

# Detailed Progress Report for Glenbervie School



The detailed progress report provides you with a snapshot of your current progress. The report includes your ratings for each aspect, your comments, evidence and action notes, plus recommendations for improvement.

## Element A: Policy & Leadership

This element reflects the importance of having a clear vision and strategy for online safety, with effective policies and leadership. This should be owned and understood by all stakeholders. There should be effective self evaluation, monitoring, reporting systems and agreed responses to misuse.

## Strand 1: Responsibilities

This strand allows schools to review the role of individuals and groups and to ensure that they have specific and clearly understood responsibilities for online safety and that these responsibilities are being carried out. Are all stakeholders effectively engaged? Are policies active documents that become part of the school culture?

### 1 Responsibilities: Online Safety Group

Accreditation Level: 2 Your Level: 2

#### Description of your Current Level

The school has an active online safety group with wide representation from the senior leadership team, staff (including Child Protection coordinator), parents and children/young people. It has clear lines of responsibility and accountability.

#### Your Evidence

Online safety group minutes.

#### Your Action Notes

Invite parent and community representatives to join the group

#### Your Comments

Parents involved at GSP meeting & share policy and responsibilities. All children and staff are using Gooseberry Planet to allow a progressive coverage of Online safety. Parents will be able to access and see their children's knowledge of online safety. Planned events are in calendar for pupil, parent sharing of this resource and current policy and position.

#### 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 lines of responsibility and accountability. Fully integrate with other school groups (for example Positive Relationships and Behaviour, Child Protection and curriculum working groups). Consider succession planning

### 2 Responsibilities: Online Safety Responsibilities

Accreditation Level: 2 Your Level: 1

#### Description of your Current Level

The school has designated a member of staff responsible for online safety with clear responsibilities. These include leadership of the online safety group, staff training and awareness, commitment to and coordination of an online safety programme with the wider community. They are responsible for monitoring incidents and handling sensitive issues,

working closely with the person responsible for Child Protection. All staff take active responsibility for online safety.

### **Your Comments**

School is fully involved in Gooseberry Planet, an online progressive curriculum based resource to help all pupils and staff be aware fully of online safety and their responsibilities.

### **Recommendations for Improvement**

Congratulations, you have achieved the highest level of attainment for this aspect.

---

## **Strand 2: Policies**

This strand allows schools/colleges to review whether they have in place effective structures for making and reviewing online safety policies, that online safety is embedded in other relevant policies and that policy making is supported by effective reporting systems and sanctions. How effective are self evaluation processes? Is online safety regarded as a whole school issue? Is online safety regarded as a welfare issue rather than simply a technical issue? Do users know how, and to whom, to report incidents? Are they confident they will be dealt with sympathetically and rigorously? Are responses to misuse clear, agreed and effective?

---

### **1 Policies: Policy Development**

Accreditation Level: ② Your Level: ②

#### **Description of your Current Level**

The school has an online safety policy, where roles are clearly defined. It is effective and meets the school's and national child protection and safeguarding obligations. It has been developed in consultation with a wide range of staff and children / young people. There is whole school ownership of the policy. The policy is reviewed regularly (preferably annually).

#### **Your Evidence**

School have been using Gooseberry Planet and have developed a more robust E-Safety Policy using templates from here.

#### **Your Action Notes**

Develop E- Safety Policy that has more ownership with school rather than corporate template. Share with parents at GSP and Better monitoring

#### **Your Comments**

Develop E- Safety Policy that has more ownership with school rather than corporate template. Share with parents at GSP and Better monitoring.

School have been using Gooseberry Planet and have developed a more robust E-Safety Policy using templates from here.

#### **Recommendations for Improvement**

In addition to the annual review of the online safety policy, develop systems of research/monitoring to allow more frequent review (if required by incidents or developments in new technologies). Align the online safety policy review cycle with the overall school improvement planning cycle - to ensure that they complement each other and are fully integrated.

---

### **2 Policies: Policy Scope**

Accreditation Level: ② Your Level: ②

#### **Description of your Current Level**

The online safety policy covers the use of the computing systems, equipment and software. It also covers the use of school -owned technology outside school and the use of personal technology in school. It is comprehensive in that it includes sections on roles, on issues such as social networking, onlinebullying, data protection, passwords, filtering, digital and video images and use of mobile devices. It establishes school expectations regarding ethics and behaviour of all users.

### **Your Evidence**

Online safety policy.

Related policies on positive relationships and behaviour, child protection and GIRFEC.

