



Action Plan Report

Name: Greengate Lane Academy

Organisation ID: 3732305

Type: Academies

Local Authority: Sheffield

Multi-Academy Trust: Astrea Academy Trust

Phase: Primary

Registered: 02/02/2016

Last Update: 20/11/2023

Last Login: 20/11/2023

Aspects Complete: 21 / 21

Level: **2.3**

Progress:  100%

Online Safety Responsibilities

 Level: 2  National: 2.7  Progress: 100% 

This aspect describes the roles of those responsible for the school's online safety strategy including senior leaders, designated safeguarding leads (DSL), IT service provider and governors/proprietors/directors/trustees (referred to in this tool as governors).

▶ Your Level: Level 2

Building on Level 3: ● The DSL/OSL is responsible for: the leadership of the Online Safety Group and for online safety staff training and awareness. ● The DSL oversees the filtering and monitoring systems and acts on reports and concerns. ● All staff are aware of their responsibilities for online safety. ● A Governor is part of the Online Safety Group and is able to provide support and critical challenge to the school on policy and practice. ● The Governors ensure that online safety is a running and interrelated theme in safeguarding and related policies and procedures. This includes planning the online safety curriculum, training and allocating roles and responsibilities. ● Governors allocate financial and staffing resources to provide online safety education. ● The school's IT service provider is clear about its technical responsibilities, in line with school policy.

▶ Current Position

Online safety lead is Kara Robinson.

Online safety is taught through PSHE and practiced within our computing curriculum

Online safety is discussed regularly with children and staff

▶ Evidence

OSL takes annual refresher training

OSL can offer learning sessions to staff and parents

Online safety policy in place

Incident report logs as part of safeguarding procedures

Information is shared with parents via the website

▶ Recommendations for Improvement

The DSL/OSL's responsibility should include the development of an online safety programme for the wider community, delegated to others, where relevant.

Ensure all staff and Governors clearly understand their responsibilities and carry them out effectively. Ensure Governors receive regular monitoring reports of the

implementation of the online safety policy. Encourage Governors to take a wider role in the promotion of online safety in the wider community.

► **Improvement Plan**

Continue to access updated information

Continue to offer training sessions and meetings to both staff, parents and the wider community

Ask LGC to challenge re the teaching of OS

KR Online Safety Group

■ Level: 3 ■ National: 3.5 ■ Progress: 100%



This aspect describes how the school manages and informs their online safety strategy, involving a group with wide representation that builds sustainability and ownership.

► **Your Level: Level 3**

● The school has an Online Safety Group ● There is staff representation ● There is a clear brief

► **Current Position**

The academy has an Online Safety lead who attends regular training and receives bulletins related to online safety

The SLT - made up of the Principal and 2 Asst. Heads are aware of the importance of online safety and its link to other safeguarding issues. They are also responsible for ensuring that online safety continues to be embedded in the curriculum and extra curriculum activities

The governors are briefed on online safety at meetings where relevant

► **Evidence**

ThinkUKnow

CEOP

Safeguarding Sheffield Children Board

Training

Staff awareness

► **Recommendations for Improvement**

Having established an Online Safety Group with staff representation, ensure that this involves all groups of staff including SLT and DSL representation and teaching and support staff. Invite representation from Governors and learners, to widen the work of the group and to provide greater accountability. Agree frequency of group meetings and identify future dates

► Improvement Plan

Continue to provide up to date information to staff, pupils, governors, parents/carers and the wider community

KR Professional Standards

■ Level: 2 ■ National: 2.5 ■ Progress: 100% 

This aspect describes how staff use of online communication technology complies with legal requirements, school policy and professional standards.

▶ **Your Level: Level 2**

Building on Level 3: ● Members of staff understand that communication with young people, parents / carers and members of the community should only take place through officially sanctioned school mechanisms. ● The nature of these communications must be professional.

▶ **Current Position**

Establish review processes to ensure that the school can respond quickly to any potential threats posed by developments in online technology. Develop mature systems of online safety awareness, so that users can easily adapt their behaviours and become responsible users of any such technologies.

▶ **Evidence**

CPoms entries
safeguarding curriculum
BASI meetings

▶ **Recommendations for Improvement**

Establish review processes to ensure that the school can respond quickly to any potential threats posed by developments in online technology. Develop mature systems of online safety awareness, so that users can easily adapt their behaviours and become responsible users of any such technologies. Use monitoring to ensure that the culture of the school is reflected in the highly professional nature and content of these communications. Encourage professional dialogue that informs policy and practice.

