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E-SAFETY SELF ASSESSMENT TOOL



PROMOTING E-SAFETY IN NORTHUMBERLAND SCHOOLS

e-safety training
policy & procedures
countywide accreditation & support
network controls
incident reporting

WHAT'S IN THE PACK?

THIS DOCUMENT FORMS PART OF A PACK AIMED AT PROVIDING AN INTEGRATED APPROACH TO DEVELOPING SCHOOLS AS E-SAFE COMMUNITIES. OUR APPROACH HAS BEEN TO INTEGRATE THE RESOURCES, SUPPORT AND GUIDANCE AVAILABLE TO SCHOOLS INTO A SINGLE PACK OF MATERIALS PROVIDED WITH THIS DOCUMENT. THESE INCLUDE:

- Training materials for a variety of groups provided on cd-rom;
- Guidance and sample documents to help schools develop and implement policy and procedures also on cd-rom;
- Resources to help monitor and control network use and internet access, provided on the USB memory stick;
- Strong links with the Northumberland Safeguarding Children Board and the promotion of their materials and guidance, particularly the incident reporting flowchart;

And drawing this all together:

- A countywide accreditation scheme linked to the above resources and underpinned by support and guidance from the Local Authority e-learning and ICT support team.

The pack distributed to schools contains:

1. 'An integrated approach to developing schools as e-safe communities' which forms the core of the pack and three other documents:
2. 'Safer practice with technology -Frequently Asked Questions';
3. *This document* - 'The e-safety self assessment tool';
4. Guidance on 'Implementing network control and monitoring tools';
5. A USB data drive which contains the software for installing Policy Central Enterprise on school computers;
6. A cd-rom containing the training materials and additional resources such as exemplar policy documents and templates;
7. Information on registering your school for accreditation;
8. Information on training courses linked to the integrated approach, and covering e-safety and also network control software (PCE).



Support and guidance available to schools into a single pack of materials.

E-SAFETY ASSESMENT TOOL

The new Ofsted school inspection framework has a stronger focus on safeguarding. The current inspection framework already includes a **judgement** about whether **safeguarding arrangements in schools** are satisfactory but this will be strengthened in the new framework with a grading on a scale from **1 (outstanding) to 4(inadequate)** for a school's safeguarding arrangements.

Any school which receives a grade of 4 will also be likely to be awarded an inadequate grade for its overall performance and will need therefore to make urgent improvements. These arrangements will 'raise the bar' about the importance of safeguarding for schools and will also facilitate the identification and dissemination of best practice.

SCORING:

- 1 = excellent - all in place
- 2 = Good - some attention needed but going the right direction
- 3 - Satisfactory - we are in the early stages of implementing; nothing embedded as yet
- 4 - This is not in place OR is in place but inconsistent in use across the board

This quick assessment tool should help you identify where you stand in relation to e-safety in your school and also areas for development.

We must thank Liverpool ICT team for sharing literature, which is used in this document.

The e-safety quick assessment tool is part of the wider e-safe Northumberland school resources - for further information visit the Northumberland e-safety website - <http://ngfl.northumberland.gov.uk/e-safety>

HOW TO USE THIS DOCUMENT

This document can be used by individuals, groups of staff or senior management teams to quickly identify strengths and weaknesses in relation to e-safety provision and expectations.

Use an highlighter pen to identify the activities you have in place - from this judge the level you think best describes the provision in your school and from this the missing elements that need to be your key areas for action.



This quick assessment tool should help you identify where you stand in relation to e-safety in your school.

TRAINING

- 1
 - All stakeholders have been trained; support staff, governors, parents, teachers and members of the local community linked to the school.
 - Clear systems are in place to structure training annually and record participation. The L.A. accreditation scheme is used.
 - Application across the school is consistent and of a high standard, all staff are e-safe aware and able to support others.
 - Children are aware of the importance of e-safety for themselves and others, both within the school and at home.

- 2
 - All Staff have been trained, teaching and none teaching staff, Governors have also been trained.

- 3
 - Systems are in place to structure training annually.

