

Name: Archbishop Cranmer Church of England Academy

Organisation ID: 8913511

Type: Academies

Local Authority: Nottinghamshire

Multi-Academy Trust: Aspire Multi - Academy Trust

Phase: Primary

Registered: 29/09/2022

Last Update: 01/10/2023

Last Login: 01/10/2023

Aspects Complete: 21 / 21

Level: **1.4**

Progress:  100%

## Policy and Leadership ► Responsibilities

### Online Safety Responsibilities

 Level: 1    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 1

Building on Levels 3 & 2: ● The DSL, OSL and Governors have a commitment to extend the school's online safety programme to the benefit of the wider community. ● All staff take active responsibility for online safety. ● Governors receive and respond to regular online safety monitoring and incident reports.

#### ► Current Position

Online safety leaders and governors work collegiately to coordinate and monitor the online safety curriculum (iLearn2 and Be Internet Legends). This includes support for the school community, shared via eSafety newsletters, the website and Parent Forum meetings. Online safety is covered as part of our RHSE programme of study and school take part in national events such as Safer Internet Day and Anti-bullying week.

We have been awarded Gold status for anti-bullying by the Anti-Bullying Alliance, which includes supporting online safety.

DSLs have completed online safety training as part of their training requirements and also from The Key.

Our Online Safety Policy outlines staff's responsibilities for online safety and staff understand and recognise the importance of this. This is re-visited regularly as part of safeguarding training, monthly newsletters and within staff meetings.

Information is also shared with governors as is shared with staff. Regular reports are produced by the Online Safety Lead alongside monitoring reports as necessary.

### ► Evidence

Online Safety Policy: <https://primarysi...-updated-2023.pdf> 

Online Safety information for parents: <https://www.archb...ne-safety-advice/> 

Safeguarding newsletters and guidance:

<https://www.archbishopcranmer.co.uk/safeguarding/> 



### ► Improvement Plan

Ensure governor training is up-to-date

Share new policy with staff and support staff

---

## Online Safety Group

 Level: 1    National: 3.5    Progress: 100%



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

### ► Your Level: Level 1

Building on Levels 3 & 2: ● The group has parent/community membership ●

The group helps to communicate the online safety strategy so that it is understood by all members of the school and wider community. ● The group is actively integrated and collaborating with other relevant groups in and outside school.

### ► Current Position

Online Safety is managed by Mrs L Rogers (deputy head teacher, deputy DSL and computing lead), and is supported by the Head teacher Mrs M Stevens (senior DSL) and SENCo Mrs E Hodgson (deputy DSL).

Our online safety governor is Mrs Sarah Rowe (parent governor).

Our Online Safety Policy outlines key roles and responsibilities inline with new KCSIE 23

Pupils support with provision as 'Digital Leaders' and make suggestions as part of the pupil parliament and young leader roles.

Subject leader works alongside other subject leaders in the MAT to collaborate and share best practice.

Parent Forums are held alongside the link governor (also parent) to share and collaborate on best practice.

### ► Evidence

Online Safety Policy: <https://primarysi...-updated-2023.pdf> 

Parent Forum minutes: <https://www.archbishopcranmer.co.uk/parent-forum/> 

### ► Improvement Plan

Involve parents in consultation of online safety - arrange follow-up parent forum to update on new policy after governor ratification

Share new policy with school community

## LR 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

We have our Acceptable Use Agreement in place for all staff, volunteers and pupils.

We have a range of systems in place for pupils to share and communicate their needs, such as the worry monster, worry box on the website, peer mediators/ playground pals, young leaders.

New Online Safety Policy outlines roles and responsibilities under professional standards.

Staff code of conduct and handbook in place to share professional expectations, this is covered annually and at induction for new staff joining in-year.

Teachers direct email address and communication via school systems are made widely available to staff - staff are encouraged not to share own email addresses with parents and have access via ScholarPack and teachers@ email.

Teachers Standards are shared with all staff and referred to as part of appraisal process.

