Action Plan Report

Name:	Longcause Community Special School
Organisation ID:	8797068
Type:	Special schools
Local Authority:	Plymouth
Phase:	Not applicable
Registered:	03/03/2014
Last Update:	23/05/2024
Last Login:	24/06/2024
Aspects Complete:	21 / 21
Level:	1.8
Progress:	■ 100%
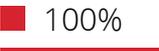
(VP) Online Safety Responsibilities

🟩 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

The online safety lead is responsible for the input of curriculum and staff training. The safeguarding team will have responsibility. for training and staff awareness - working alongside the online safety lead.
The online safety curriculum group also has an awareness of the curriculum and and online safety being taught.
Governor in place for online safety - meets with DDSL to discuss concerns/updates and training.
Policy is reviewed and approved by Governors.

▶ Evidence

Joss Lane - Online Safety Lead
Vicki Prout - Lead of Welfare
Fred Jenkins - Governor for Online Safety

▶ 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

Build Governor awareness and training. Include reporting in Governors reporting termly.

VP 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

Online safety group is across school council and curriculum group. This can include SLt, Elt, safeguarding, governors and teaching staff.
Discussions include online safety and teaching/coverage of online safety. Governors are included in curriculum and teaching.
Safeguarding team are aware of online safety matters and discuss where needed with Governors and Online Safety lead.

▶ Evidence

Curriculum group meetings
School council meetings
Policies
Govennors meetings

▶ 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

Joined meeting of teaching group and school council. including governors
Parent input and contribution.

VP 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

All staff given guidance as part of induction and staff handbook.
All staff to read the online saftey policy which outlines expectations and rules around contact with families online.
Expectations given to all staff around contact via ClassDojo - no contact late after school and families can contact safeguarding team if required.

▶ Evidence

Staff Handbook
Online Safety Policy
Staff training

▶ Improvement Plan

Repeated staff training and ongoing whole staff expectations.
Online safety policy to be reviewed so reflects updates.

⇄ **Policy and Leadership ▶ Policy**

TS 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**

There is a clear and cohesive policy in place which is reviewed annually.
The policy is reviewed as required during the school year as needed.

▶ **Evidence**

Online policy in place.
Reviewed annually.
Shared with all staff with the expectations to read.

▶ **Improvement Plan**

The policy needs adapting for pupil needs and to make it relevant for our pupils - Acceptable use policy to be added.

TS Acceptable Use

■ Level: **1**   ■ National: **2.3**   ■ 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 1**

Building on Levels 3 & 2: ● The guidance is regularly reviewed in the light of current practice, legislation and changes in technology. ● There is clear differentiation of acceptable use guidance according to age, role and need.

▶ **Current Position**

All staff made aware of acceptable use as part of online safety policy.
Parents sign social media agreement

Parents signed accpetable use during COVID for use of laptops.
Some pupil input previously.

▶ Evidence

Induction and staff handbook for acceptable use.
Policy in place with acceptable use.
Staf given training on keeping passwords safe and logging off of devices.

▶ Improvement Plan

Needs diffentiating for pupil need.
Needs pupil voice on policy.
Policy and acceptable use needs reviewing to reflect new devices.

VP Reporting and Responding

■ Level: **1**   ■ 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 1

Building on Levels 3 & 2: ● There are clearly known and understood systems for reporting online safety incidents. ● The culture of the school encourages all members of the school and its wider community to be vigilant in reporting issues, in the confidence that issues will be dealt with quickly and sensitively, through the school's escalation processes. ● School reporting contributes to a better understanding of online safety issues within the local area. ● The school is rigorous in monitoring and applying an appropriate and differentiated range of strategies. ● There is a clear and positive behavioural online culture and interventions are rare.

▶ Current Position

There are clear reporting procedures in place. CPOMS has catergories in place for staff to record against and this highlights where online safety is a concern.
There are procedures in place to report to ITEC who can take action quickly to resolve safeguarding concerns regarding online searches for example.
Our policy outlines expectations of acceptable use and reporting.
Pupils, where approprtiate, understand that cocnerns are reported and who to.
Discussions take place where new programmes/apps are requested for use
in school.
Link between online lead and safeguarding team.
Rules are clear on use and addressed as neeeded.
Link with parents where concerns raised.