- 4
 - Training impacts on staff behaviour and attitudes and similarly pupils demonstrate an understanding of the risks and dangers through their daily behaviour, they know the pitfalls of using ICT are clearly avoiding them and ask for further advice.

- 5
 - Children are aware of the importance of e-safety for themselves.

- 6
 - Training has taken place for all teaching staff and is beginning to impact on classroom practice.

- 7
 - Some training has begun for non teaching staff.

- 8
 - There is a strategy for organising and coordinating e-safety training across the school on an annual basis.

- 9
 - Children are developing an awareness of e-safety when using ICT.

- 10
 - Some staff have been trained, but there is little evidence of cascading info down through the school.

- 11
 - No training has taken place for wider groups e.g. none teaching staff, governors, parents & community or where it has taken place, it is inconsistent.

- 12
 - Application across the school and curriculum is inconsistent and there is no strategy to coordinate and manage training on an annual, year to year, basis.

- 13
 - What children know and understand about e-safety is limited and has little impact on their behaviour.

ASSESSMENT AND STANDARDS

- 1
 - The children are outstanding and mature in their use of technology, including new and emerging technologies.
 - Issues relating to e-safety are minimal, pupils and staff are proactive in ensuring e-safety and engage parents and the community in strengthening approaches and raising standards.
 - Pupils and staff, know, use and enforce the acceptable use policy and school procedures. Staff are sound in their use of ICT inside and outside the school ensuring that proper procedures are always followed, for example, in their use of social networking sites outside the school. The school is accredited through the county e-safe Northumberland school scheme.
 - Children and staff feel safe online and parents are confident in the schools approach and mirroring this in the home/community.
- 2
 - Children respect the facilities offered to them, are clearly confident and have a good awareness of how to stay safe online.
 - Issues relating to e-safety are minimal and pupils and staff are proactive in ensure in they and their colleagues are safe online.
 - Clear systems are in place, they are effectively implemented by all staff and pupils and beginning to influence parent and community attitudes. Pupils are accredited through the county e-safe Northumberland school scheme.
 - Children feel safe online and staff are confident in their attitudes and abilities. Parents/community are engaged in training with the school and are developing their own understanding of issues and how to ensure e-safety in the home.
- 3
 - Children have a growing awareness of how to stay safe, seem to know what to do, though this is largely self developed and not part of a coherent and systematic set of standards.
 - Issues relating to e-safety are minimal.
 - Systems are in place and staff practice mirrors procedures.
 - Children feel safe online. Parents are informed of school standards and practices.
- 4
 - Children lack awareness of how to stay safe online.
 - There are regular issues regarding things like cyberbullying, inappropriate adult use of social networking sites with pupils.
 - There are not clear systems for dealing with issues and all staff are not clear on how to proceed should an issue arise.
 - Children do not feel safe. The school has no impact on parent/community standards.

THE CURRICULUM (TEACHING & LEARNING)

- E-safety is embedded with the curriculum, there are clear plans to ensure all groups pupils, staff, governors and parents/community receive training.
 - Access and filtering is managed and monitored by the school through Policy Central Enterprise and supports teaching and learning.
 - The acceptable use policy is enforced with all users of technology in the school through the use of Policy Central Enterprise on all devices, including visitors, parents and the community.
 - Policy and procedures are embedded in the curriculum and all staff, teaching and non teaching, are aware of the implications to their roles, this is impacting positively on the community and helping to raise standards and awareness.
- E-safety lessons are well differentiated throughout the school and for all classes and groups, both pupil and staff.
 - The school provides additional filtering in addition to L.A. filtering, using Policy Central Enterprise and this impacts on policy and practice and feeds through to the curriculum.
 - The acceptable use policy is implemented with all users of technology in the school, including visitors, parents and the community.
 - Policy and procedures are embedded in the curriculum and all staff, teaching and non teaching, are aware of the implications to their roles.
- Classes/groups have e-safety lessons, and this is mapped across the curriculum. If someone is off, or educated offsite, they get the information too.
 - L.A. filtering is one element of our approach and the policy and practice is reviewed when incidents occur.
 - The acceptable use policy is shared with all staff, teaching and non teaching, as well as pupils and parents.
 - Staff are clear on procedures and these impact positively on the curriculum and teaching and learning.
- There is little formally planned e-safety input in the curriculum, though some staff may cover elements of e-safety.
 - The school relies on the L.A. filtering policy to make sure children are safe.
 - The acceptable use policy is the responsibility of one person and not widely shared or implemented within the school.
 - Staff are unclear of procedures and rely on individuals, other than themselves, to apply them.