▶ **Improvement Plan**

Use monitoring to ensure that the culture of the school is reflected in the highly professional nature and content of these communications. Encourage professional dialogue that informs policy and practice.

Policy and Leadership > Policy

Acceptable Use

 Level: 3  National: 2.4  Progress: 100%



This aspect considers how a school communicates its expectations for acceptable use of technology; related behaviours and the steps toward successfully implementing them in a school. This is supported by evidence of users' awareness of their responsibilities.

► Your Level: Level 3

● Acceptable use expectations are regularly and effectively 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 learners 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. ● Young people are consulted and inform policy

► Current Position

AUP use policy has been shared with staff, pupils and parents
Staff refer to this during IT lessons

► Evidence

AUP displayed in all classrooms

► Recommendations for Improvement

Explore a variety of routes to communicate acceptable use policy. These might include: home-school agreements; surveys; computer splash screens; posters displayed where technology is used; newsletters; website; social media; events programmes. Ensure that education programmes for all users refer to acceptable use. The school might also explore acceptable use agreements as a way of communicating and acknowledging their expectations. Review staff contracts / handbooks to include acceptable use. Ensure that induction policies and practice guarantee that young people and adults who are new to the school are informed of expectations of acceptable use. Encourage ownership of the acceptable use policy by encouraging learners to contribute their opinions, ideas and needs to its development (See Aspect B 1.3 “Contribution of Learners”)

► Improvement Plan

Share policies with stakeholders

Reporting and Responding

 Level: 3  National: 2.9  Progress: 100% 

This aspect describes the routes and mechanisms the school provides for its community to report abuse and misuse and its effective management. Additionally, how the school develops its awareness of emerging issues and understands the safeguarding implications e.g. Online sexual abuse.

► Your Level: Level 3

● Users understand their responsibilities to report online safety incidents. ● They know and understand that there are clear systems for reporting abuse. (e.g. SWGfL Whisper Anonymous Reporting Tool) and understand that the processes

must be followed rigorously. ● Strategies for managing unacceptable use are clearly stated in the online safety policy and related policies ● There are clear escalation processes for the handling of incidents. ● Reports are logged for future auditing / monitoring. ● Reporting develops the school's awareness of emerging threats and issues e.g. online sexual behaviour ● Users are aware of these school strategies and also have an understanding of how to report issues to online platforms and services eg SWGfL Swiggle Child Friendly Searching and Reporting or UK Safer Internet Centre Reporting Harmful Content platform

► **Current Position**

Ensure that online 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 online safety policy and practices. Consider how the school can develop a culture under which users understand and accept strategies for managing online behaviour and adopting positive attitudes. Develop an awareness among users that the school may take action and intervene, where appropriate, in online incidents that take place beyond school.

► **Evidence**

CPoms

BASI

► **Recommendations for Improvement**

Ensure that online 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 online safety policy and practices. Further enhance school reporting systems and ensure there is a developing culture in which users have confidence in reporting incidents and that those incidents will be properly dealt with and responded to. Consider how the school can develop a culture under which users understand and accept strategies for managing online behaviour and adopting positive attitudes. Involve the school community in consultation when establishing these strategies. Communicate this through: surveys; newsletters; website; social media; sanction matrices from SWGfL Template Policies and behavioural education programmes. Develop an awareness among users that the school may take action and intervene, where appropriate, in online incidents that take place beyond school.

► **Improvement Plan**

Communicate this through: surveys; newsletters; website; social media; sanction matrices from SWGfL Template Policies and behavioural education programmes. Develop an awareness among users that the school may take action and intervene, where appropriate, in online incidents that take place beyond school.



Online Safety Policy

Level: 2

National: 2.3

Progress: 100%



This aspect describes effective online safety policy; its relevance to current social and education developments; its alignment with other relevant school policies and the extent to which it is embedded in practice.

► Your Level: Level 2

Building on Level 3: • The policy clearly defines roles and responsibilities • There is “whole school ownership” of the policy. • The policy is updated regularly (preferably annually). • 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 learners. • There is clear cross-referencing between the school online safety policy and other relevant school policies

► Current Position

Policy in place needs reviewing and updating

Policy covers all aspects of technology in school need to link with ICT curriculum

The policy also covers issues surrounding the use of personal items in school

School expectations are clear

Policy outlines the current online safety issues for the children at Greengate lane

► Evidence

Online safety policy updated annually

Links to safeguarding, AUP, behaviour policies - links available in policy

► Recommendations for Improvement

Develop systems of research / monitoring to allow more frequent and informed policy review. Align the online safety policy review cycle with the overall school improvement planning cycle. Ensure that policy recognises and informs the different requirements of learners in terms of age, role and need.. 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.