Inclusive Technologies team visit pupils with SEND to support use of technology ensuring safety is paramount

### ► Evidence

Staff handbook: <https://www.archbishopcranmer.co.uk/parent-forum/> 

Online Safety Policy: <https://primarysi...-updated-2023.pdf> 

### ► Improvement Plan

Continue to keep staff up to date via monthly Safeguarding newsletters (with eSafety features) and half termly online safety newsletters

## Policy and Leadership > Policy

---

## LR Acceptable Use

■ Level: 1   ■ 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 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

We have an acceptable use agreement in place which is clearly differentiated according to age role and need.

Shared with parents, and reviewed with regards to changes in legislation.

Anti-bullying posters and child on child abuse posters are differentiated and displayed in classrooms.

### ► Evidence

Acceptable use agreement EYFS, KS1. [https://archbisho...N\\_Uov4tA?e=Xu5fzz](https://archbisho...N_Uov4tA?e=Xu5fzz) 

Acceptable use agreement KS2 <https://archbisho...NajKanWQ?e=myXEmy> 

Acceptable Use Agreement Staff and Volunteer [https://archbisho...\\_gc2bYZg?e=umGys6](https://archbisho..._gc2bYZg?e=umGys6) 

Acceptable Use agreement remote learning <https://primarysi...-learning-abc.pdf> 

Child friendly safeguarding standard <https://primarysi...ding-standard.pdf> 

Child friendly peer on peer abuse standard <https://primarysi...buse-standard.pdf> 




Online Safety Policy <https://primarysi...-updated-2023.pdf> 

### ► Improvement Plan

Ensure and reflect on Acceptable Use and ensure it is up to date and inline with new legislation and policy.- sept 23 completed

---

## Reporting and Responding

 Level: 1  National: 2.9  Progress: 100%



This aspect describes the routes and mechanisms the school provides for its community to report abuse and misuse and its effective management.

Additionally, how the school develops its awareness of emerging issues and understands the safeguarding implications e.g. Online sexual abuse.

### ► Your Level: Level 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**

Children are taught reporting systems through Computing lessons where eSafety strands are embedded each half term. These are also reinforced through RHSE lessons where pupils are taught to recognise signs of abuse and what to do if they have any concerns.

There are a number of systems in place for pupils to report concerns, such as: worry monster, worry box online, ELSA trained staff, mental health leads (posters shared around school with staff to talk to if they are worried), mental health support team referrals and workshops, worry boxes in classrooms, pupil leaders trained as peer mediators and wellbeing leads to share worries and concerns with key staff.

All staff receive annual safeguarding training which covers the importance of online safety, where monthly newsletters regularly feature eSafety and remind staff of protocols.

Anti-bullying practice awarded Gold award by ABA (only 4% of schools achieved). Online behaviours are reinforced by our behaviour policy, anti-bullying standard and child-on-child abuse policies.

### ► **Evidence**

Computing progression and materials: <https://archbisho...jRjROZTQ?e=WR1mjb> 

Child friendly standards: <https://primarysi...use-standard.pdf>;  <https://primarysi...llying-poster.pdf> 

Newsletters: <https://www.archbishopcranmer.co.uk/safeguarding/> 

Anti-bullying: <https://www.archbishopcranmer.co.uk/anti-bullying/> 

### ► **Improvement Plan**

Ensure that children are familiar with and recognise CEOP buttons and options for reporting across the internet.

## LR 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

Online Safety Policy reviewed Sept 23 in line with TETC guidance and advice. Child-on-child abuse policy updated to reflect KCSiE 2023 changes and is differentiated and age-related with child-friendly policies in place and shared in classrooms.

Carefully considered approach to online safety across the key stages, supported by our iLearn2 and Be Internet Legends scheme of work - KS1 use resources from CEOP, ThinkUKnow, Vodafone picture books, and Safer Internet Centre. Resources are all mapped to Education to the Connected World framework. These resources help parents to support their children with eSafety so that children can work and play safely online using pupil codes.

Online Safety is led by the Deputy head and supported by the SLT and is part of safeguarding checks and monitoring which is inline with school improvement.

### ► Evidence

Progression of skills for Computing and curriculum documents:

<https://archbisho...jRjROZTQ?e=WR1mjb> 

### ► Improvement Plan


Ensure policy is in line with RM provider agreement

Share policy with staff and community once ratified by governors

 Education ► Learners

---

## LR 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**

Well planned, sequenced and progressive skills and knowledge document in place for computing.

