develop routes for monitoring and reporting changes
Develop filtering policy?

Your Comments
Filtering managed via IT Technician
Acceptable Use Agreement section

Recommendations for Improvement
Develop the filtering system to allow differentiated internet access for staff and customised filtering changes. Ensure that there is a separation of responsibilities and that there is regular oversight by a senior leader. Develop routes for monitoring and reporting changes to the filtering system and breaches of the filtering policy. If the school is going to allow internet access through personal mobile devices apply filtering in a way that is consistent with school practice.

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2 Services: Technical Security

Accreditation Level: 3 Your Level: 3

Description of your Current Level
The school has a clear technical security strategy, informed by internal audit. Senior Leaders are involved in and drive strategy development. Network access requires user identification for all users (where age appropriate). Devices and network equipment are physically secured and managed. Anti-virus & malware prevention is applied and regularly updated across school systems. System backups are regularly made and are an integral component of system recovery routines. The school can demonstrate an appropriate level of network resilience to external breach or attack and there are systems in place to detect and report such incidents. There are clear routines for managing security incidents that include escalation routes to appropriate authorities and external agencies.

Recommendations for Improvement
Quality assure technical support provision to evaluate effectiveness, using a Technical Support Checklist (see resources below). Support technical security strategy with staff development opportunities. Communicate expectations with staff, pupils / students, Governors and the wider school community. Develop a post incident strategy that addresses system vulnerabilities and educates / informs users. Where external technical support has been commissioned, the school needs to consider and be confident in the levels of technical security provided.

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3 Services: Data Protection

Accreditation Level: 3 Your Level: 4

Description of your Current Level
The school is developing a comprehensive Data Protection Policies. The school has paid the relevant fee to the Information Commissioner's Office (ICO). Data subjects are informed about their rights and about the use of personal data (e.g. through a Privacy Notice).

Recommendations for Improvement

Continue to consult good practice websites for guidance (e.g. School Online Safety Policy Templates / 360Data Self Review Tool / ICO guidance for schools) and use these to further develop and refine policy and practice. Plan for the appointment of a Data Protection Officer (using the responsibilities defined in the Data Protection Bill) who will lead on this aspect. Begin to identify where personal data is stored and who has access to it. Begin to develop a record of all the personal data processed by the school, logging information about the source, usage and legal basis for processing of personal data. Implement effective mechanisms for responding to Freedom of Information requests. Ensure that Governors are involved in the development and approval of Data Protection Policy and control processes. Develop staff awareness raising training on personal data responsibilities.

Element C: Education

This element reflects the importance of effective education and training for all stakeholders, in order to ensure that users know and understand the need for safe and secure use of computer systems and mobile devices – both in school and in the wider community.

Strand 1: Children & Young People

This strand allows schools to review the extent to which they adequately prepare young people to become informed and responsible users - both within and outside school. Is Online Safety fully embedded in all aspects of the school curriculum and other school activities? Does the school acknowledge and make full use of the contribution that young people can make to Online Safety in and out of school?

1 Children & Young People: Online Safety Education

Accreditation Level: 2   Your Level: 3

Description of your Current Level
A planned online safety education programme takes place. Pupils / students are aware of online safety issues and can recount how to stay safe online. A range of relevant online safety resources are used, including those that prevent people being radicalised and drawn into terrorism.

Your Evidence
Teacher planning
Curriculum Map

Your Action Notes
ICT/Computing coordinator review online safety education programmes to ensure relevant and are updated as required
ICT/Computing coordinator assess relevance of current provision in light of newer technologies etc
Review of planning and teaching to ensure it is progressive and builds upon prior learning effectively
Develop the coverage of online safety across the curriculum - in a wide range of subject areas / lessons, assemblies etc (as relevant).
Develop opportunities to assess and evaluate pupil progress.

Your Comments
Online Safety is planned and taught primarily through computing lessons.
Children can suggest ways to stay safe online and what to do/who to tell if something happens that they are unsure about or know is wrong.
CEoP resources have been traditionally used for this (Hector's World).

Recommendations for Improvement
Introduce regular evaluation of the online safety education programmes to ensure that they are relevant and are updated as required, in the light of evidence from the reviews and of ongoing developments in new technologies. Develop the

coverage of online safety across the curriculum - in a wide range of subject areas / lessons, assemblies, tutor periods, enrichment days et (as relevant). Ensure that all students in all years receive an entitlement to online safety education, that this is progressive and builds on prior learning. Develop opportunities to assess and evaluate pupil / student progress.

2 Children & Young People: Digital Literacy

Accreditation Level: 2   Your Level: 3

Description of your Current Level
Pupils / students are taught in some lessons to be critically aware of the content they access on-line and how to validate the accuracy of information. They have an understanding of research skills and the need to avoid plagiarism and uphold copyright regulations. There is evidence that functional skills to operate online in a safe and appropriate way are taught.