▶ Evidence

CPOMS
Policy and procedures in place for reporting.
ITEC in place to address all online safety needs.

▶ Improvement Plan

Parents and pupils able to report online safety issues through the website.

(VP) Online Safety Education Programme

■ Level: **1** ■ 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 1

Building on Levels 3 & 2: ● An online safety education programme is fully embedded in all aspects of the curriculum, in all years and in other school activities, including extended provision. ● There is evidence that the online safety programme has a positive and meaningful impact on learners' online behaviour e.g. using ProjectEVOLVE resources and Knowledge Map feature ● Young people are themselves involved in online safety education e.g. through peer mentoring ● There is evidence of differentiation for learners/vulnerable groups. ● The school regularly evaluates the effectiveness and impact of online safety programmes.

▶ Current Position

Online safety has weekly sessions timetabled in using Natterhub and Project Evolve resources. Objectives overlap with our LLfL curriculum to ensure continued coverage and an opportunity to go over elements of the various UKCIS and Education For a Connected World framework.

In our explorers pathway we have storybooks that are read to them, songs that are played and Makaton symbols to help engage non verbal learners.

Using a mixture of Natterhub and other online resources enables us to fully embed online safety across the school and make sure that it is tailored for their needs and level of understanding.

Evidence is recorded on Seesaw and Natterhub/curriculum pathways.

▶ Evidence

Safer Internet day on the school calendar
resources and work on website
curriculum map
medium term plans
Online safety curriculum

▶ Improvement Plan

Devise and use existing quizzes as assessment tool both summative and informative - Natterhub - develop curriculum for pathways.

Review to ensure newest technologies, currently phones, apps, tablets and online gaming are addressed - link to Student Council and what they want to discuss.

VP 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

Pupils, where appropriate, are asked for feedback on lessons and learning. This is through lessons and school council.
Learning and progress is reviewed termly , looking at pupil need and coverage required within the curriculum.

▶ Evidence

Contributions from pupils in assemblies, lessons and talks with student council.
Lesson plans devised around interests, understanding and current issues pupils face.
Engagement with online learning platforms to give real world scenarios to Online Safety.
Safer Internet day competitions
Lessons differentiated for varying needs across the school.

▶ 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

Engagement with Safer Internet day
Use of Makaton signs and symbols for non verbal communicators
How to include wider community involvement.

➡ Education ▶ Adults and Agencies

VP **Staff** ▪ Level: **2** ▪ 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 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

All staff receive training around online safety through induction/refresher and specific training.
All staff are aware how to report safeguaridng and how to record.
DSL/DDSL/Online safety lead and Governor compeleted specific training.
Online safety lead regualry attends and completes training, updates and online memebership to keep up to date.
Policies are reviewed where needed so staff are informed.

▶ Evidence

Safeguarding Insets for staff and all new staff.
Research webinars
Learning walks evidence of good practise/Curriculum looks and observations
Curriculum groups

▶ 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**

Development of staff training
Review of training needs of Safegiarding team, Governors.
Review impact of online safety across the school

TS Governors

■ Level: **1**   ■ National: **3.3**   ■ 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 1**

Building on Levels 3 & 2: ● The school has ensured that Governors have accessed a wide range of online safety education opportunities, resulting in the ability of Governors to rigorously and strategically challenge how the school shapes online safeguarding policy and practice. ● The Online Safety Group Governor has received additional focussed online safety input in response to new developments and issues associated with technology, to further inform their role.

▶ **Current Position**

Safeguarding Governor has attended training for online safety.
Governors meet to discuss curriculum and progress of pupils.

▶ **Evidence**

Govenor meets wth safeguarding team and curriculum leads.
Governor training completed.

▶ **Improvement Plan**

Inform Governor of online safeguarding incidents, look at reporting of incidents.
Further training opportunites for Governors.

VP Families   ■ Level: **3**   ■ 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 3**

● The school provides some opportunities for parents and carers to receive information or education about online safety. ● The school has run

events/meetings for parents and carers where online safety is addressed. ● Online safety information is communicated through a range of routes (e.g. newsletter, website, social media). ● Parents and carers are informed about the systems the school uses to filter and monitor online use, what the learners are being asked to do online, and how they will interact with staff online. ● Where appropriate, parents and carers are aware of and have acknowledged the learner Acceptable Use Agreement.

