School: St Oswald’s CE Primary Date of assessment: 17th July 2017

Assessor: Katie John Headteacher: E Murtagh

Moderator: N/A School Contact Person: B Lovett

(if applicable)

**Element A – Policy and Leadership**

St Oswald’s CE Primary have a well-established pupil online safety group, who have worked on both the online safety and anti- bullying policies in addition to contributing to assemblies and providing advice to their peers. This group is facilitated by St Oswald’s Online Safety Lead, who understands the importance of her own development and others. Together with the SLT, she ensures that a training cycle is in place for staff, that complements the wider safeguarding agenda. Her responsibilities are clear and understood by other staff members who describe her as being very knowledgeable and approachable. She also works closely with the safeguarding lead

The school’s policies are comprehensive and links to online safety are clear within a range of other documents, including safeguarding, anti-bullying and PREVENT. Other key members of staff are involved in devolving policy, development planning, dealing with and responding to incidents. Policies are then presented to other staff and governors for input. The online safety lead regularly meets with the online safety governor to review the action plan and progress towards targets. Action plans are shared with the headteacher.

Clear systems for reporting are understood by staff and pupils, and parents are confident that online safety issues are dealt with effectively. Incidents are rare, however when they occurred, parents were impressed by the school’s vigilance and grateful for their advice and speedy actions.

The school’s safeguarding lead and the online safety lead work closely together and online safety is viewed by leaders and staff as an integral part of safeguarding. The school is seen as a model of good practice for safeguarding by local schools. In addition to this, the online safety lead is currently working with the police to develop PREVENT curriculum resources.

The school would benefit from formalising the adult group, which would ensure that the good work of pupils and staff is recognised and provide support in monitoring progress against the action plan. This would also be an ideal forum for the pupil group to present their work to.

**Element B – Infrastructure**

The school has effective filtering in place that is understood by all users. AUPs are signed annually. New staff have appropriate induction and sign the acceptable use agreement before using the school network. The schools filtering is provided by Smoothwall and the school’s technical support regularly monitor use and share this with the online safety lead. Access to the network is differentiated for staff users and pupils. Children and staff understand that filtering may not always block all inappropriate sites and are clear what to do should they encounter such content.

Children and staff have a good understanding of password security. Children have their own password to online accounts and Key stage 2 children will all have their own passwords for the network from next year and will take individual responsibility for them.

Rolling out passwords for the whole of key stage 2 will support the children in developing safe practice for the future.

**Element C – Education**

Pupils know how to stay safe and spoke confidently about digital footprints, copyright, blocking unwanted or unkind messages, reporting and setting profiles properly, and how to be careful when searching. They know what to do both in and out of school if they are worried about what happened online. The infrequent number of online safety issues that have been reported by children is at least in part, due to the very proactive approach the school takes to online safety education. Some children did speak of things that they had encountered online, such as strangers trying to talk to them or people being mean, but because they knew what to do, they were sorted out quickly.

Children are taught to staff safe online through: assemblies, computing lessons (planned scheme), PSHE, and in other curriculum subjects as appropriate (particularly around searching). The online safety lead ensures that where possible, any potential issues are pre-empted by listening to the children and what they are doing with technology.

Pupils learn about online safety through lessons, assemblies (lead by the pupil group) and external events such as visiting the Apple shop. In addition to this, external visitors have run workshops and online safety leaders visited a roadshow organised by the Police. The online safety curriculum is comprehensive, and subject leaders and class teachers view online safety as a shared responsibility.

Parents are full of praise the Online Safety Lead and the work she does with the children. They are also very positive about the range of methods the school uses to educate and inform them. They receive newsletters, access information online, attend workshops, including those led by the school technician. A number of transition sessions are run for parents of early years children and there are also opportunities to ‘stay and play’. (Themes for both include online safety). The school is also planning to include an online safety stand in future school events such as the Christmas Fayre.

All staff receive training annually and any staff joining the school during the academic year have online safety as part of the induction process. The online safety lead knowledgeable.

Governors have received training and updates from the online safety lead.

Online safety information and links are available through the information section of the website. Parents and children would find the online safety information more easily if there were links to the sites in the Parents and Children’s area as well.

The school could also exploit relationships with the Church to educate the local community.

**Element D – Standards and Inspection**

The Online Safety Lead and Governor regularly review practice and have made changes to policy and practice as a result. Online safety is currently a priority on the School Development Plan. Regular updates are provided for governors who are able to talk confidently about the work the school does in this area. The school has recently gained their ICT Mark and a recent Ofsted short inspection outcome letter, commented on the effectiveness of safeguarding and the children knowledge of how to stay safe online.

**Areas of strength and good practice**

Educating Parents – whilst the school accepts there are some hard to reach parents, they are proactive in identifying a range of ways to engage parents.

Pupil involvement – in addition to educating their peers and highlighting potential dangers of new technologies and apps to teachers. Pupils have had input into policies, rewriting the anti-bullying policy (ensuring online bullying was included) and writing the school online safety rules.

**Areas for further development**

The school would benefit from a separate online safety area for pupils, where they can also show off the wonderful work that is done in school to keep children safe. This could also be linked to the parent’s page.

All of key stage 2 would benefit from having their own passwords. This will give them a greater sense of responsibility and prepare them for secondary school.

Consider the possibility of working with the church to educate the wider community.

**Assessor’s Recommendation**

The school has reached the standards required to be awarded the Online Safety Mark