Your Evidence
Curriculum map
Planning
Work samples

Your Action Notes
Further establish the principles of digital research skills and how to identify/verify the validity of information found with the help of an adult. Ensure this is undertaken as appropriate across the curriculum

Begin to tackle the arena of social media at a basic level. Plan for this in ICT/Computing curriculum map.

Your Comments
Children are provided with an understanding of how to search for, identify and use information online in range of contexts.
Children are taught that content on the internet is not always a true reflection and that they need to verify the validity of information with a trusted adult.
Children are also taught in a range of contexts to use skills to research information, selecting relevant information to use in their own work. Some reference to plagiarism ("copying") is sometimes made at a basic level.
ALL OF THE ABOVE ARE DONE AT A SIMPLE, AGE-APPROPRIATE LEVEL (Infants school)

Recommendations for Improvement
Develop further opportunities for pupils / students to develop a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations. Establish how this may be introduced across the curriculum, as relevant. Develop opportunities for pupils / students to be made aware of issues related to ownership, plagiarism and copyright across all media and understand the wider social and commercial context relating to their use of technology. Introduce activities in which pupils / students can be aware of the opportunities that social media offers for collaboration and can begin to operate effectively and safely within those communities.

3 Children & Young People: The Contribution of Young People

Accreditation Level: 2   Your Level: 3

Description of your Current Level
The school acknowledges, learns from and uses the skills and knowledge of young people in the use of new technologies. These contribute to the development of its online safety strategy, particularly the policy and education programmes.

Your Evidence
Pupil knowledge - Reception Technology Day
Computing Questionnaires

Your Action Notes
Engage with Safer Internet Day activities in the future
Establish an Online Safety Group and include pupil representatives

Your Comments
School uses ICT/Computing Coordinator - pupil questionnaires to determine a general outlook on the skills and awareness of pupils. This feeds into the strategy for online safety at a basic level.
Technology Day in Reception classes helped identify skills and knowledge.

Recommendations for Improvement
Establish a consistent online safety group made up of young people of a range of ages. Use the group to evaluate current online safety education and provision and to suggest improvements. Involve young people in the school Online Safety Group (as age appropriate). Develop ways in which young people may be actively involved in delivering online safety programmes (eg. assemblies, lessons, parents sessions, peer activities, campaigns etc.).

Strand 2: Staff

This strand allows schools to review the effectiveness of their Online Safety training for staff. Do all (teaching and support) staff receive adequate and on going training and support in Online Safety to enable them to be safe and responsible users themselves and to be able educate and support young people and others in Online Safety?

① Staff: Staff Training

Accreditation Level: ③ Your Level: ④

Description of your Current Level
A planned online safety staff training programme is being developed. Child Protection / Safeguarding training will cover online safety.

Your Evidence
CPD records

Your Action Notes
Develop online safety training for staff including new starters
Investigate additional and more extensive training for Online safety officer, DSLs etc

Your Comments
Safeguarding and Child Protection training covers online safety training
DSL Lead and deputy have been to online safety training
Coordinator has attended online safety training course

Recommendations for Improvement
Embed online safety training and ensure that online safety issues are covered in Child Protection / Safeguarding training eg Prevent and vice versa. Carry out audits of online safety training needs. Include online safety training in the induction programme for new staff. Ensure that key members of staff (eg Online Safety Officer, Child Protection Officer, Data Officer) receive more specific training that is beyond just simply awareness training. Consider how the Online Safety Officer's expertise can be developed through research, conferences, membership of expert groups etc.

Strand 3: Governors

This strand allows schools to review the effectiveness of Online Safety awareness training for Governors. Are all Governors aware, through training, of their responsibilities and of Online Safety issues? Are Governors adequately prepared for their Online Safety monitoring role?

1 Governors: Governor Training

Accreditation Level: **3**   Your Level: **4**

Description of your Current Level
Opportunities for Governor online safety education are being explored.

Your Action Notes
Appoint Online Safety Governor
Investigate/Provide opportunities for Online Safety governor to attend Online Safety training

Your Comments
Online Safety Governor role being explored
Training opportunities for governors being explored

Recommendations for Improvement
Provide opportunities for online safety education for Governors - either through an in-school programme or by encouraging Governors to attend online safety education sessions eg attendance at staff training in school or provided by others eg Local Authority Governor Support teams or similar. Ensure that at least one Governor is involved.

Strand 4: Parents & Carers

This strand allows schools to review the extent to which they involve parents and carers in Online Safety awareness and the effectiveness of this provision. Does the school acknowledge the importance of parents and carers in Online Safety education and the monitoring / regulation of the children's on-line experiences (particularly out of school)? Does it provide sufficient opportunities to provide information and support to parents and carers to allow them to carry out this role?

