



Action Plan Report

Name: Blackhorse Primary School

Organisation ID: 8032317

Type: Academies

Local Authority: South Gloucestershire

Multi-Academy Trust: Leaf Trust

Phase: Primary

Registered: 09/06/2010

Last Update: 29/02/2024

Last Login: 29/02/2024

Aspects Complete: 21 / 21

Level: **1.8**

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 Leaders and Governors have a commitment to coordinate an online safety programme that includes the wider community.

- All staff take active responsibility for online safety.
- Governors receive and respond to regular online safety monitoring and incident reports.

► Evidence

E-Safety Log
E-Safety Leader Job Description
E-Safety Group terms of reference
Incident report logs

Parent workshops with NSPCC for ESafety
Regular updates and guidance in newsletter
Monitoring and filtering software (fastvue) is in place and effective. Live alerts are received to DSL and DDSL when inappropriate or worrying searches are made.

Next steps:

Share these regularly with Governors
Investigate further training for staff and community

► 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 work with E-Safety committee to improve all aspects of online safety responsibilities

Next steps:

Share these regularly with Governors

Investigate further training for staff and community

Online Safety Group

 Level: 2  National: 3.4  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 2

Building on Level 3: ● There is wide staff representation ● Key staff (SLT/DSL/OSL) are included ● Learners are canvassed/included ● There is Governor membership ● There are clear lines of responsibility, communication and accountability

► Current Position

Governor representation but currently no pupil involvement.

► Evidence

- E-safety committee Minutes
- End of year report to governing body.

► Recommendations for Improvement

Invite parent and community representatives to join the group, to allow it to address wider issues and promote online safety awareness within the school and wider community. Carry out surveys / questionnaires to check that all members of the school understand the online safety strategy. Fully integrate with other school groups (e.g. Behaviour, Safeguarding, Curriculum, Learner Voice). Ensure membership allows group sustainability.

► Improvement Plan

- Establishing Digital Leaders and gather views on e-safety before committee meetings.

Seek feedback from children on relevance of taught content

Professional Standards

 Level: 1

 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 1**

Building on Levels 3 & 2: ● Monitoring shows that the culture of the school is reflected in the highly professional nature and content of these communications. ● The school encourages the use of online communication technology, but ensures that online safety issues have been carefully considered ● All practice is clearly informed by relevant and current policy

► **Current Position**

Staff induction and safeguarding training informs staff about conduct and responsibility when communicating online

All policies are up to date and relevant

Staff communication is professional and regular with parents via email. The school SMS system is used to email parents with updates and concerns.

Twitter and Instagram are used to promote events in the school. Users have guidance on this.

All policies are followed and are intended to protect staff and the community.

► **Evidence**

Induction log contains this information

KCSIE powerpoint includes this on the agenda annually

Leaders keep staff and governors informed of any updates informed

New starters are shown how to use Twitter and Instagram professionally.

► **Improvement Plan**

- As part of KCSIE update annually staff to agree to Acceptable use of technology agreement for Staff & Visitors

Policy and Leadership ► Policy

Online Safety Policy

 Level: 1  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 1**

Building on Level 2: • Policy review is an integral part of School Improvement Planning. • The online safety policy is differentiated and age related, in that it recognises age, role and needs of users, particularly young people at different ages

and stages within the school. • The school has carefully considered its approach to online safety and provides a consistent online safety message to all members of the school community, through a variety of media and activities that promote whole school input.

► **Current Position**

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► **Evidence**

- E-Safety Policy
- AUP
- Staff Code of conduct
- New E-safety curriculum is comprehensive & links with a whole-school theme which is re-enforced in a whole school assembly.
- E-safety is embedded within the safeguarding culture.

► **Improvement Plan**

Re-visit the AUP regarding its relevance given the widespread access at home and school to technology.

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**

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

► Evidence

AUP are differentiated and embedded into the safeguarding culture.

► 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

Include AUPs in induction of new pupils & make more regular reference to these.

Reporting and Responding

 Level: 2  National: 2.8  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 2

Building on Level 3: ● More than one reporting route is made available. ● Reports are logged and regularly audited and monitored. ● Users are confident that they can approach responsible persons if they have worries about actual, potential or perceived online safety incidents. ● The school actively seeks support from other agencies in dealing with online safety issues. ● Staff and learner 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.

