

School	Plympton St Maurice Primary
Date	11/21/2014
School Contacts	Sarah Jane Tustain
LA/Region	Plymouth
Assessor	Simon Wainwright - Plymouth City Council

OVERVIEW

Areas of Strength

It is clear that there are some strong areas of practice at Plympton St Maurice primary school. They have a number of references to e-safety as part of the overall school strategy and acknowledge the need to develop a robust set of policies that refer to the schools online safety provision. The school has AUPs which are signed by the staff and can be extended to include pupils and other members of the school community. A school Governor with existing safeguarding responsibilities has been identified to take on the the role of e-safety. The school has a clear line of accountability with the Head Teacher, ICT co-ordinator and Business Manager. There is a dedication to improvement and acknowledgment of the areas for development. The school has access to external technical support through a local secondary school which is an asset for ensuring technical security and safety. The school is continuing to use the SWGfL for its connectivity ensuring it is delivering a filtered, monitored and managed educational broadband service. The school are using their Learning platform to support communication across the school and enable remote access. In addition, a VPN is being implemented for secure remote access. There is awareness to develop a whole school approach to online safety to ensure the school has a holistic approach to continuous review and development.

Areas for Development

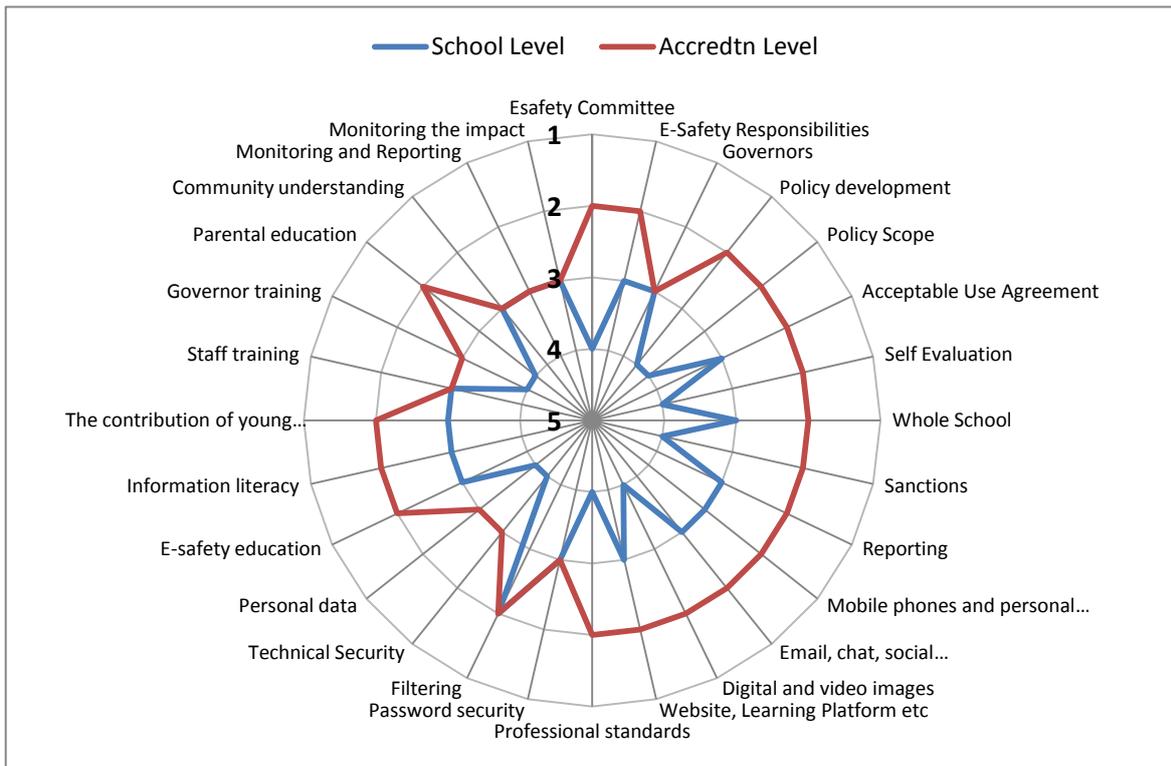
Key areas for development in order of priority are:

(1) Create an e-safety committee ensuring representation from whole school community including, teachers, pupils, parents, governors. Pupil engagement can be achieved through a digital leaders programme, aligned with an embedded digital literacy curriculum (2) Implement a progressive and integrated curriculum across all age groups for online education, in particular wider skills around digital literacy that include safety and security; ethics and practice and evaluation and critical thinking. (3) Staff development to deliver the above (4) Policy scope needs to be extended to include not only how the school intercedes and mediates in issues that happen online "beyond the school gate" but how it can help signpost agencies and resources for parents to access to help themselves (5) Strengthen some key aspects of policy in particular around staff use of removable media, social media and professional integrity and clear, well-defined sanctions and reporting routes.