1 Parents & Carers: Parental Engagement

Accreditation Level: **2**   Your Level: **3**

Description of your Current Level
The school provides some opportunities for parents to receive information or education about online safety. The school has run events / meetings for parents and carers and has referenced online safety issues in communications (eg newsletter, website, social media). Parents are aware of and have acknowledged the Pupil / Student Acceptable Use Agreement, where appropriate.

Your Evidence
School website
Admissions forms

Your Action Notes
Provide regular online safety education opportunities for parents/carers

Your Comments
Parents/carers have been provided with information about online safety
School website provides links to online safety reporting systems and other websites (Childnet, CEOP, ThinkUKnow)
Admissions form refers directly to Acceptable Use and other online safety elements

Recommendations for Improvement
Provide regular opportunities to provide information or education for parents. Develop a culture in which the school understands the importance of the role of parents and carers in online safety education and in the monitoring / regulation of the children's on-line experiences (particularly out of school). Make parents and carers aware of who they should contact if they are worried about online safety issues. Begin to measure the effectiveness of parent online safety

events / communications.

Strand 5: Community

This strand allows schools to review the effectiveness of its monitoring and the impact on policy and practice. Has provision for monitoring , recording and reporting been built into the Online Safety policy and practice? Does the school have ways in which it can measure the effectiveness of the Online Safety policy and provision? Is there a commitment to working with other schools and agencies to share evidence of impact and help ensure the development of a consistent and effective local Online Safety strategy.

1 Community: Community Engagement

Accreditation Level: **3**   Your Level: **4**

Description of your Current Level
The school is developing opportunities to communicate and share best practice with the wider community.

Your Evidence
School website

Your Action Notes
Develop a more structured approach to Community Engagement
Investigate links to other groups within the wider community esp. with other schools

Your Comments
School website shares school's online safety approach

Recommendations for Improvement
Ensure that there are some opportunities for the school to share its expertise and provision to support, guide and advise members of the wider community about online safety. This may be through the website, newsletters or other written information or through awareness raising sessions organised by / at the school. Explore sources of local expertise to inform your strategy. This may also include online safety projects with other schools / organisations.

Element D: Standards & Inspection

This element reflects the importance of schools knowing how the effectiveness of their policies and practice is impacting on e-safety outcomes. Has the school considered how it will monitor and is monitoring embedded in practice?

Strand 1: Monitoring

This strand allows schools to review the effectiveness of its monitoring and the impact on policy and practice. Has provision for monitoring , recording and reporting been built into the Online Safety policy and practice? Does the school have ways in which it can measure the effectiveness of the Online Safety policy and provision? Is there a commitment to working with other schools and agencies to share evidence of impact and help ensure the development of a consistent and effective local Online Safety strategy.

1 Monitoring: Monitoring and recording of online safety incidents

Accreditation Level: **3**   Your Level: **3**

Description of your Current Level

Monitoring of online safety incidents takes place and records are kept, as part of the school's normal monitoring and recording processes (eg child protection / behaviour). Where monitoring identifies safeguarding issues, interventions are appropriate and effective. The records are reviewed / audited and reported to the school's senior leaders and escalated to external agencies where appropriate. Parents are informed of online safety incidents, as relevant.

Your Evidence
Incident logs/reports
Minutes of relevant meetings (governors meetings)

Your Action Notes
Assess / review systems to report to parents, ensuring clear, robust systems are in place.

Your Comments
As per Safeguarding policy all incidents of online safety will be reported and logged.
DSL take led role in such incidents.
Governors are involved as appropriate.

Recommendations for Improvement
Extend the reporting of monitoring records to Governors. Introduce discrete / specific monitoring and recording of online safety incidents.

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2 Monitoring: Impact of the online safety policy and practice

Accreditation Level: **3**   Your Level: **3**

Description of your Current Level
The impact of the online safety policy and practice is evaluated through the review of online safety incident logs, behaviour logs, surveys of staff, students / pupils, parents / carers. There is evidence that the school online safety strategy is validated or improved by these evaluations.

Your Evidence
Review of incidents
Updates to policy
Training records
Pupil questionnaires

Your Action Notes
Establlish Online Safety Group
Employ external agencies to offer training and advice
Review effectiveness of training etc

Your Comments
Policy is regularly reviewed
Pupil questionnaires
Meeting minutes - Governors meetings

Recommendations for Improvement
The Online Safety Group should review the impact of support received from external agencies, with regard to online safety. Online safety policies and education / awareness / training programmes should be reviewed and amended in the light of evidence provided by monitoring. Establish a balanced professional debate about the evidence taken from the logs and the impact of preventative work eg online safety education, awareness and training.

Report generated by Daniel Kershaw at 12:06 on 05/06/2018

* The accreditation level is the level that you need to reach for this aspect, before you can apply to be accredited.