► Current Position

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

NSPCC Speak Up Stay Safe training incorporated elements of online safety and made children aware of how to contact Childline in person or virtually. It also provided resources for children and parents to access to support them in the online world... A separate group of Upper KS2 children had a more bespoke program delivered by our Nurture Facilitator.

► Evidence

- E-safety Incidents CPOMs which evidences children consistently reporting concerns to staff / parents.
- Newsletters sharing information on how to report issues.
- Lesson plans from NSPCC

► Recommendations for Improvement

Ensure that monitoring information is used to improve online safety policy and practice in school. Where relevant, make this (anonymised) monitoring information available to relevant outside agencies to inform and enable the development of consistent policy and practice over a local area e.g. within LAs or MATs. Implement a regular cycle of policy monitoring and review, taking into account: learning from recent incidents; changes in current practice and developments in technology.

► Improvement Plan

- Continue to provide children with information on how to report incidents directly to platforms e.g. Tiktok, Online gaming & What Apps.

Education ► Learners

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

Project Evolve has been adopted which provides progression and regular teaching. Links are made in Computing Curriculum and PSHE.

Pupil conferencing demonstrates a progression of understanding of E-Safety across the school

Planned curriculum is present and being taught regularly

Bespoke online training was delivered to SEND and vulnerable children following training from the NSPCC to key staff

► Evidence

See Project Evolve planning, Pupil Conferencing & Displays.

Planning from NSPCC

Pupil and parent survey highlights confidence and knowledge in being able to express understanding of the E-Safety curriculum

► 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

Develop assessment of e-safety using Project Evolve Knowledge organisers termly. Trial in Y3 in summer term

Consider peer mentoring opportunities from Upper KS2 children to younger peers or through a Mission master project.

Contribution of Young People

 Level: 3  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 3

● The school acknowledges, learns from and uses the skills and knowledge of learners in the use of new technologies. ● They contribute to the development of its online safety practice.

► Current Position

Pupils don't currently contribute to the development of online safety curriculum, although they are regularly interviewed as part of pupil conferencing.

► Evidence

See curriculum planning and monitoring note and pupil survey outcomes.

► Recommendations for Improvement

Establish a consistent group made up of learners of a range of ages. Develop robust mechanisms to canvas learner feedback on online safety programmes - preferably led by the young people themselves. This may include the use of surveys to gather knowledge about learners behaviours, knowledge and understanding. Use the group to evaluate the current online safety education programme and suggest improvements. Involve learners in the school Online Safety Group. Develop ways in which they may be actively involved in delivering components of the online safety programme e.g. assemblies, lessons, parents sessions, peer activities, campaigns etc. Explore established peer mentoring programmes to support the group's effectiveness e.g. [ENABLE](#) and [SELMA](#) peer resources; [Anti-Bullying Ambassador](#) programme from [Diana Award](#); [Childnet Digital Leaders programme](#)

► Improvement Plan

Developing Digital leaders through digital leader program and aim to run as an enrichment from September

Involve Mission masters in pupil Conferencing.

Education ► Adults and Agencies

 **Staff**

 Level: 3

 National: 3.1

 Progress: 100%



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 3**

- There is a planned programme of staff online safety training that is regularly revisited and updated annually in line with DfE statutory guidance “Keeping Children Safe in Education” and staff needs.
- There is clear alignment and consistency with other child protection/safeguarding training e.g. Prevent Duty
- The induction programme for new staff includes safeguarding training that includes online safety.
- The DSL/OSL have received additional online safety training to support their role.
- Additional development opportunities have been identified for key staff who have online safeguarding roles, in support of the DSL.

► **Current Position**

E-safety training is embedded within Safeguarding training and induction.
Clear alignment and consistency with other safeguarding training
KCSIE updates always focus on ESafety

► **Evidence**

See safeguarding training records.