► Improvement Plan

Continue to update policy regularly in line with contextual issues, new technologies and concerns

Disseminate knowledge to all staff and pupils

Sign post parents to updated policy, safeguarding curriculum and online safety updates



Online Safety Education Programme

Level: 2

National: 2.6

Progress: 100%



This aspect describes how the school builds resilience in its learners through an effective online safety education programme, that may be planned discretely and/or through other areas of the curriculum.

► Your Level: Level 2

Building on Level 3: ● A planned online safety education programme takes place through a range of curriculum opportunities ● The statutory entitlement of learners in all year groups is met by a programme that is mapped and regularly reviewed. ● The online safety education programme includes all personal, social and cultural aspects of online safety education as defined in UKCIS framework Education for a Connected World ● There is progression where lessons build on prior learning. ● A more personalised or contextualised approach to online safety is provided for more vulnerable learners e.g. victims of abuse and SEND. ● There are opportunities to assess and evaluate learners' progress e.g. using the Knowledge Map Feature in ProjectEVOLVE

► Current Position

Online Safety is part of our PSHE curriculum.

We teach to prevent incidents however we are responsive should any incidents happen, in school or at home

Online safety is practiced, where appropriate, through our IT curriculum

We have a teacher who leads IT in school and takes part in additional training

► Evidence

Lesson planning is in place

Learning objectives are set and reviewed by the teacher

We take part in internet safety week every year

Pupils are able to use iPads as part of our IT provision

Pupils also have IT lessons each week where they are building and developing their IT skills across gaming, coding and research

► Recommendations for Improvement

Establish the online safety education programme in all relevant aspects of the curriculum and in extended provision. Plan differentiated activities to meet learner needs. Evaluate the effectiveness of the programmes and ensure that online safety. Messages are up-to-date and regularly reviewed to reflect current issues. Involve learners in the delivery and review of these programmes.

► Improvement Plan

Continue to develop our IT provision alongside the online safety requirements to ensure that the academy is up to date with new trends, new technology and understanding of online safety issues.

Continue to extend knowledge within the wider community

Complete IT audit to see where funding and resources are needed
IT Audit will highlight areas where improvement is needed including access for Y6 pupils to transition ready for Secondary school.

KR Contribution of Young People

■ Level: 2 ■ National: 3.1 ■ Progress: 100% 

This aspect describes how the school encourages a culture of listening to learners and takes account of their wishes and feelings. Also, how it maximises the potential of learners' knowledge and skills in shaping online safety strategy for the school community and how this contributes positively to the personal development of learners. Does the school understand the difficulties that some learners may have in approaching staff about their circumstances and has it developed trusted relationships that facilitate communication?

► **Your Level: Level 2**

Building on Level 3: ● There are mechanisms to canvass learner feedback and opinion. ● The contribution of learners significantly informs school online safety strategy, including policy review and online safety education programmes. ● The school involves learners in delivering its online safety campaigns and uses the support of peer groups. ● There is evidence that learners' involvement contributes positively to their own personal development ● The school understands the difficulties that some learners may have in approaching staff about their circumstances and has developed trusted relationships that facilitate communication.

► **Current Position**

Safer Internet Day
School council
Resources
Assemblies
Lessons
PSHRE lessons

► **Evidence**

Lesson plans
Assemblies
School website

► **Recommendations for Improvement**

Raise the profile of young people's role in the planning and delivery of online safety awareness programmes. Encourage young people to enter competitions/award programmes e.g. [Safer Internet Day](#). Investigate ways in which young people might help with online safety work in partner schools or with younger year groups e.g. secondary age children working with primary pupils. Further develop peer mentoring groups in support of effective reporting routes.

► **Improvement Plan**

Continue to involve children in the process
Further develop Q&A sessions
Class discussion - invite parents/carers - to engage with children about Online safety

Education > Adults and Agencies

KR Families  Level: 2  National: 2.8  Progress: 100% 

This aspect describes how the school educates and informs parents and carers on issues relating to online safety, including support for establishing effective online safety strategies for the family.