Scheme of Work (ILearn2) resources are also mapped to the Education for a Connected World (2020) framework using an interactive page. There are also 2 pupil activity packs, helping pupils access the videos, activities, games, resources and questions independently at school or home. These can also help parents support their children with e-safety. The pupil packs can be accessed using pupil codes tool.

Resources from BeInternetLegends are utilised in KS2 and ThinkUKnow, CEOP and Education for a Connected World alongside to enhance learners' knowledge on how to stay safe online.

### ► **Evidence**

Progression of Skills <https://primarysi...ishop-cranmer.pdf> 

Computing in Action <https://www.archbishopcranmer.co.uk/computing/> 

### ► **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**

Begin to use ProjectEVOLVE resources and Knowledge Map Feature to evidence the positive impact that online safety has at our school.



■ 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**

Digital Leaders in school provide a clear and effective reporting route for their peers.

They contribute actively to online safety events leading whole school assemblies for events such a Safer Internet Day.


They support staff during worships.

Subject ambassadors support their peers during computing lessons utilising the skills and knowledge of learners.

Pupil Voice suggests that online safety is taught and is understood at ABCA.

Children can share online safety tips and advice.

### ► **Evidence**

See Life in All its Fullness documents for examples of pupil contributions, lessons and campaigns: <https://www.archb...-fullness-202122/> 

See Computing and RHE in action on website: <https://www.archb.../rhse-heartsmart/>  <https://www.archbishopcranmer.co.uk/computing/> 

### ► **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

Digital leaders to attend and present online safety information during parent forum

## 📡 Education > Adults and Agencies

---

**LR Families** ■ Level: 2 ■ National: 2.8 ■ Progress: 100% 

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

### ► Your Level: Level 2

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


### ► Current Position

Regular eSafety newsletters are shared with parents and carers. The school website contains a wealth of information and resources which parents can refer to to support with online safety at home including remote and home learning. ParentZone information posters are shared via our Twitter page. Up to date guidance referring to social media is also shared. We have a support and advice contact form on the online safety page of our school website which allows effective communication and a clear route for parents and carers to report issues.

Our Online Safety Policy, Anti-bullying standard, behaviour policy, child-on-child abuse and safeguarding policies all link to ensure that approaches are consistent. We have a complaints policy which ties in with the above policies.

### ► Evidence

Policies: <https://www.archbishopcranmer.co.uk/policies/> 

Online Safety page with contact box, newsletters, advice and information: <https://www.archb...ne-safety-advice/> 

### ► 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 parent/ carer representative as part of Parent Forum  
Consider ways to engage hard to reach parents in online safety programmes

---



■ Level: 2

■ National: 3.2

■ 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

Staff receive annual training in safeguarding which covers up to date KCSiE 2023 guidance and refers directly to online safety and harms as a risk for all children. Staff are reminded of processes and protocols and recognise what to do in the event of a disclosure. Monthly safeguarding newsletters are shared with all staff and regular volunteers where online safety features within all, if not most, issues. DSLs receive additional training (e.g. from TETC team and NCSP) alongside DSL training to embed and support with online safety. [EH attended Information for a Connected World Training in Sept 22; EH MS LR completed online safety training from The Key along with ALL staff]

Online Safety Lead is part of subject leader group across the MAT: expertise and best practice information shared during termly meetings. Attended DSL network meeting.

### ► Evidence

Training from Sept 23: <https://archbisho...CZKmMNLA?e=jopBBX> 

Certificates: file:///C:/Users/Irogers/OneDrive%20-

%20Archbishop%20Cranmer%20CE%20Academy/DSL/Certificates/Staff/2023-

24/online-safety-the-essentials-2023\_for\_archbishop-cranmer-church-of-england-academy%20(1).pdf

### ► **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**

Complete accreditation programme and explore training opportunities for LR as Online Safety Lead  
Continue to share best practice among staff

## LR Governors

Level: 3 National: 3.4 Progress: 100%



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

### ► Your Level: Level 3

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

### ► Current Position

Governors have training shared to access and have been provided with safeguarding training which covers online safety.

