360°safe
the online safety self-review tool

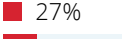|	
Name:	Wellsprings Primary School
Type:	LA maintained schools
Organisation ID:	9332221
Local Authority:	Somerset
Registered:	16/09/2012
Last Update:	04/03/2022
Last Login:	04/03/2022
Aspects Complete:	21 / 21
Level:	**2.2**
Progress:	■ 27%

⚖ Policy and Leadership > Responsibilities

🔵 LJ **Online Safety Group**

■ Level: **2**   ■ National: **3.5**   ■ Progress: **50%**   ◎

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 and DSL) are included Pupils/students are canvassed/included There is Governor membership There are clear lines of responsibility, communication and accountability

▶ Evidence
We have a team structure that meet regularly.
The group has representatives from SLT, DSL, Governors and teaching staff.

▶ 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). Ensure membership allows group sustainability.

🔵 LJ **Online Safety Responsibilities**

■ Level: **2**   ■ National: **2.8**   ■ Progress: **25%**   ◎

This aspect describes the roles of those responsible for the school's online safety strategy including senior leaders and governors/directors.

▶ Your Level: Level 2

Building on Level 3: The Online Safety Lead is responsible for the leadership of the Online Safety Group, staff training and awareness. Designated persons are responsible for monitoring incidents and handling sensitive issues (including Child Protection). Many staff take responsibility 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. Governors allocate resources to provide online safety education.

▶ Recommendations for Improvement

The Online Safety Lead'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.

LJ Professional Standards

■ Level: **2**   ■ National: **2.7**   ■ Progress: **25%**

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

▶ **Your Level: Level 2**

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

▶ **Recommendations for Improvement**

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

⇲ Policy and Leadership > Policy

LJ Online Safety Policy

■ Level: **2**   ■ National: **2.3**   ■ Progress: **25%**

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

▶ **Your Level: Level 2**

Building on Level 3: The policy clearly defines roles and responsibilities There is "whole school ownership" of the policy. The policy is updated regularly (preferably annually). The policy clearly states the school's commitment to act on online safety incidents outside the school that affect the well-being of staff and pupils/students. There is clear cross-referencing between the school online safety policy and other relevant school policies

▶ **Recommendations for Improvement**

Develop systems of research / monitoring to allow more frequent and informed policy review. Align the online safety policy review cycle with the overall school improvement planning cycle. Ensure that policy recognises and informs the different requirements of pupils/students in terms of age, role and need.. Consider how a consistent online safety message may be delivered to all members of the school community. This might be delivered and reinforced through the website, learning platform, newsletters, posters, awareness programmes.

LJ Acceptable Use

■ Level: **3**   ■ National: **2.4**   ■ Progress: **25%**

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

▸ **Your Level: Level 3**

Guidance on the acceptable use of technology is provided for all users of technology on the school site.

▸ **Recommendations for Improvement**

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

LJ Reporting and Responding

■ Level: **3**   ■ National: **2.9**   ■ Progress: **25%**

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

▸ **Your Level: Level 3**

Users understand their responsibilities to report online safety incidents. They know and understand that there are clear systems for reporting abuse. (e.g. SWGfL Whisper Anonymous Reporting Tool) and understand that the processes must be followed rigorously. Strategies for managing unacceptable use are clearly stated in the online safety policy and related policies There are clear escalation processes for the handling of incidents. Reports are logged for future auditing / monitoring. Users are aware of these school strategies and also have an understanding of how to report issues to online platforms and services eg SWGfL Swiggle Child Friendly Searching and Reporting or UK Safer Internet Centre Reporting Harmful Content platform

▸ **Recommendations for Improvement**

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

⇟ Education > Children and young people

LJ Online Safety Education Programme

■ Level: **2**   ■ National: **2.7**   ■ Progress: **25%**

This aspect describes how the school builds resilience in its pupils/students 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 pupils/students 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. There are opportunities to assess and evaluate pupil/student progress e.g. using SWGfL EVOLVE platform

▸ **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 pupil/student 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 young people in the delivery and review of these programmes.

LJ Contribution of Young People

■ Level: **2**   ■ National: **3.2**   ■ Progress: **25%**

This aspect describes how the school maximises the potential of young people's knowledge and skills in shaping online safety strategy for the school community and how this contributes positively to the personal development of young people.

▸ **Your Level: Level 2**

Building on Level 3: There are mechanisms to canvass pupil/student feedback and opinion. The contribution of young people significantly informs school online safety strategy, including policy review and online safety education programmes. The school involves pupils/students in delivering its online safety campaigns and uses the support of peer groups. There is evidence that young people's' involvement contributes positively to their own personal development

▸ **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. Develop robust mechanisms to canvass pupil/student feedback on online safety programmes - preferably led by the young people themselves.

⇌ Education > Adults and Agencies

LJ Staff

Level: 2 **National: 3.3** **Progress: 25%**

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

▸ Your Level: Level 2

Building on Level 3: All staff are confident, informed and consistent in dealing with online safeguarding issues affecting pupils/students. There is evidence that key members of staff (e.g. Designated Safeguarding Leads or Pastoral/Behavioural Leads) have received more specific training beyond general awareness raising. The Online Safety Lead can demonstrate how their own professional expertise has been sustained (e.g. through conferences, research, training or membership of expert 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 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.