► **Your Level: Level 2**

Building on Level 3: ● The school provides regular opportunities for parents and carers to receive information or education about online safety. ● There is evidence that parent and carers online safety events/communications are effective. ● There are clear routes for parents and carers to report issues. ● Parents are confident that the school can support them with online safety issues or signpost additional support and advice.

► Current Position

Online safety is high on the school agenda - integrated into the curriculum and parental sessions are offered

Parents are signposted to ThinkUKnow and other sites

Parents are informed of the ways they can report incidents

Regular updates for keeping children safe online shared via the website

► Evidence

Information sharing at parent's evening and time for discussions if needed

Resources available to all parents and children

Ensure that parents and carers know about the school's complaints procedure and how to use it effectively

Information shared on the website and this is signposted to

Investigate ways in which the school can be effective in engaging "hard to reach" parents in online safety programmes and implement some of these ideas.

► Recommendations for Improvement

Identify a parent/carer representative and invite them to regularly attend the online safety group (Aspect A1.2 Online Safety Group). Ensure that parents and carers know about the school's complaints procedure and how to use it effectively. Investigate ways in which the school can be effective in engaging "hard to reach" parents in online safety programmes and implement some of these ideas e.g. [Strategies for Parental Engagement](#), or [How to involve hard to reach parents from NCSL](#). Support parents and carers to monitor and regulate their children's online experiences through a range of parental engagement programmes such as courses, events, information sessions and [checklists](#).

► Improvement Plan

Offer more sessions in order that parents (and community) are able to attend

Publicise the sessions to increase take up



This aspect describes the effectiveness of the school's online safety staff development programme and how it prepares and empowers all staff to educate and intervene in issues when they arise.

► Your Level: Level 2

Building on Level 3: ● DSLs (and other key staff that support them) can evidence that they have accessed appropriate training and/or support to ensure they understand the unique risks associated with online safety, can recognise the additional risks that learners with SEN and disabilities (SEND) face online, and have the relevant knowledge and up to date capability required to keep children safe online ● There are up to date records of (at least annual) online safety training and updates for staff. ● All staff are confident, informed and consistent

in dealing with online safeguarding issues affecting learners, including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

► **Current Position**

Staff receive up to date information regarding online safety

Online safety lead and DSLs have received additional online safety training

All staff have an annual safeguarding update which includes online safety, social media

Online safety training is completed bi-annually for all staff. New staff complete as part of their induction

All staff have an annual PREVENT training. this was through Gov.com

► **Evidence**

Individual training logs

All training is recorded and the employee signs to confirm they have taken part

► **Recommendations for Improvement**

Develop a culture in which the staff support each other in sharing knowledge and good practice about online safety. Encourage staff to take enhanced/accredited online safety courses / modules e.g . [European Pedagogical ICT Licence \(EPICT\)](#) [Online Safety Certificate or equivalent](#). Develop robust routines for the evaluation of online safety training and ensure that this informs subsequent practice.

Consider integrating staff online safety development needs through performance management, where relevant.

► **Improvement Plan**

Introduce further training opportunities - performance management should highlight this

Progression of PREVENT to include wider learning

Staff share their knowledge and experience with each other; there are opportunities to undertake online safety training

Online Safety Lead to identify and recommend additional training for all staff

Teachers to continue to keep up to date with relevant information

Online Safety Lead to undertake external online safety training e.g. National College, Sheffield Safeguarding Children

KR **Governors**

■ Level: 3 ■ National: 3.4 ■ Progress: 100%



This aspect describes the school's provision for the online safety education of Governors to support them in the execution of their role.

▶ **Your Level: Level 3**

● The school has identified or provided online safety education opportunities for Governors and at least one Governor has attended. ● There is evidence that the training has impacted on the effectiveness of the Governor's role in responding to online safeguarding incidents reported to them.

▶ **Current Position**

All governors have been signposted to the National College Online Safety The Safeguarding Governor is trained in all aspects of safeguarding including online safety
Share best practice

▶ **Evidence**

Inclusion in training opportunities
Attendance at discussion sessions
Online safety resources and newsletters

▶ **Recommendations for Improvement**

Ensure that the impact of online safety education is spread more widely across the Governing Body. Support Governors in their ability and opportunity to challenge online safety policy and practice. This could be: clearly advertised online safety education opportunities e.g [UK Safer Internet Centre Online Safety Live events](#); invitations to school inset; online training materials e.g. [SWGfL Governor Training](#). Ensure that a governor (and preferably more than one governor) receives training to enable them to carry out the Governor's strategic responsibility for filtering and monitoring and the ability to check that the DfE filtering and monitoring standards are being met. A governor should also have received, at least, basic cyber-security training (KCSIE)

▶ **Improvement Plan**

Identify appropriate training for LGC members
Share best practice

KR **Agencies** ■ Level: 2 ■ National: 3.5 ■ Progress: 100%



This aspect describes how the school communicates and shares best practice with the wider community including local people, agencies and organisations.