► **Recommendations for Improvement**

Ensure that all staff have an up to date awareness of online safety matters, current school online safety policy and practices and child protection / safeguarding procedures. Ensure that this is provided for all staff including those who are not involved in the professional development activities for teaching staff. Ensure that there are up to date records of staff online safety training/updates. Ensure that DSLs (and others 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 learners with SEN and disabilities (SEND) face online, and have the relevant knowledge and up to date capability required to keep children safe online. Develop further opportunities for these key staff to receive specific training to support their online safeguarding roles e.g. [UK Safer Internet Centre Online Safety Live](https://www.saferinternet.org.uk/research);_events; research study <https://www.saferinternet.org.uk/research>; training or membership of expert groups e.g. Twitter https://twitter.com/SWGfL_Official or Facebook <https://www.facebook.com/swgflofficial/>

► **Improvement Plan**

- Map proactively staff training on specific aspects of e-safety e.g. Operation Topaz (Police) updates.

DSL and computing lead to seek out further training.. Use SWGFL and NSPCC to find this training. Seek support from Leaf,



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 2**

Building on Level 3: ● The school has identified or provided online safety education opportunities for Governors and more than one Governor has attended. ● Governor training has ensured they are confident to ask appropriate questions to assure themselves that online safety policies and procedures are in place, and that they are effective and support the delivery of an effective whole school approach to online safety ● A governor has received 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 has carried out basic cyber-security training (KCSIE)

► **Current Position**

Safeguarding governor has taken part in Cyber security training Safeguarding training specific for Governors. Meeting with Leaf Trust Safeguarding team for additional training.

All Governors have attended KCSIE training.

Additional Governor has expertise in online safety.

Staff governor has received training in Prevent, Cyber security and KCSIE.

► **Evidence**

E-safety committee meeting minutes & safeguarding governor reports.

► **Recommendations for Improvement**

Promote Governor awareness of online safety education opportunities and encourage a range of Governors to attend. Ensure that the Online Safety Group Governor receives additional focussed online safety input in response to new developments and issues associated with technology, to further inform their role.

► **Improvement Plan**

Seek training for DSL and Computing lead from The Leaf Trust.



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**

Regular items in Newsletters to enable families to become more confident in dealing with technology and keeping their children safe.

Parents feedback from the online training was very positive.

There are clear routes for parents to report issues.

► **Evidence**

- Signed AUP
- Newsletter Updates
- Website guides & e-safety videos
- E-safety log actions

Cpoms ESafety incidents and actions

► **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**

Identify ways to monitor impact of e-safety messages on parents e.g. online survey?



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**

Work with Avon & Somerset police over past couple of years has enhanced provision.

We worked with the NSPCC to support our SEND children. Worked with NSPCC to educate parents.

Our computer lead works across 2 schools and can benchmark the provision through pupil conferencing

Use resources from Safer Internet Day widely in school and in assembly

Project Evolve is used and time ringfenced to deliver the 6 units across the year. These are followed up with assemblies termly.

► **Evidence**

- See operation Topaz video on website.

Letters and newsletters promoting work with local agencies.

Training log of computing lead

E-safety curriculum

► **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**

- Continue to engage with Police Operation Topaz (online grooming) team.

Seek out more specialist support

NF Filtering  Level: 1  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 1**

Building on levels 2 & 3: ● Appropriate differentiated internet access is available for all users. ● Filtering logs are regularly reviewed. ● Filtering logs alert the school to breaches of the filtering policy, which are then acted upon. ● There is a clear process for managing changes to the filtering system. ● There are established and effective routes for users to report inappropriate content. ● Where personal mobile devices have internet access through the school network, content is managed in ways that are consistent with school policy and practice.

▶ **Current Position**

Strict filtering and block of sites is administered through LA systems.

▶ **Evidence**

See LA filtering policy.

▶ **Improvement Plan**

Talk with Rob about filtering policy and esafety log

NF Monitoring

 Level: 1  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 1**

.Building on Levels 3 & 2: ● Monitoring results inform online safety policy and practice ● Technical systems have the ability to manage relevant languages ● Pro-active monitoring supports a prioritised safeguarding response to serious issues ● Where BYOD strategy is deployed, mobile devices commissioned to the school network are also monitored.