LJ Governors

Level: 2 **National: 3.4** **Progress: 25%**

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

▸ Your Level: Level 2

Building on Level 3: The school has identified or provided online safety education opportunities for Governors and more than one Governor has attended. There is evidence that Governor education impacts on how the school shapes online safeguarding policy and practice.

▸ Recommendations for Improvement

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

LJ Families

Level: 2 **National: 2.9** **Progress: 25%**

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.

▸ 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.

LJ Agencies

Level: 2 **National: 3.6** **Progress: 25%**

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

▸ Your Level: Level 2

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

▸ Recommendations for Improvement

Develop a culture in which the school recognises the significant role that the local community can play in improving the quality of education and levels of aspiration. Wherever possible involve members of the local community in the planning of community programmes and in the delivery of programmes in school. Invite external expertise to contribute to your strategy. If you are supporting community organisations in the use of the Online Compass Self Review Tool, encourage them, as relevant, to apply for Online Compass Awards.

⇋ Technology

LJ Data Security

Level: 2 **National: 3** **Progress: 25%**

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 2

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

▸ Recommendations for Improvement

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

⇋ Technology ▸ Infrastructure

LJ Filtering

Level: 2   **National: 2.2**   **Progress: 25%**

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

▶ Your Level: Level 2

Building on Level 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.

▶ Recommendations for Improvement

Introduce frequent reviews of the filtering logs. Work towards a mature online safety culture in the school where evidence shows that there are few breaches (or attempted breaches) of the filtering system and this allows the school to take a more relaxed and personalised approach to the filtering. Develop age appropriate filtering for pupils/students. Introduce pro-active alerts that will inform the school of attempts by users to access illegal and blocked content. Explore ways in which access to inappropriate content using non-browser services (app, mobile) can be managed.

LJ Monitoring

Level: 2   **National: 2.3**   **Progress: 25%**

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.

▶ Your Level: Level 2

Building on level 3: There is a staff lead responsible for managing the monitoring strategy and processes Monitoring enables alerts to be matched to users and/or devices There is regular planned review of monitoring logs and/or alerts There is a clear process for prioritising response to alerts that require rapid safeguarding intervention Management of serious safeguarding alerts is consistent with safeguarding policy and practice

▶ Recommendations for Improvement

When reviewing monitoring incidents from logs, consider how these issues inform and refine safeguarding policy and practice. Where appropriate investigate the ability of the school's monitoring system to manage relevant languages. Consider ways to improve capacity and response to alerts by using active/pro-active response services. There is further information on the UK Safer Internet Centre Appropriate Monitoring Advice site. Explore ways in which network access is monitored on mobile devices as part of a BYOD strategy

LJ Technical Security

■ Level: **2**   ■ National: **2.9**   ■ Progress: **50%**

This aspect describes the ability of the school to ensure reasonable duty of care 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, dual-factor authentication is used. Encryption is used for the transfer of 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 is regularly updated 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.

▶ **Recommendations for Improvement**

Identify mechanisms for providing individual login/passwords to all users. 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**

Enable encryption on staff email

⇵ Technology ▶ Practice

LJ Mobile Technology

■ Level: **2**   ■ National: **2.7**   ■ Progress: **25%**

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 pupil / student 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 encouraged there should be clear guidance.

▶ **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.

LJ Social Media

■ Level: **3**   ■ National: **2.8**   ■ Progress: **25%**

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 3**

The school has a policy relating to the use of social media Users understand that, where applicable, use of these systems may be monitored and social media content moderated. The policy clearly references a planned programme of education on responsible social media use. The school has considered strategies to identify and respond to social media comments that reference the school and its community.

▶ **Recommendations for Improvement**

Ensure the online safety education programme includes effective opportunities to teach safe and responsible use of social media both within (if allowed) and beyond the school. Develop a professional level of debate about how the school might utilise the educational potential of social media technologies, while still ensuring that any potential use in school is carried out in as safe a way as possible. Establish systems to recognise external social media comments about the school. (The 'Alerts' tool provided as part of the BOOST package from SWGfL will support this identification.)

LJ Digital and Video Images   ■ Level: 2   ■ National: 2.4   ■ Progress: 25%

This aspect describes how the school manages the use and publication of digital and video images in relation to the requirements of the Data Protection Act 2018

▶ **Your Level: Level 2**

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

▶ **Recommendations for Improvement**

Develop a differentiated policy so that it is relevant to the ages, stages and maturity of different groups in the school - recognising the personal rights of older students and staff regarding images of themselves. Encourage the use of digital / video images to record learning and celebrate success, while taking care about the nature of the activities being recorded and to avoid the potential for young people to be at risk from published images. Ensure the safe and responsible use of digital and video images is taught as part of the school's online safety education programme. UKCIS framework "Education for a Connected World" ⊡ strand on Privacy and Security acts as a useful age-related guide.

LJ Online Publishing   ■ Level: 3   ■ National: 2.8   ■ Progress: 25%

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

▶ **Your Level: Level 3**

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

▶ **Recommendations for Improvement**

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

LJ **Impact of Online Safety Policy and Practice**

■ Level: **2**   ■ National: **3.5**   ■ Progress: **25%**   ◎

This aspect covers 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: 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, students / pupils; 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.

▸ **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.

SWGfL
Safe, Secure, Online