Minutes of online safety group, positive relationships and behaviour working groups, joint assessment / liaison / GIRFEC meetings and other relevant groups.

Parent Group minutes, information for parents, school handbook, letters

Information for parents - letters, Acceptable Use Policies,

### **Your Action Notes**

Aspect 2: Policy Scope

Review Policies annually and link into work with Digital Leader/ Online safety group

Use Gooseberry planet and current Digital technology framework & benchmarks to ensure consistency across school.

Differentiate further.

Please select an appropriate level for your school:

Accreditation Key

Aspect Arrow

5

4

3

2- Current position

1

There is no e-safety policy.

The school is in the process of establishing an e-safety policy.

The e-safety policy is limited to the use of the computing systems, equipment and software in school.

The e-safety policy covers the use of the computing systems, equipment and software in school. It also covers the use of school-owned technology outside school and the use of personal technology in school. It is comprehensive in that it includes sections on issues such as social networking, cyber-bullying, data protection, passwords, filtering, digital and video images and use of mobile devices. The policy clearly states the school's commitment to working with parents / carers and children / young people to resolve e-safety incidents outside the school. It is linked to positive behaviour policies and approaches, and the school's approach to ensuring the safety and well-being of staff and children/young people.

The e-safety policy covers the use of the computing systems, equipment and software in school. It also covers the use of school-owned technology outside school and the use of personal technology in school. It is comprehensive in that it

includes sections on issues such as social networking, cyber-bullying, data protection, passwords, filtering, digital and video images and use of mobile and / or gaming devices. The policy is underpinned by the school's ethos and overall approach to health and wellbeing, with specific reference to policies on positive relations and behaviour. The policy clearly states the school's commitment to address with children/young people the risks and responsibilities of e-safety out of school and to working with parents /carers, children / young people to resolve out-of-school incidents. The policy is clearly linked to the school's approach to working with other agencies to protect children through the GIRFEC practice model. . The e-safety policy is differentiated and age related, in that it recognises the needs of young people at different ages and stages within the school.

E-Safety Policy and related policies on positive relationships and behaviour, child protection and GIRFEC. Minutes of E-Safety Group, positive relationships and behaviour working groups, joint assessment / liaison / GIRFEC meetings and other relevant groups. Parent Council minutes, information for parents, school handbook, letters, Acceptable Use Policy, newsletter, website etc. Information for children / young people.

Consider how the e-safety policy might be developed to include e-safety as a whole school issue. Determine how it can take account of curricular and behavioural issues,

### **Your Comments**

Although contact made about social media, has now been formalised in our policy. Good curriculum links on-going at present.

Gooseberry planet.

### **Recommendations for Improvement**

Consider how the online safety policy can take account of the differing needs of children / young people in different ages and stages - does the policy take account of the maturity of the young people?

---

## **3 Policies: Acceptable Use**

Accreditation Level: 2 Your Level: 2

### **Description of your Current Level**

Working together with the local authority officer responsible for the AUP, guidance on the acceptable use of technology is provided for all users of technology on the school site. Where school technology is used off site this should be covered in the AUP. These expectations are clearly and regularly communicated. The guidance is aligned with relevant existing policies and embedded within the culture of the school. Where AUPs are used, these may be acknowledged by children / young people or parents, where appropriate. It is clear to staff that acceptable use forms part of their contract. There are clear induction policies to ensure that anyone new to the school is informed of expectations of acceptable use.

### **Your Evidence**

Acceptable Use Policies .

Induction policies and procedures.

Computer / Network log-in screens.

Classroom posters

Gooseberry planet & seesaw.

### **Your Action Notes**

Consider how the Acceptable Use Policy can take account of the differing needs of children / young people in different ages and stages - does the policy take account of the maturity of the young people?

## Your Comments

Reviewed annually, but at start of school year-add to data forms completed annually.

Need to differentiate further to make age appropriate

## Recommendations for Improvement

Consider how the Acceptable Use Policy can take account of the differing needs of children / young people in different ages and stages - does the policy take account of the maturity of the young people? Develop ways in which the school can ensure that all users have knowledge of the Acceptable Use Policy and understand the responsibilities described in it. Consider how these messages may be continually reinforced. Acceptable Use Policies should be acknowledged (or signed for) annually and this can be used as an opportunity to further raise awareness and participation. Consider how the Acceptable Use Policy can take into account the differences between children / young people who demonstrate responsible behaviour as opposed to those who do not.