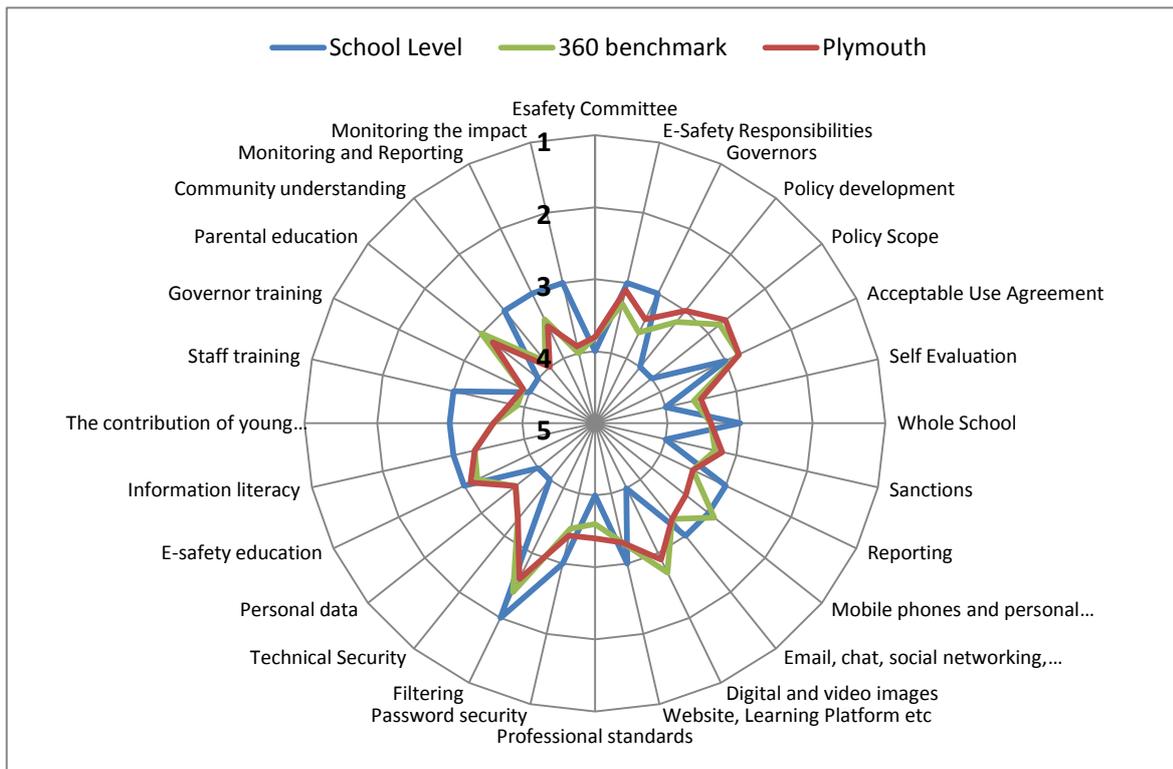
General Comments

Plympton St Maurice has a progressive approach to educational technology in general and is developing its commitment to online safety development. The next steps are to create a sustainable approach to that culture by beginning slowly to devolve responsibility to some of these elements to key personnel within the school. There are undoubtedly pockets of expertise across the school that can help support this vision and can help especially in creating the right ethical, behavioural and cultural attitudes towards technology that not only supports the school's mission statement but sustains it into aspects of online life beyond the school gate. I would encourage the school to utilise the online version of the 360 tool and ensure that the right people are given access accounts to contribute to the maturity levels and action statements that creates a development plan with real "buy-in". The contribution of young people and indeed families to this vision cannot be overestimated as is a realisation that social media are becoming part and parcel of a school's pastoral remit and as such need to be recognised in policy and practice. The school has access to technical ability to utilise social media to its own end and may begin to see this as an extension of its current online provision through website. It could be the key component in building a level of engagement for parents and the wider community. The adoption of a cohesive scheme of work that builds resilience in pupils that drip feeds back to families is crucial and I look forward to seeing the success the school has with implementing the SWGfL Digital Literacy Scheme of work.