► Your Level: Level 2

Building on Level 3: ● Safer Internet Day acts as a focus for the school to engage with the wider community and other agencies. ● Plans are in place to increase community involvement with other local groups e.g. early years settings, youth groups, voluntary groups, libraries, police, health and support their development through the use of SWGfL online safety planning tools e.g. 360 Early Years and 360 Groups

► Current Position

Newsletters highlight our commitment to online safety both in school and in the wider community

Online safety is included on our school website and regular updates are include Use of 360 review tool

Safer Internet day highlights the need within our community to promote online safety

► Evidence

Newsletters

Online safety newsletters

Website

online safety training refresher every year - up to date information

safeguarding training

► Recommendations for Improvement

Develop a culture in which the school recognises the significant role that the local community can play in improving the quality of education and levels of aspiration. Wherever possible involve members of the local community in the planning of community programmes and in the delivery of programmes in school. Invite external expertise to contribute to your strategy.

► Improvement Plan

Work with others to increase parental engagement

Offer open sessions for families and community to discuss relevant issues and concerns

Support families and community who may need resources and training

Technology

Data Security

 Level: 1  National: 2.9  Progress: 100%



This aspect describes the school's compliance with Data Protection legislation and how it manages personal data. It describes the ability of the school to effectively

control practice through the implementation of policy, procedure and education of all users from administration to curriculum use.

► Your Level: Level 1

Building on levels 3 & 2: ● The school has data retention policy and processes in place, safely disposing of data as defined. ● There is an effective procedure in place for maintaining audit logs and for reporting, managing and recovering from information risk incidents. ● The recording of subject access requests and data breaches is exemplary. ● Breaches are assessed for impact and inform data protection strategy. ● The school actively ensures that there is 'data protection by design' when starting any new processing activity.

► Current Position

We have a data retention policy in place in line with guidelines

Data is safely disposed of in a safe and/or secure manner

Audit logs are used in the event of a breach and are maintained - this forms part of our Safeguarding Audit

Any SAR or data breach is recorded within GDPR site and also passed to our DO

Breaches are assessed and the outcomes recorded

Staff undertake GDPR training every year

► Evidence

Policies include - Data Retention, GDPR, Data Protection, Publication Scheme & FOI, Privacy Notices

Audit records

Training records

All sensitive data is shared via email through Anycomms

► Improvement Plan

To continue to ensure that Data Security is kept at a high standard

Ensure that new staff are well aware of the requirements at the inductions stage

Ensure that current staff are updated annually

Continue with audits annually and mid year

📡 Technology ► Infrastructure



Filtering

■ Level: 3

■ National: 2.2

■ Progress: 100%



This aspect covers a school's ability to manage access to content across its systems for all users.

► Your Level: Level 3

● Appropriate filtering is implemented. ● Users are able to report

inappropriate content ● Filtering logs are reviewed. ● The implemented filtering

system blocks harmful and inappropriate content, without over-blocking resulting

in reduced access to teaching and learning materials. ● There is a defined process that allows the school to request/make changes to the filtering settings. ● All school-owned devices have filtering systems in place, including mobile devices. ● The DSL and school's IT service provider have checked and confirmed that filtering is effective.

► **Current Position**

Network level filtering is implemented.

Illegal online content is blocked through the Smoothwall

Filtering also includes mechanisms to block users from accessing terrorist and extremist material through the use of the "police assessed list of unlawful terrorist content, produced on behalf of the Home Office".

In line with filtering policy, the school can request or directly manage access to specific content.

Users are able to report inappropriate content

Filtering logs are reviewed.