---

## 4 Policies: Self Evaluation

Accreditation Level: ② Your Level: ②

### Description of your Current Level

Online safety is a strong feature within the school's wider self evaluation processes. Documents such as departmental / faculty self-evaluation reports, LA reviews and performance reports, support / review visits from Quality Improvement Officers clearly acknowledge areas of strength and weakness and priorities for action. Online safety is included in the self-evaluation of personal support and child protection. The school has made use of children / young people and parent / carer surveys in identification of strengths, areas for development and priorities. The school may be using review frameworks such as the Digital Schools Award for Scotland in preparation for quality mark submissions.

### Your Evidence

Self-evaluation documents / reviews.

VSE information

### Your Action Notes

Ensure that the school's self evaluation processes provide an opportunity to celebrate the school's many successes with regard to online safety awareness and provision

### Your Comments

School Online safety is a strong feature within the school's wider self evaluation processes. Visits from Quality Improvement Officers clearly acknowledge areas of strength and weakness and priorities for action. Online safety is included in the self-evaluation of personal support and child protection. The school has made use of children / young people and parent / carer surveys in identification of strengths, areas for development and priorities

### Recommendations for Improvement

Carry out surveys and other activities with members of the wider community to identify strengths, weaknesses and priorities with regard to online safety awareness in the wider community. Ensure that the school's self evaluation processes provide an opportunity to celebrate the school's many successes with regard to online safety awareness and provision. Consider applying for recognised quality marks such as the Digital Schools Award for Scotland.

---

## 5 Policies: Whole School

Accreditation Level: ② Your Level: ②

### Description of your Current Level

There are clear and consistent links between the online safety policy and sections of other policies and strategies where there is reference to online safety, for example, policies on Positive Relationships and Behaviour, the local authority's digital learning and teaching strategy (if applicable) and anti-bullying, Prevent, Child Protection and GIRFEC and whole school guidance on Technologies and Health and Wellbeing. Learning and teaching policies include advice on making

best use of digital technology, while adhering to online safety policy.

### **Your Evidence**

Self evaluation reports/ reviews.

Whole school policies on Positive Relationships and behaviour, anti-bullying, Child Protection and GIRFEC.

Whole school advice on Technologies, Health and Wellbeing and Learning and Teaching.

### **Your Action Notes**

Check with staff and with children / young people that they understand the online safety policy and related policies. Use Digital Leader's too promote and share across community.

### **Your Comments**

There are clear and consistent links between the online safety policy and sections of other policies and strategies where there is reference to online safety, for example, policies on Positive Relationships and Behaviour, and anti-bullying, Prevent, Child Protection and GIRFEC and whole school guidance on Technologies and Health and Wellbeing.

### **Recommendations for Improvement**

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 awareness programmes, the school and/or local authority website, GLOW or other local Learning Platforms, newsletters, posters, awareness programmes. Check with staff and with children / young people that they understand the online safety policy and related policies.

---

## **6 Policies: Developing a culture of safe and responsible use**

Accreditation Level: **2** Your Level: **2**

### **Description of your Current Level**

Strategies for developing responsible use are clearly stated in the online safety policy and relevant school policies and users are aware of these strategies. Children / young people and staff have been part of the decision making process about strategies, through preventative work, restorative and solution-focused practice and understand their importance. The school acknowledges and rewards positive use. Strategies are regularly reviewed in the light of current practice and changes in technology.

### **Your Evidence**

Behaviour policies and anti-bullying policies.

Strategies for encouraging safe and responsible use, in line with positive behaviour strategies for school behaviour.

Acceptable use policy.

### **Your Action Notes**

Develop a differentiated policy and range of agreed strategies, so that they are relevant to the ages, stages and maturity of different groups in the school. Involve children / young people

### **Your Comments**

Strategies for developing responsible use are clearly stated in the online safety policy and relevant school policies and users are aware of these strategies. Children / young people and staff have been part of the decision making process about strategies, through preventative work, restorative and solution-focused practice and understand their importance. The school acknowledges and rewards positive use. Strategies are regularly reviewed in the light of current practice and changes in technology. By using Gooseberry planet & seesaw this is helping us keep reviewing as issues arise.

### **Recommendations for Improvement**

Develop a differentiated policy and range of agreed strategies, so that they are relevant to the ages, stages and maturity

of different groups in the school. Involve children / young people in discussions about strategies and how they might be developed / amended. Review policies taking into account learning from recent incidents and recent developments in technology.