▶ **Current Position**

Integra filtering and reporting software is very effective
fastvue system instantly reports keywords to DSL and DDSL with time and device

name and Ip addresses

► Evidence

See Integra monitoring policy and log of Fastvue

► Improvement Plan

Consider a log for devices used by individuals in classrooms

Technical Security

 Level: 1  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 1

Building on levels 3 and 2: ● School practice reflects up to date advancements in security, providing protection from new security threats as they arise, informed by: regular external review; monitoring system effectiveness; regular auditing and system testing e.g. penetration testing. ● System backups are regular, recoverable, verified, restricted to authorised persons and stored securely (protected against fire/theft - preferably offsite/cloud). ● There are effective communication routes that inform the wider school community in the event of serious incidents. ● There is a post incident strategy that addresses system vulnerabilities and educates users. ● The school has quality assured any external technical support or provision it uses

► Current Position

Following Ransomware Attack systems have all been externally reviewed and strengthened.

All users have appropriate individual password-secured access to required school systems

- School practice reflects up to date advancements in security, providing protection from new security threats as they arise, informed by: regular external review; monitoring system effectiveness; regular auditing and system testing e.g. penetration testing.
- System backups are regular, recoverable, verified, restricted to authorised persons and stored securely (protected against fire/theft - preferably offsite/cloud).
- There are effective communication routes that inform the wider school community in the event of serious incidents.
- There is a post incident strategy that addresses system vulnerabilities and educates users.
- The school has quality assured any external technical support or provision it uses

► Evidence

See LA reports and security policies.

Incidents pop up on screen to alert users to any dangers

Up to date security package ESET Endpoint updates daily

► Improvement Plan

Continue with updates.

Ask Leaf to quality assure Integra IT as part of Risk management and share with us.

Technology ► Practice

Mobile Technology

 Level: 2  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 2

Building on level 3: ● The school has a clearly understood and accepted policy relating to the use of mobile technology that covers staff, visitors and learner use and, where applicable, the use of mobile technology provided by the school. ● Users are educated about 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 allowed there should be clear guidance.

► Current Position

There is clear guidance on use of personal devices and new ipads, school iphone etc mitigate use for this.

► Evidence

Acceptable Use Agreements

Safeguarding guidance to visitors etc.

► Recommendations for Improvement

Develop systems that manage access to content and monitor use of mobile devices on the school network. Ensure responses to issues when they arise are consistent with school safeguarding policy and practice. In consultation with users and with parents/carers develop safe use of mobile technology to support teaching and learning.

► Improvement Plan

Look into technology that will give teachers remote access to devices

Social Media

 Level: 1  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 1

Building on Levels 3 and 2: ● The school has realised the educational potential of social media and has developed the use of social media technologies within the curriculum e.g. blogging, where this is relevant and age appropriate to learning. ● The school uses appropriate social media tools to enhance engagement and communication. ● The school has consulted with parents and the wider community and gained their support for this strategy. ● The school is able to identify and respond effectively to social media comments made by others that reference the school and its community.

► Current Position

Effective use of social media to communicate aims, values and successes of school. Parents provide consent for images on a range of social media and this is adhered to

► Evidence

- Reference to School use of Twitter in AUP, E-safety Policy.
 - Reference to Social Media E-safety SoW.
 - Reference to Social Media in Parents E-safety section on Website.
 - School use of social media to communicate with parents.
- Consent lists on the network

► Improvement Plan

Ensure all staff continue to use social media effectively.

Digital and Video Images

 Level: 1  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 1

Building on levels 3 & 2: ● The use of digital and video images is an embedded feature of school practice to support and enhance teaching and learning. ● Safe and responsible use of digital image and video is a component of the school's online safety education programme.

► **Current Position**

The use of digital and video images is an embedded feature of school practice to support and enhance teaching and learning.

● Safe and responsible use of digital image and video is a component of the school's online safety education programme.

Filtering system and monitoring system is effective in blocking out unsuitable content

Video is part of the computing curriculum

Digital Photography is part of the Art curriculum

Photography afterschool club for Years 4-6 is beginning in T6

► Evidence

Clear policies are in place to manage use and publication of digital images and videos.

Teach computing curriculum plans

Art unit plans

Twitter provides evidence of learning outcomes

► Improvement Plan

Ensure specific vocab is clearly taught and understood

Online Publishing

 Level: 2  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 2

Building on level 3: ● Published online safety content is easily found, navigated and updated regularly. ● The school celebrates its online safety good practice through its online publishing. ● The school ensures that good practice has been observed in the use of these media e.g. 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.