▶ **Current Position**

Families receive weekly online safety tips/information trhough newsletter, socail media, class dojo.
Parents have previously been invited into school for information.
Acceptable use is given to parents to sign as part of starting at Longcause.

▶ **Evidence**

Newsletter, class dojo, facebook
Acceptable Use Agreements - Parents
Curriculum

▶ **Recommendations for Improvement**

Establish regular opportunities to provide information or education for parents and carers. Raise awareness of parents and carers in how to report online safety issues to the school and the schools' processes for responding to these. Evaluate the effectiveness of parent online safety events/communications e.g. attendance at online safety events; surveys; discussion etc

▶ **Improvement Plan**

Look at parent information and parent engagement through surveys possibly
Use questions on surveys to gauge parent awareness and inout needed
Further resources for families

VP **Agencies** ■ Level: **4** ■ 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 4**

● The school is developing opportunities to communicate and share best practice with the wider community and/or other agencies.

▶ **Current Position**

Some sharing of information and practice with wider community through social media/networking.

▶ **Evidence**

Events and Newsletters

▶ Recommendations for Improvement

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

▶ Improvement Plan

Use Safer Internet day as a way of enagaging wider community - share learning and good practice.
Consider wider community involvement with curriculum.

⇄ Technology ▶ Infrastructure

VP **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

High level of filtering and monitroing of the schools systems provided by STEM/ITEC
Policy and practice in place
Established reporting in place
Working alongside ITEC to ensure systems are in place and working effectively.

▶ Evidence

Filtering systems in place and reviewed
ITEC managing systems
Encryption on laptops
CPOMS for reporting and procedures for staff to report.

▶ Improvement Plan

Ensure technician is aware of new systems and working with ITEC to ensure filters in place and are reviewed regularly. .

VP 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**

High level of filtering and monitoring of online use across the school, covering all devices.
ITEC work with school to manage any breaches or safeguarding alerts.
All devices monitored

▶ **Evidence**

ITEC managing systems
Reporting in place
System reviewed and manage for safeguarding alerts/breaches.

▶ **Improvement Plan**

Continued working with ITEC ensuring a high lvel of filtering and reporting is in place.
Continue to review practice and policy in place

VP Technical Security

| ■ Level: **2** | ■ 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 2

Building on level 3: ● All users have appropriate password-secured access to required school systems ● All users have received relevant education/training for the systems they access. ● For sensitive data or remote access systems, multi-factor authentication is used. ● Encryption is used when transferring or storing sensitive or vulnerable data. ● The school can demonstrate a robust level of network resilience to external breach or attack ● There are systems in place for detection and reporting of network incidents. ● Systems and program software are updated within 14 days with security patches. ● There are clear routines for managing network security incidents that include escalation routes to appropriate authorities and external agencies. ● There are regular reviews around the provision of technical support. Due diligence is applied when (re-appointing a provider) ● There is a fully developed business continuity and disaster recover plan in place that has been tested

▶ Current Position

Passwords and encryption in place on laptios, emails and devices
Data transfer procedures in place
High level of security in place which can detect breaches/external breaches.
Staff are informed through policies and procedures
ITEC manage all systems, passwords and security

▶ Evidence

Online safety policy including Acceptable Use.
Password and Data policies in place
Staff induction and policies
ITEC systems and management

▶ Recommendations for Improvement

Introduce independent external reviews of the safety and security of school systems including password security systems. Implement a backup routine that provides an appropriate level of protection from data loss. Consider the use of offsite/cloud systems. Design a process for informing users of any system compromise and include a post-incident plan to identify areas for improvement and education. Report findings to the online safety group and make changes to systems/policy as a result of any findings.

▶ Improvement Plan

Further clarfication from ITEC on the Level 1 standards - are these in place.

VP 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**

Online safety policy in place which outline the use of mobiles, security and practice. Policy covers all staff, pupils and visitors.

▶ **Evidence**

Online safety policy
Code of conduct/staff handbook

▶ **Improvement Plan**

Review policy to ensure it is relevant and up to date with latest technology around mobiles.

VP 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
Policies in place and agreements with parents for social media.
Social media monitored by ELT/Admin
Online safety curriculum to covers social media

▶ Evidence
schemes of work - online safety
Safer internet day/online safety curriculum
policies

▶ 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
Consider use of other social media that we can use to promote the school/pupils work/wider involvement.
Discussions with parents around use of social media, improve communication through social media and use of social media with families.