► **Evidence**

Sophos sends reports to DSL&DDSL

Children and staff cannot access inappropriate content on school devices

Staff do not use school wifi on their personal devices

► **Recommendations for Improvement**

Review the [filtering standards for schools and colleges](#) from the Department for Education. Make use of the guidance provided by the [UK Safer Internet Centre](#) on [Appropriate Filtering](#) to ensure filtering system features meet the needs of the school through the standards provided in that guidance. Develop the filtering system to allow differentiated internet access for staff and customised filtering changes. Ensure that there is a separation of responsibilities when reviewing filtering logs and that there is regular oversight by a senior leader or safeguarding lead. Develop effective routes for 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 policy and practice. There is a safeguarding rationale for the filtering approach implemented in the school and defined by the filtering policy. Work with the filtering provider to access training to develop a deeper knowledge of the implemented system. Define and develop a process for ensuring prompt safeguarding intervention when the system generates reports. Make regular use of [Testfiltering.com](#) and other mechanisms to ensure that all devices receive the same level of filtering and that the filtering system is operating in line with your expectation.

► **Improvement Plan**

Filtering logs are reviewed.

Level: 3 National: 2.3 Progress: 100%



This aspect considers how a school monitors internet and network use and how it is alerted to breaches of the acceptable use policy and safeguards individuals at risk of harm. Monitoring may be: physical supervision, software-based supervision, using network-level monitoring tools, or a combination of these.

► Your Level: Level 3

● An appropriate monitoring strategy for all users has been agreed and referenced in the online safety policy ● All users are aware that internet and network access is monitored ● Where access is monitored physically by staff, protocols are in place for staff to intervene and report misuse. ● Staff know how to report an issue. ● Where technical monitoring is in place, these systems are up to date and managed ● The DSL/safeguarding team has access to monitoring logs/alerts which are reviewed and acted upon

► Current Position

An appropriate monitoring strategy for all users has been agreed and referenced in the online safety policy

All users are aware that internet and network access is monitored

Where access is monitored physically by staff, protocols are in place for staff to intervene and report misuse.

Where network monitoring has a technical solution, these systems are up to date and managed

The school has access to monitoring logs/alerts which are reviewed and acted upon

► Evidence

Staff and children now that all devices are monitored

Teachers and support staff physically monitor children's use of devices and report on CPoms/speak to DSL

Netsupport DNA

The school has access to monitoring logs/alerts

► Recommendations for Improvement

Review the [monitoring standards for schools and colleges](#) from the Department for Education. Make use of the guidance provided by the [UK Safer Internet Centre on Appropriate Monitoring](#) to ensure monitoring strategy features meet the needs of the school through the standards provided in that guidance.

Nominate a member of staff with responsibility for leading school monitoring strategy and processes. This might be the school online safety lead supported by technical/network staff. If using automated technical monitoring systems, ensure the features of that system allow alerts to be matched to users and/or devices. These systems should also allow managers to prioritise alerts that indicate potential harm to users. These alerts should be managed in a way that is

consistent with current safeguarding policy and practice. Details of monitoring system features from self-registered providers can be found on the [UK Safer Internet Centre Provider Response Information](#) site.

► **Improvement Plan**

The school has access to monitoring logs/alerts which are reviewed and acted upon, independent users can be identified

KR **Technical Security**

■ Level: **3** ■ National: **2.8** ■ Progress: **100%**



This aspect describes the ability of the school to ensure they have the appropriate level of security protections regarding the technical and physical security of and access to school networks and devices to protect the school and its users.

► **Your Level: Level 3**

- The school has a clear technical security strategy, informed by internal audit and driven by Senior Leaders.
- Network access requires user identification and users are allocated access to required resources.
- System security training for all staff users and (where age/access appropriate) other users.
- A password policy is in place and clearly communicated, reinforced through the curriculum.
- 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.
- The school has defined a process for escalating security incidents.
- The school has assessed the impact of potential loss of service or data.

► **Current Position**

The school has a clear technical security strategy, informed by internal audit and driven by Senior Leaders.

Network access requires user identification and users are allocated access to required resources.

A password policy is in place and clearly communicated, reinforced through the curriculum.

There is a process available to users to recover/reset passwords.

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.

The school has defined a process for escalating security incidents.

The school has assessed the impact of potential loss of service or data.