Governors receive updates during meetings and governor reports for the training.

### ► Evidence

Governor certificates: <https://archbisho...ipb5Ajl?e=i5FbAm>

### ► Recommendations for Improvement

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

### ► Improvement Plan

Re-share training with governors

Share provision with governors including new Online Safety Policy

---

## EH Agencies

Level: 1 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 1

Building on Levels 3 & 2: ● The culture of the school ensures that members of the wider community and/or other agencies are involved, whenever possible, in

the planning of community programmes and in the delivery of programmes in school. ● The school works with community groups and other schools/agencies e.g. early years settings, youth groups, voluntary groups, libraries, police, health etc and supports their development through the use of online safety planning tools e.g. Online Compass Self Review Tool. ● Where relevant these organisations are encouraged to apply for Online Compass Awards. ● Within MATs, the school is actively engaged in promoting their effective online safety practice across other schools in the MAT.

### ► Current Position

We take part in Safer Internet Day annually and is organised and led by our pupil Digital Leaders with the support of our computing subject lead.

A variety of external agencies are welcomed and support our provision: DAaRT (provided by Notts Police); Our Future careers support which covers STEM and coding learning; Archbishop of York Young Leader Award which promotes the children to live safe and healthy lives, tackling injustice through being the change they want to be; Anti-bullying award achieved which is supported by our Anti-bullying ambassadors.

Use of 360 online audit tool to identify targets.

Subject leader attends meetings across MAT to share best practice.

DSL attended training from Nottinghamshire Children's Safeguarding Partnership to support with online safety.

Inclusive Technologies Team referrals made to support pupils with access to devices where special educational needs require this provision.

### ► Evidence



Online safety page on school website sharing newsletters and key information:

<https://www.archb...ne-safety-advice/> 

Life in All Its Fullness documents to show pupil engagement in external provider sessions: <https://www.archb...-fullness-202122/> 

Computing in Action: <https://www.archbishopcranmer.co.uk/computing/> 

Young Leader Award celebration: <https://archbisho...award-celebration> 

Safer Internet Day assembly led by digital leaders: <https://archbisho...rnet-day-assembly>  <https://archbisho...rnet-day-assembly> 

### ► Improvement Plan

Apply for online compass awards

## Technology

---

### Data Security

 Level: 1

 National: 2.9

 Progress: 100%



This aspect describes the school's compliance with Data Protection legislation and how it manages personal data. It describes the ability of the school to effectively control practice through the implementation of policy, procedure and education of all users from administration to curriculum use.

### ► **Your Level: Level 1**

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

### ► **Current Position**

DPO Audit

DPO annual report to governors

Privacy notice staff

Privacy notice parents and carers

MAT data protection policy

MAT-wide termly DPO meetings and CPD

Governor hub

SCR

Scholar pack - locked system with limited access to job descriptions etc

Locked and password protected emails

Password protected files

Locked drawers

### ► **Evidence**

DPO annual report to governors <https://archbisho...j84Nx34Q?e=92QPDZ> 

DPO audit <https://archbisho...9jC7P9yg?e=ff1jtL> 

Privacy notice staff <https://archbisho...0RjwRI2Q?e=y24DfL> 

Privacy notice parents and carers <https://primarysi...arents-carers.pdf> 

MAT data protection policy [https://primarysi...ire\\_v2-0final.pdf](https://primarysi...ire_v2-0final.pdf) 

IRMS toolkit used

### ► **Improvement Plan**

Ensure Personal Data Policy is covered in current policies held.

Regularly audit personal data : Job descriptions, DPIAs, Record of processing activities, Information Asset Register, training records, Governors /Trustees minutes are stored correctly.



## 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

Provided by RM Education. This provides us with the level 1 criteria.

GDPR report to governors provided annually

New online safety policy and training to reflect changes

### ▶ Evidence

Online Safety Policy: <https://primarysi...-updated-2023.pdf>

Mobile phone and smart watches standard: <https://archbisho...1UFEUcTQ?e=zLd9Ai>

DPO annual report to Govs and audit: <https://archbisho...2%2D23&view=0>

### ▶ Improvement Plan

Continue pro-active monitoring supports a prioritised safeguarding response to serious issues

Continue to monitor and respond to filtering and monitoring logs

## LR 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

Covered by RM Education to meet Level 1 criteria  
Online safety policy updated to reflect  
Staff training sept 23 on monitoring and filtering and online safety.