---

## 7 Policies: Reporting issues of online safety misuse and abuse

Accreditation Level: 2 Your Level: 2

### Description of your Current Level

Users understand their responsibilities to report online safety incidents. They know, understand and use clear systems for reporting abuse and understand that processes will be followed rigorously. More than one reporting route is made available. There are agreed escalation processes for handling incidents. Reports are logged and regularly audited and monitored. Users are confident that they can approach responsible persons if they have worries about actual, potential or perceived online safety incidents. The school actively seeks support from other support agencies (for example local authority and/or Police Scotland and CEOP) for online safety issues. Reports are logged for future auditing / monitoring. There are clear policies in place to report online safety incidents in line with local safeguarding arrangements. There are systems in place to ensure feedback to person who raised initial concern

### Your Evidence

Posters in classrooms.

Acceptable use policy.

Incident logs with evidence of monitoring and auditing.

Communications with external agencies- Community Police liaison visit

### Your Action Notes

Ensure that monitoring information is used to improve online safety policy and practice in school

### Your Comments

Users understand their responsibilities to report online safety incidents. Reports are logged and regularly audited and monitored. Users are confident that they can approach responsible persons if they have worries about actual, potential or perceived online safety incidents. The school actively seeks support from other support agencies (for example local authority and/or Police Scotland and CEOP) for online safety issues. Reports are logged for future auditing / monitoring. There are clear policies in place to report online safety incidents in line with local safeguarding arrangements. There are systems in place to ensure feedback to person who raised initial concern

### Recommendations for Improvement

Ensure that monitoring information is used to improve online safety policy and practice in school. Where relevant, make this (anonymised) monitoring information available to authorised outside agencies, for example, the Child Protection Committee to inform and enable the development of consistent policy and practice over a local area.

---

## Strand 3: Communications & Communications Technologies

This strand allows schools to consider whether the online safety aspects related to the use of a wide range of digital technologies has been sufficiently considered in wider policies and practice. Has the school considered how they will ensure the safe use of digital devices as they become more and more prevalent in learning and teaching? Has the school encouraged professional debate and understanding about the use of these technologies?

---

## 1 Communications & Communications Technologies: Mobile Technology

Accreditation Level: 2 Your Level: 2

### Description of your Current Level

The school has a clearly understood and accepted policy relating to the use of mobile technology (where applicable to school or personal devices) that covers use by staff, visitors and children / young people. Mechanisms are in place to monitor and intervene when issues arise. Users understand 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, e.g. BYOD, is encouraged there is clear guidance.

### Your Evidence

Gooseberry planet record  
Policy  
Shared events with parents/ Cluster schools

### Your Action Notes

Continue to engage further including more community engagement.  
Review more regularly.  
Log progress.

### Your Comments

By using Gooseberry planet and by working with our digital leaders, we have created the online E-safety team. this has led to the development of our policy to include the section on mobile devices.

### Recommendations for Improvement

In consultation with users, parents and carers develop safe use of mobile technology to support learning and teaching.

---

## 2 Communications & Communications Technologies: Social Media

Accreditation Level: 2 Your Level: 2

### Description of your Current Level

The school has worked with the local authority to develop clearly understood and accepted policies relating to the use, by children / young people, staff and other users of social media. The policy clearly references a planned programme of education relating to the safe and appropriate use of social media. Users understand that, where applicable, use of these systems may be monitored and content moderated. Users understand the risks associated with the use of social media and are encouraged to be responsible users, both inside school and beyond. The school understands the impact of social media comments about both the school and its community and has begun to implement agreed responses where necessary.

### Your Evidence

teachers plans  
Gooseberry planet  
Current Policy  
Parent council minutes

### Your Action Notes

Review annually and use Gooseberry Planet reports to inform next steps.

### Your Comments

The school currently use the Local authority policies and have developed their school version. By adopting and using the whole school program gooseberry planet, we have a progressive online curriculum tool that links staff, pupil and parents to this.

### Recommendations for Improvement

Facilitate professional debate on the use of social media technologies to support curriculum delivery. In consultation with users and with parents / carers develop and allow safe use of social media, where this is relevant to learning.

### 3 Communications & Communications Technologies: Digital and Video Images

Accreditation Level: 2 Your Level: 1

#### Description of your Current Level

The school has clearly understood and accepted strategy to ensure it aligns with the local authority's policy relating to the use and publication of digital and video images. Parental permissions are gained when publishing personal images on the website or other publications. All members of the school understand their rights and responsibilities in the taking, use, sharing, publication and distribution of images (and in particular the risks attached). Digital images are securely stored and disposed, in accordance with current data protection legislation. The strategy is differentiated so that it is relevant to the ages, stages and maturity of the children / young people - recognising the personal rights of older children / young people over images of themselves.