VP Digital and Video Images

■ Level: **1**   ■ National: **2.3**   ■ 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

Policies and procedures in place which covers use of digital and video images.
Data protection and storage policies in place.
Families consent to digital and vidoe use when starting at the school. Families can withdraw this at any moment.
All staff aware of the use of digital and videos of pupils.
Policies reflect the use and importance of digital images for recording of learning and progress.

▸ Evidence

Policies and acceptable use in place.
Permissions shared with all staff via shared drive.

▸ Improvement Plan

Ensure storage of digitial images and videos are in line with new data protection policies.

VP 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

Online safety information, policies and updates avalible through the website and direct from school.
A range of technologies is used to share the schools success and
pupils acheivements/progress.
Publications are checked for any data breaches or security/safeguarding risks.

▸ Evidence

www.longcausespecialschool.com website
newsletters home
schemes of work/online safety materials
Safer Internet day
Class dojo
Reports and progress updates

▶ 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

Review policies to ensure in line with new technologies.
Review practices and data reagrding publising and use of online media platforms.

VP # Data Security

🟩 Level: **3** 🟦 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 im plementation of policy, procedure and education of all users from administration to curriculum use.

▸ **Your Level: Level 3**

● The school has an appropriate set of Data Protection Policies. ● Data subjects are informed about their rights and about the use of personal data (e.g. through a Privacy Notice). ● The school has appointed a Data Protection Officer (DPO) who actively monitors compliance with the law and provides independent, appropriate advice to senior leaders and governors. ● The DPO in planning a data audit / mapping exercise to understand where data currently resides, including third parties and cloud storage. ● The Governors' responsibilities for the development and approval of Data Protection policy and procedure are clearly defined. ● The school/college has identified the personal data which it has a legal basis to process. ● The appropriate lawful base has been identified and recorded in the record of personal data processing. ● Where relevant, consent has been obtained for "non-core" activities, e.g. the use of digital/video images. ● Procedures for the recording of subject access requests and data breaches have been developed. ● There is a process for reporting breaches to ICO and other relevant agencies, where appropriate. ● The DPO leads a comprehensive data protection education programme for all users.

▸ **Current Position**

All required Data protection policies in place and approved by Governors.
HR lead met with DPO and working on being compliant with all policies in place.
ELT/Admin working on Assest register.
Password and secure transfer of data, encrytion and secure emails in place.

▸ **Evidence**

Data potiection policies in place.
DPO from external company in place

▸ **Recommendations for Improvement**

Ensure the suite of policies covers all statutory requirements. Raise awareness of data protection policies and procedures with staff and governors by auditing skills and requirements and then implementing a training programme that meets those needs. Educate staff to understand their obligations, under the current Data

Protection Legislation and the need to comply with the school's Data Protection Policy. Appoint staff, to support the [Data Protection Officer](#), as data managers and controllers, to manage personal data in their areas of responsibility. Ensure the suite of policies covers includes; purpose, privacy notices and consent, roles and responsibilities, training and awareness, [Data Protection Impact Assessments](#) (DPIA), audit logging, special categories of data, secure storage and access to data, subject access requests, secure transfer of data and access outside school/college, disposal, incident handling). Introduce enhanced protection through the use of encryption/two factor authentication for the handling or transfer of [special category data](#) and sensitive data about children. Explore the most effective route to help learners to understand their data rights and privacy implications. Clear guidance is available in [UKCIS framework "Education for a Connected World"](#) and [SWGfL ProjectEVOLVE](#) (Privacy and Security strand). For older learners, this may include understanding school age-appropriate privacy notices as part of the wider curriculum.

▶ **Improvement Plan**

All staff to be informed of new policies and data protection information.
Data assest policy to be completed and approved by Governors.

⬍ Outcomes

(VP) 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

Policy and practice is reviewed reguarly.
Govenor in place.
Logs and records in place through CPOMS and can be produced as requested.

▸ Evidence

CPOMS reports and logs.

▸ 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

Reporting to Governors and how this can look. Meet with designated govenor around reporting.
Extend online safety group and restablish what is required or any actions needed.