► Current Position

Published online safety content is easily found, navigated and updated regularly on the school website


● The school ensures that good practice has been observed in the use of these media e.g. 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.

► Evidence

See E-safety assembly videos etc.

See website for guidance for parents

► Recommendations for Improvement

Establish effective 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. Consider including an online reporting process for parents and the wider community to register issues and concerns to complement the internal reporting process ([SWGfL Whisper: Anonymous Reporting Tool](#)  might be considered). Consider applying for the Online Safety Mark which recognises the

school's commitment to online safety and, if successful, celebrate this accreditation on the school website.

► **Improvement Plan**

Publish more evidence of children's e-safety learning on website.

Develop a strategic approach to keeping parents up to date with changes in E-Safety and threats via the newsletter and website.

Technology

Data Security

 Level: 2  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 2**

Building on level 3: ● The school/college has a comprehensive set of Data Protection Policies which have been well-communicated, understood and respected and include; – purpose, – privacy notices and consent – roles and responsibilities – training and awareness – risk management including Data Protection Impact Assessments (DPIA), – audit logging – special categories of data, – secure storage and access to data – subject requests, including subject access requests, right to erasure, etc. – secure transfer of data and access outside school/college, – retention and disposal – incident handling. ● The school has allocated relevant resources to support the Data Protection Officer (where relevant), including nomination of data managers or controllers. ● The school has undertaken a data audit/mapping exercise and understands where data currently resides, including third parties and cloud storage. ● All staff know and understand their statutory obligations under the current UK Data Protection laws including their impact on safeguarding. ● The Governors know about and accept their legal responsibility for Data Protection and allocate appropriate resources to this. ● The handling or transfer of Special category data and sensitive data about children are protected by the use of encryption/two factor authentication ● As appropriate, the school curriculum ensures that children and young people understand their rights and privacy implications.

► **Current Position**

School is compliant with all data security policies and processes

Policies in place and regularly reviewed

Clear process to follow for any data breach

regular checks carried out by data officer
All staff carry out annual GDPR training

► Evidence

See GDPR evidence.

► Recommendations for Improvement




Implement a data retention and disposal policy and schedule for all types of personal data. Introduce procedures for audit logs to be maintained and evaluated to support reporting, managing and recovery from information risk incidents. Establish a feedback loop for the outcomes of any recorded subject access request or data breach. Implement effective procedures for ensuring that data protection forms part of any new system developed i.e. 'data protection by design'.

► Improvement Plan

Aim to be exemplary in this area by engaging the views of the trust

Outcomes

Impact of Online Safety Policy and Practice

 Level: 2  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 2

Building on level 3: ● There are clearly identified responsibilities for the review and evaluation – including for the DSL and governors. ● Annual review and regular checks of the filtering and monitoring systems are carried out, involving the DSL and Governor, and the findings result in actions as required ● Clearly defined processes are in place to regularly evaluate the impact of the online safety policy and practice - through the review/audit of online safety incident logs; reviews and checks of filtering and monitoring systems; behaviour/bullying reports; surveys of staff, learners; parents/carers. ● There are well-established routes to regularly report online safety outcomes to school leadership and Governors ● There is evidence that the school online safety strategy is validated or improved by these evaluations. ● The school has clear processes in place to show relevant bodies (e.g. School Inspectors) that it knows and understands that its provision and reporting processes are effective and can be demonstrated as such.

► **Current Position**

Regular head teacher reports to Governors include all E-safety and current online risks

School responds to incidents by raising awareness to parents in newsletters and emails to specific year groups

Termly staff meetings update teachers on trends in e-safety along with other safeguarding issues

► **Evidence**

See HT Reports, governor minutes & Pupil Conferencing.
Newsletters and emails

► **Recommendations for Improvement**

Develop joint working with other schools and with external agencies to gain a wider picture of online safety issues across the local area and through the sharing of the impact of policies and practices help to ensure the development of a consistent and effective local online safety strategy. Ensure there is regular communication of online safety incident patterns/trends to parents/carers.

► **Improvement Plan**

- Use the Trust to share school level concerns and look for trends