INFRASTRUCTURE

- There are effective systems for managing internet and network access across the school. The school proactively manages access and blocks, as necessary, any sites causing concern. Reports are used to guide usage, policy and e-safety training.
 - Reports on network usage are regularly run by the SMT who have a clear understanding of the risks and systems they have in place to control and manage these.
 - All users have a logon and Policy Central Enterprise is used to organise access through groups and to control and monitor access.
 - The school network is secure; Policy Central Enterprise is installed on all devices which use the school network, including those that are used in the home or offsite and monitoring is switched on at all times.
- The school employs some additional filtering to restrict user access to inappropriate sites.
 - Network use is monitored and reports provided to SMT.
 - All users have a logon and their activity can be tracked on the network within school.
 - The use of devices from outside the school is restricted to staff and all devices must have monitoring software such as Policy Central Enterprise installed.
- The school does not Internet blocking or filtering itself and relies on the external Internet provider to filter and control Internet access. These controls are at a very broad, whole school level, largely based on Internet Watch Foundation lists.
 - Some low level monitoring of the network takes place but it is not structured or systematic.
 - All users have a logon and activity on the network can be tracked.
 - No external devices are allowed on the network.
- There are few or no controls to manage internet access in the school.
 - The network is not monitored and the school relies on users, staff or parents to refer any incident or issues after the event.
 - All users do not have a logon and as a consequence it is difficult to track and identify issues when an incident arises.
 - Devices are used off network and brought in, these are not monitored and as a consequence the school network is insecure.

LEADERSHIP & MANAGEMENT

1

- SMT and Governors have a clear understanding of e-safety issues and the tools they use to manage this safely in school. They provide clear guidance to all staff and are effective in ensuring that school policies and expectations are implemented and met.
- The school meets all requirements of the e-safe Northumberland school and has accredited itself and pupils. This is monitored within the school and tracked to ensure no pupil or staff are missed from the regular cycles of training.
- The school has systems in place for dealing with e-safety incidents, staff are aware how to proceed and Policy Central Enterprise is used effectively to manage and monitor incidents and influence the practice of pupils and staff.
- Incidents are logged and reviewed by SMT, Policy Central Enterprise is used as part of the logging and reporting process. The school has a systematic approach to reviewing and utilising Policy Central Enterprise and Governors are clear are aware of the steps the school is taking and the impact of these.

2

- The senior management understand the risks and are proactive in monitoring and reviewing the situation in school.
- The school complies with the minimum requirements listed below and in addition:
 - Has adopted and disseminated the NSCB flowchart on dealing with an ICT incident to all staff;
 - Has implemented Policy Central Enterprise on all devices used in school;
 - Provides training for pupils, all staff, governors and the community.
- The school has systems in place for dealing with e-safety incidents, staff are aware how to proceed using the NSCB flowchart.
- Incidents are logged and reviewed by SMT, Policy Central Enterprise is used as part of the logging and reporting process.

3

- Senior management are developing a better understanding of issues, largely though the issue is managed by the designated person for e-safety.
- The school complies with the minimum L.A. requirements listed below.
- The school has systems in place for dealing with e-safety incidents and all staff are aware how to proceed.
- Incidents are logged and reviewed by SMT.

4

- The senior management do not have clear understanding of the risks and issues relating to e-safety and largely see it as an issue for the ICT coordinator.
- The school fails to comply with the minimum L.A. requirements to:
 - Have a designated person for e-safety;
 - That person to have undergone CEOP's or L.A. e-safety training;
 - Have a basic acceptable use policies in place;
 - Policies reviewed and ratified by Governors;
 - E-safety return provided to L.A. annually.
- There are no clear systems for dealing with incidents and staff are unsure how to proceed.
- The school fails to keep logs of incidents and does not review its responses when one occurs.