### ► Evidence

Online Safety Policy: <https://archbisho...JYE6RY4Q?e=IB6Qhk>   
Mobile phone and smart watches standard: <https://archbisho...1UFEUcTQ?e=zLd9Ai>   
DPO annual audit: <https://archbisho...j84Nx34Q?e=8tpnlU>   
Certificates: <https://archbisho...%7D%7D&view=0> 

### ► Improvement Plan

Ensure SBM and DPO / Online Safety Lead liaise with RM Education to quality assure level 1 criteria

## LR 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

Criteria met by RM Education provider service

### ► Evidence

Online Safety Policy: <https://primarysi...-updated-2023.pdf> 

Mobile phone and smart watches standard: <https://archbisho...1UFEUcTQ?e=zLd9Aj> 

DPO annual audit: <https://archbisho...j84Nx34Q?e=8tpnlU> 

Policies, including acceptable use agreements:

<https://www.archbishopcranmer.co.uk/policies/> 

Staff handbook: <https://archbisho...h-temK4Q?e=Djv9Bw> 


### ► Improvement Plan

Continue to quality assure provision provided by RM Education to ensure that systems are in place for effective technical security

## Technology ► Practice

---

### 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

Digital images and videos are embedded within school practice and support and enhance teaching and learning, where technology forms part of day-to-day teaching and allows us to celebrate learning, achievements and what we're 'up2' as a school. This provides parents with up-to-date , timely information about what their children are learning, but also celebrates and attracts new families to our school, as well as to wider companies etc. These also feed into our website to

showcase curriculum progression, learning and give visitors to our website an idea of the outstanding provision we provide. Videos are used to communicate pupil voice and experiences which are shared with wider audiences, such as Sun Safety which was shared with Garnier; information about our vision and values, shared at the Church school conference; and assembly footage to share within school.

All images and videos created are produced with written consent from parents. Pupils are educated on the safe and responsible use of digital images as part of our computing and RHSE curriculum content, for example, in Y2 through the story of Goldilocks via the Vodafone picture book and Jessie and Friends materials.

### ► Evidence

Acceptable use: <https://primarysi...agreement-abc.pdf> 

Curriculum information: RHE <https://archbisho...Y3KdQrjg?e=Xazopb>  Computing <https://archbisho...jRjROZTQ?e=6gZbrH> 

Website: <https://www.archbishopcranmer.co.uk> 

Safeguarding information on school website:

<https://www.archbishopcranmer.co.uk/safeguarding/> 

Online Safety Policy: <https://archbisho...JYE6RY4Q?e=vCYPgg> 

### ► Improvement Plan

Empower parents with information regarding how to exercise and encourage safe and responsible use of digital images

---

## 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

The school network is managed by RM Education who monitor and provide risk management through filtering.

All staff and children sign an acceptable use agreement and the Online Safety

Policy indicates responsibilities and expectations for staff, visitors and learners using technology in school.

All staff have devices provided by school to access technology and are discouraged to use personal devices. We have a mobile phone and smart watch standard in place to ensure that responsible use of such devices are followed in school.

Safeguarding policy and procedures and Data Protection Policy set out expectations for responsible use of mobile technology, where personal devices are only used in staff-only areas.

Pupils are educated about the risks associated with personal devices as part of the Computing and RHSE curriculum.

### ► Evidence

Acceptable use agreement: <https://primarysi...agreement-abc.pdf> 

Standard for use of mobile phones and smart watches: <https://archbisho...1UFEUcTQ?e=sTac1t> 

Curriculum information: <https://archbisho...jRjROZTQ?e=3kE37h> 

### ► 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

Develop a standard for the use of own devices in school (BOYD) encompassing visitors, trainees and staff members.

Explore limitations for mobile devices using the school network - enquire with RM regarding filters and restrictions

---

## 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**

School uses Twitter and Facebook to share pupil learning and raise awareness of the school's profile. Children are educated around the safe use of this through the eSafety learning and through RHE lessons. Pupils learn how to safely create their own digital content.