► **Evidence**

Principal/DDSL is online safety lead

All staff have individual passwords, children access Seesaw through QR codes

Children have individual passwords for their emails accounts

Email passwords can reset centrally

IPads and laptops are stored in locked trolleys, school server is in a locked cupboard

System back up is done manually

► **Recommendations for Improvement**




For schools in England, make use of the DfE CyberSecure tool to review and action plan for improvements in this area. Review the [NCSC for schools](#) advice and guidance. Support technical security strategy with staff development opportunities. Where external technical support has been commissioned, the school needs to consider and be confident in the levels of technical security provided. Continue to use the impact assessment to drive further improvements. Develop a post incident strategy that addresses system vulnerabilities and educates/informs users. In partnership with technical solution providers, perform tests to identify the resilience of the network and the ability of the network to identify and control incidents. Ensure there are clear procedures for issuing new passwords with enforced changes at first login. Embed awareness of the policies and system access amongst users, including through the curriculum. Scope a range of encryption services for sensitive data or remote access that can provide systems to meet the required use and following best-practice principles, select and implement a service. Research recent guidance on [Cyber Security in Schools](#).

► Improvement Plan

Individual passwords for iPads
How often is the system being backed up?

Technology ► Practice

Digital and Video Images

 Level: 2  National: 2.4  Progress: 100% 

This aspect describes how the school manages the use and publication of digital and video images in relation to the requirements of the current data protection legislation.

► Your Level: Level 2

Building on level 3: ● The school has clearly understood and accepted policies relating to the use and publication of digital and video images. ● The policies also reference the use of digital images by learners as part of their learning. ● Parental permissions are gained when publishing personal images on the website or other publications. ● Parents are provided with guidance regarding their use and publication of digital image and video at school events. ● All members of the school understand their rights and responsibilities in the taking, use, sharing, publication and distribution of images (in particular safeguarding risks). ● Digital images are securely stored and disposed, in accordance with the Data Protection Act.

► Current Position

The school has clearly understood and accepted policies relating to the use and publication of digital and video images.

The policies also reference the use of digital images by learners as part of their learning.

Parental permissions are gained when publishing personal images on the website or other publications.

Parents are provided with guidance regarding their use and publication of digital image and video at school events.

All members of the school understand their rights and responsibilities in the taking, use, sharing, publication and distribution of images (in particular safeguarding risks).

Digital images are securely stored and disposed, in accordance with the Data Protection Act.


► Evidence

Staff ensure that permission has been given before publishing images
Office staff ensure permission information is regularly updated and shared with

staff

Those who run clubs across years, seek permission for images before publishing

► Recommendations for Improvement

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 learners and staff regarding 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 learners to be at risk from published images. Ensure the safe and responsible use of digital and video images is taught as part of the school's online safety education programme. [UKCIS framework "Education for a Connected World"](#)  strand on Privacy and Security acts as a useful age-related guide.

► Improvement Plan

Policies are regularly updated and shared with all stakeholders

Mobile Technology

 Level: 1  National: 2.6  Progress: 100% 

This aspect considers the benefits and challenges of mobile technologies. This includes not only school provided technology, but also personal technology eg "BYOD".

► Your Level: Level 1

Building on levels 3 & 2: ● For mobile devices commissioned to the school network, systems are in place to manage access to content; monitor use and intervene when issues arise. ● The school has capitalised on the educational potential of these devices and has encouraged and implemented their safe use within school to support teaching and learning. ● There are clear expectations for the use of mobile technology, including BYOD, where appropriate. ● The school has consulted with parents and the wider community and gained their support for this policy.

► Current Position

All staff complete a mobile phone policy

Staff are aware of the importance of understanding the safeguarding surrounding this

Staff know that they are not allowed to use their personal phones for taking pictures of children in school or on trips

► Evidence

Signed mobile phone policy

iPads are made available to staff both in school and on trips

Staff upload images and video to See-Saw as a safe way of sharing

► Improvement Plan

Continue to ensure staff the mobile phone policy every year

Reiterate the importance of the policy - especially to new or young staff

Ensure that children do not have mobile phones on them in school - they should be left at the office

Social Media

■ Level: 2

■ National: 2.7

■ Progress: 100%



This aspect covers the school's use of social media to educate, communicate and inform. It also considers how the school can educate all users about responsible use of social media as part of the wider online safety strategy.

► Your Level: Level 2

Building on Level 3: ● The school has clearly understood and accepted policies relating to the use, by staff, learners and other school users of social media. ●

Users understand the risks associated with the use of social media and are encouraged to be responsible users, both inside school (if allowed) and beyond.

● The school understands the impact of social media comments about both the school and its community and has implemented appropriate responses, where identified.

● The school has systems in place that raise awareness of social media comments made by others that reference the school and its community.