SCHOOL LEVELS AGAINST ESAFETY MARK LEVELS (1 is high / 5 is low)



SCHOOL LEVELS AGAINST ALL 360 SCHOOLS AND LA LEVELS (1 is high / 5 is low)



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Aspect	L	Next Steps	Commentary	Resources
E-Safety Committee	4	Ensure that E-S Committee has staff representation and a clear brief, which is clearly stated in its Terms of Reference. Ensure that those involved on the committee can have an impact in ensuring that policies are understood and implemented	Sarah Jane Tustain - HT John Secker - ICT Karen Allen - Business Manager pupil representation - (to be identified) governor representation - (Safeguarding governor) Parent representation?	
E-safety responsibilities	3	Further develop the role of the E-Safety Coordinator / Officer. In addition to leading the e-safety committee, they should be ensuring that there is effective e-safety training and awareness. A developing part of their role should be effective delegation of responsibility to others, ensuring that such responsibilities are owned by a wide range of relevant staff and governors. The officer should have undertaken at least Child Protection awareness training	Current key responsibility with SJT/KA/JS. Looking to delegate responsibility for identified aspects through e-safety committee (see above).	
Governors	3	The nominated E-Safety Governor should become a member of the e-safety committee. The nominated Governor should report to the Governors (within an agreed structure) and ensure that Governors allocate resources for e-safety.	Need to identify a Governor with specific e-safety responsibility. Look at extended an existing role aligned with safeguarding/behaviour. Identify training needs	
Policy development	4	Consult national guidelines and the SWGfL School E-Safety Policy Template document to establish good practice concerning the emerging e-safety policy. Seek support from Local Authority consultants / advisers, where this is available. Consult staff and other interested groups on the draft policy, prior to its approval by Governors.	Some policies exist need to develop further to ensure whole school approach	http://www.swgfl.org.uk/Staying-Safe/Creating-an-E-Safety-policy
the schools online safety provision. The school has AUPs which are signed by the staff and can be	4	Consult national guidelines and the SWGfL School E-Safety Policy Template document to establish good practice concerning the emerging e-safety policy. Seek support from Local Authority consultants / advisers, where this is available. Consult staff and other interested groups on the draft policy, prior to its approval by Governors.	Develop the policy to ensure all age groups are represented and includes safe use and guidance. Ensure policy defines schools approach to online safety	
Acceptable Use Policies	3	Ensure that Acceptable Use Agreements are signed by pupils / students and staff / adult volunteers. Ensure that parents receive and countersign copies of the pupil / student AUP. Ensure that induction policies and practice guarantee that young people and adults who are new to the school are informed of and required to sign AUPs.	age appropriate AUPs to be developed and regularly reviewed with contributors and signed by all staff and pupils	http://www.swgfl.org.uk/Staying-Safe/Creating-an-E-Safety-policy
Self Evaluation	4	Audit the existing provision and identify areas of strength and weaknesses. Begin to establish priorities for action.	implement regular self reviews that align with e-safety policies. Consider use of survey tools to gauge parent/staff/pupil attitude to e-safety (see resource)	online compass http://www.onlinecompass.org.uk/
Whole School	3	Check the E-Safety Policy and the other policies in which there is reference to e-safety to ensure that there is consistency between the various policies.	Consider how the approaches to e-safety impact on the whole school e.g behaviour and safeguarding	