Where social media is used, parental consent is obtained and our Online Safety Policy outlines clear expectations for the use of this by staff members, outlining expectations and risk management.

### ► **Evidence**

Curriculum information: (computing) <https://archbisho...jRjROZTQ?e=3kE37h>   
(RHE) <https://archbisho...Y3KdQrjg?e=BjXKD> 

Online Safety Policy: <https://archbisho...JYE6RY4Q?e=Nm9n9M> 

Acceptable use agreement: <https://primarysi...agreement-abc.pdf> 

### ► **Improvement Plan**

Look to creating a social media policy/ standard

---

## **Online Publishing**

 Level: 1    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 1**

Building on level 2: ● The school addresses online safety topics relevant to members of the wider school community e.g. responding to current threats and issues highlighted by the media. ● These policies and practices are regularly reviewed and reinforced. ● Care is taken to review and update online safety advice in the light of latest research; practice; guidance and emergence of new technologies.

### ► **Current Position**

Newsletters are shared throughout the year to update parents on advice, guidance and support relating to online safety. Updates are issued in response to threats or issues highlighted by the media in a timely fashion to ensure that parents are well-informed.

Online Safety Advice is updated regularly via the school website, drawing upon guidance from best practice and recommended sites/ services such as SWGfL, TETC team, NCSP etc.

Online Safety Policy is updated bi-annually, with support from the TETC team and audit recommendations, or as appropriate in line with latest guidance and emergence of new technologies.

Audits (such as this) are used to review and update practice in light of the latest guidance.

Curriculum content relating to online safety is celebrated on our school website and social media feeds.

Good practice is observed through following guidance outlined in legislation which is fed into our policy.

### ► Evidence

Online Safety Policy: <https://archbisho...JYE6RY4Q?e=vCYPgg> 

Computing in Action and curriculum information:

<https://www.archbishopcranmer.co.uk/computing/> 

### ► Improvement Plan



Continue to update policy in line with latest research

Update practice in line with outcomes and targets from this audit

## 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

Impact of subject deep dives and monitoring used to continually improve current practice of online safety and the safeguarding of children.

Monitoring of Scheme of Work and evaluation of the Long Term Plan.

Parents/carers are informed of patterns of online safety incidents as part of the school's online safety awareness raising.- regular newsletters and letters to parents as well as up to date info given on the web page

The impact of the online safety policy and practice is regularly evaluated through the review / audit of online safety incident logs; 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 through the Head Teacher's Report and Governor Meetings.


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 - Scholar Pack Incident logs - Computing deep dive CEO detailed report - Computing skills and progression doc.


Anti-Bullying Gold Award - DSL shared our good practice on Anti-bullying webinar with a number of schools nationally.


Safeguarding news letters - monthly

## ► Evidence


Impact of subject deep dives and monitoring used to continually improve current practice of online safety and the safeguarding of children. <https://archbisho...011NmflQ?e=3HX0VL> 

Monitoring of Scheme of Work and evaluation of the Long Term Plan. <https://archbisho...nToboW2A?e=h1BL4S> 

Parents/carers are informed of patterns of online safety incidents as part of the school's online safety awareness raising.- regular newsletters and letters to parents as well as up to date info given on the web page <https://www.archb...ne-safety-advice/> 

The impact of the online safety policy and practice is regularly evaluated through the review / audit of online safety incident logs; behaviour / bullying reports; surveys of staff, learners; parents / carers. <https://www.archb...f-questionnaires/> 

There are well-established routes to regularly report online safety outcomes to school leadership and Governors through the Head Teacher's Report and Governor Meetings.

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 - Scholar Pack Incident logs - Computing deep dive CEO detailed report - Computing skills and progression doc. <https://www.archbishopcranmer.co.uk/computing/> 

Anti-Bullying Gold Award <https://www.archbishopcranmer.co.uk/anti-bullying/> 

Safeguarding news letters - monthly <https://archbisho...xml3PlgA?e=73aglf> 

### ► **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**

Continue to share good practice with other schools, agencies to help ensure the development of a consistent and effective local online safety strategy.

Check and update online safety strategy

---