► Current Position

Policy in place

Social Media is linked to the curriculum

Help and support is available to pupils and parents

► Evidence

Social Media policy in place

VLE platforms in place

Online guides made available to pupils/parents

Online Safety newsletters

Updates regularly shared with parents/carers

► Recommendations for Improvement

Establish opportunities to use social media technologies to support the curriculum e.g. class/learner blogs; professional networks; publishing learners' work; celebrating school success. Define clear and agreed practice for using social

media to enhance teaching and learning, and in wider engagement and communication. Regularly evaluate the impact of these technologies on teaching and learning e.g. through surveys; audits or web analytics. In consultation with users and with parents/carers establish safe use of social media, where this is relevant to learning. Establish clear and effective protocols to prioritise and respond to issues affecting the school that may arise through external social media.

► **Improvement Plan**

Continue to update the policy as needed - Trust policy also

Continue to share relevant information

Try to engage parents with safety sessions, booklets, newsletters etc

KR Online Publishing

■ Level: **3** ■ National: **2.7** ■ Progress: **100%**



This aspect describes how the school, through its online publishing: reduces risk, celebrates success and promotes effective online safety.

► **Your Level: Level 3**

- The school's public online publishing provides information about online safety e.g. publishing the schools online safety policy; curating latest advice and guidance; news articles etc, creating an online safety page on the school website.
- The school ensures safe practice when publishing information on all platforms.

► **Current Position**

The school's public online publishing provides information about online safety e.g. publishing the schools online safety policy; curating latest advice and guidance; news articles etc, creating an online safety page on the school website.

The school ensures safe practice when publishing information on all platforms.

► **Evidence**

Information about publishing is shared with parents
Website

► **Recommendations for Improvement**

Audit the use of these media to check that they fully comply with school online safety policies - particularly with regard to the use of digital / video images, copyright, identification of individuals and personal information. Encourage members of the school community to make good use of these media, but within a safe framework. Celebrate the school's success in online safety provision and practice through such publications. Develop a protocol or process for ensuring that online publishing meets school online safety policy and practice.

► **Improvement Plan**

Audit the use of these media to check that they fully comply with school online safety policies - particularly with regard to the use of digital / video images, copyright, identification of individuals and personal information.




Encourage members of the school community to make good use of these media, but within a safe framework.

Celebrate the school's success in online safety provision and practice through such publications.

Develop a protocol or process for ensuring that online publishing meets school online safety policy and practice.

Outcomes

Impact of Online Safety Policy and Practice

 Level: 3  National: 3.3  Progress: 100%



This aspect considers how the school reviews its online safety practices and who is responsible for this. It considers the effectiveness of a school's online safety

strategy; the evidence used to evaluate impact and how that shapes improvements in policy and practice.

▶ **Your Level: Level 3**

● There is evidence that some records and/or logs are used to inform policy and practice but this is not yet established nor regularly reviewed. ● There is evidence that some online safety reports and corresponding actions are communicated with school leadership and/or Governors

▶ **Current Position**

There is evidence that some records and/or logs are used to inform policy and practice but this is not yet established nor regularly reviewed.

There is evidence that some online safety reports and corresponding actions are communicated with school leadership and/or Governors

▶ **Evidence**

The school has a responsive safeguarding curriculum

► Recommendations for Improvement

Build opportunities for regular online safety impact review into the current school improvement programme. Ensure that the DSL and Governors have participated in the review/checks of the filtering and monitoring, with the IT Provider and that the findings are understood and acted upon. Use the outcomes of these reviews to inform the work of the Online Safety Group in improving the school online safety strategy. Build regular opportunities into SLT and Governor meetings to report and discuss the outcomes of online safety reviews. Ensure that the school can show relevant bodies e.g. School Inspectors, that there are clear monitoring and evaluation processes in place which allow the school to demonstrate effective practice. The 2021 Ofsted Review of Sexual Abuse in Schools and Colleges raised the issue of whether schools knew what was happening in their school: “ It recommends that schools, colleges and multi-agency partners act as though sexual harassment and online sexual abuse are happening, even when there are no specific reports”

► Improvement Plan

Build opportunities for regular online safety impact review into the current school improvement programme.

Use the outcomes of these reviews to inform the work of the Online Safety Group in improving the school online safety strategy.

Build regular opportunities into SLT and Governor meetings to report and discuss the outcomes of online safety reviews.

Ensure that the school can show relevant bodies e.g. School Inspectors, that there are clear monitoring and evaluation processes in place which allow the school to demonstrate effective practice.