<p>ability to some of these elements to key personnel within the</p>	4	<p>Ensure that the E-Safety Policy contains a range of suitable sanctions. Make users aware of these sanctions, emphasising through the AUP the rationale behind them - make it clear that sanctions are in place to protect themselves, the school and other users.</p>	<p>Develop an approach to a clear understanding of sanctions by having a clear line of responsibility and expected behaviours. This is achieved by whole school approach and a robust escalation process.</p>	
Reporting	3	<p>Ensure that e-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 e-safety policy and practices. Further develop school reporting systems and ensure that there is a developing culture in which users have confidence that they can report incidents and that those incidents will be properly dealt with and responded to.</p>	<p>The school has an ad-hoc reporting route. Need to develop awareness and training of this tool to both staff and pupils.</p>	
Mobile phones and personal hand held devices	3	<p>As part of e-safety awareness raising, ensure that staff and students understand the risks associated with the use of mobile phones and personal hand held devices and are encouraged to be responsible users, both inside school (if allowed) and outside school. Develop a professional level of debate about how the school might utilise the educational potential of these devices, while still ensuring that any potential use in school is carried out in a safe way.</p>	<p>Visitors policy on entry. Staff understand appropriate use. Development of this policy to be raised for discussion through committee.</p>	
Email, chat, sns,im,blog,vc	3	<p>As part of e-safety awareness raising, ensure that all staff and students understand the risks associated with the use of communication technologies such as email, chat, social networking, instant messaging and video conferencing and are encouraged to be responsible users, both inside school (if allowed) and outside school. Develop a professional level of debate about how the school might utilise the educational potential of these technologies, while still ensuring that any potential use in school is carried out in a safe way.</p>	<p>School have eSchool Learning platform for communications. Look at developing use further to embed digital literacy concepts</p>	
Digital and video images	4	<p>Submit the policy for approval, inform all users - staff and students / pupils and parents / carers of the policy and its implementation.</p>	<p>guidelines exist for storage and retrieval of images/video etc</p>	
Website, Learning Platform, public comms	3	<p>Audit the use of these media to check that they fully comply with school e-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.</p>	<p>eSafety policies on school website. Consider promoting through social media</p>	
Professional standards	4	<p>Provide staff with up to date information included in the Professional Standards and other guidance from TDA, DCSF and other relevant agencies about the use of these new communications technologies in school and in the wider community. Ensure that staff understand that the use of these communications on official systems is monitored.</p>	<p>Consider survey to gather current perception</p>	<p>http://www.onlinecompass.org.uk/</p>
Filtering	2	<p>Introduce daily monitoring of the filtering logs. Work towards a mature e-safe culture in the school where monitoring 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. Introduce differential filtering to encourage responsible use and apply sanctions for mis use</p>	<p>consider youtube for Schools (SWGfL service)</p>	
Password security	3	<p>Ensure that there are clear procedures for issuing new passwords, with enforced changes at first log-in. Enforce regular password changes. Develop awareness of the password security policy among users.</p>	<p>implement differentiated password for pupils</p>	

Technical security	4	Introduce regular reviews and audits of the safety and security of school ICT systems.	bought in technician from Ridgeway secondary - ensure knowledge of security issues is up to date through CPD	
Personal data	4	Consult national, Local Authority Guidance and SWGfL guidance on personal data and information security and ensure that the school personal data policy meets up to date guidance. Ensure that parents and carers are informed about their rights and about the use of personal data through the Fair Processing Notice.	Existing data security policy	
E-safety education	3	Introduce regular evaluation of the e-safety education programmes to ensure that they are relevant and are updated as required, in the light of evidence from the reviews and of ongoing developments in new technologies.	0	
Information literacy	3	Develop further opportunities for pupils / students to develop a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations. Establish how this may be introduced across the curriculum, as relevant.	0	digital-literacy.co.uk
The contribution of children and young people	3	Involve young people in the school E-Safety committee. Develop peer mentoring, buddying and counselling schemes with the active involvement of young people.	0	Your Own Technology Survey yotS.org.uk
Staff training	3	Introduce regular audits of e-safety training needs. Address these needs through performance management, where relevant. Ensure that through e-safety awareness training all staff have an up to date awareness of e-safety matters, current school e-safety policy and practices and child protection / safeguarding procedures. Develop opportunities for staff to receive external training and where relevant accreditation for e-safety training (consider the European Pedagogical ICT Licence (EPICT) E-Safety Certificate or equivalent).	conduct a staff training needs audit	
Governor training	4	Provide e-safety awareness training for Governors - either through an in-school programme or by encouraging Governors to attend e-safety awareness training provided by others eg Local Authority Governor Support teams or SWGfL.	committee outcome	
Parental education	4	Ensure that parents and carers endorse (by signature) the Acceptable Use Policy. Provide opportunities for parents to receive education or information about e-safety - this may be through newsletters, the website, VLE or parents evenings / sessions. Distribute copies of Childnet Know it all (or equivalent) to all parents (http://www.childnet.com/kia/parents/)	Get copies of free vodafone digital parent magazine + flyers from swgfl	
Community understanding	3	Provide opportunities for members of the local community to access family learning and other courses in ICT, media literacy and e-safety.		

<p>Monitoring and Reporting on E-Safety Incidents</p>	<p>3</p>	<p>Extend the reporting of monitoring records to Governors , the Local Authority and the Local Children's Safeguarding Board (LSCB) E-Safety Sub Committee. Develop systems for parents / carers to be specifically informed of e-safety incidents involving young people for whom they are responsible and for all parents / carers to be informed of patterns of e-safety incidents as part of the school's e-safety awareness raising.</p>	<p>Consider SWGFL Boost reporting tool</p>	<p>http://boost.swgfl.org.uk</p>
<p>Monitoring the impact of the e-safety policy and practice</p>	<p>3</p>	<p>The e-safety committee should review the impact of support received from external agencies, with regard to e-safety. E-Safety Policies and education / awareness / training programmes should be reviewed and amended in the light of evidence provided by monitoring.</p>	<p>conduct regular reviews</p>	