#### Your Evidence

This aspect describes how the school manages the use and publication of digital and video images in relation to the requirements of current data protection legislation.

Please select an appropriate level

There is no policy relating to the use and publication of digital and video images.

A strategy to ensure alignment with the local authority policy relating to the use and publication of digital and video images is being developed in partnership with stakeholders

The school has a strategy to ensure it aligns with the local authority's policy relating to the use and publication of digital and video images and parental permission is sought, as required. The strategy also references the use of digital images by children / young people as part of their learning.

The strategy is integrated into overarching online safety policy and linked to policies on learning and teaching and child protection

The school has a clearly understood and accepted strategy to ensure alignment with the local authority's policy on the use and publication of digital and video images. . Parental permissions are gained when publishing personal images on the website or other publications. All members of the school understand their rights and responsibilities in the taking, use, sharing, publication and distribution of images (and in particular the risks attached). Digital images are securely stored and disposed, in accordance with current data protection legislation.

The school has clearly understood and accepted strategy to ensure it aligns with the local authority's policy relating to the use and publication of digital and video images. Parental permissions are gained when publishing personal images on the website or other publications. All members of the school understand their rights and responsibilities in the taking, use, sharing, publication and distribution of images (and in particular the risks attached). Digital images are securely stored and disposed, in accordance with current data protection legislation. The strategy is differentiated so that it is relevant to the ages, stages and maturity of the children / young people - recognising the personal rights of older children / young people over images of themselves.

Congratulations, you have reached the highest level of attainment for this aspect

#### Suggested Evidence Sources

Local authority acceptable use policy (as it pertains to use of digital and video images)

School strategy (or similar) to ensure alignment with the local authority policy on the use and publication of digital and video images.

Permission forms.

### Your Action Notes

Continue to review annually.

### Your Comments

We follow all GDPR and good practice relating to photographs. All permissions are sought and checked annually. Storage and disposal complies with all policy and guidelines.

### Recommendations for Improvement

Congratulations, you have achieved the highest level of attainment for this aspect.

---

## 4 Communications & Communications Technologies: Public Online Communications

Accreditation Level: ② Your Level: ③

### Description of your Current Level

The school's public online communications are used to provide information about online safety. The school ensures safe practice when publishing information through these media.

### Your Evidence

Newsletters

Lessons

Gooseberry planet

### Your Action Notes

Audit the use of these media to check that they fully comply with relevant school and local authority online safety policies - particularly with regard to the use of digital/video images,

### Recommendations for Improvement

Audit the use of these media to check that they fully comply with relevant school and local authority 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.

---

## 5 Communications & Communications Technologies: Professional Standards

Accreditation Level: ② Your Level: ②

### Description of your Current Level

In consultation with the staff, the school has in place policies and protocols for the use of online communication technology between the staff and other members of the school and wider community.

Staff follow the relevant Professional Standards, the Code of Professionalism and Conduct, the local authority's Acceptable Use Policy and any emerging national guidance on the responsible professional use of digital technology in education. Members of staff understand the need for communication with children / young people, parents / carers and members of the community to take place only through official school systems (e.g. school email, Glow tools and services, learning platforms etc.) and that the communications must be professional in nature.

### Your Evidence

Policy documents – either at school or local authority level.

seesaw information

Parent sharing session.

### Your Action Notes

Establish good review processes, to ensure that as digital technologies are developed the school can respond quickly to

any potential online safety threats posed by their use.

### **Your Comments**

We comply with all policies and procedures and follow GTCS codes and standards. we are using seesaw and official school Group call system for all communications. Social Media sites are only used by approved Admin who review and monitor posts.

### **Recommendations for Improvement**

Establish good review processes, to ensure that as digital technologies are developed the school can respond quickly to any potential online safety threats posed by their use. Develop mature systems of online safety awareness, so that users can easily adapt their behaviours and become responsible users of any such technologies. Develop the use of monitoring to ensure that the culture of the school is reflected in the highly professional nature and content of these communications and use professional debate, as necessary, to reinforce this message.

---

## **Element B: Infrastructure**

This element reflects the importance of having effective systems in place to ensure the security of the school's computer systems, system users and personal data. These should be owned and understood by all users and should be subject to regular review and updating, in the light of constantly changing technology and the development of new security threats.

## **Strand 1: Passwords**

This strand allows the school to reflect on whether its password policies are effective and whether they are clearly understood and implemented. Does the school continually review and update its practice in the light of the latest national / local guidance / requirements.

---

### **1 Passwords: Password Security**

Accreditation Level: **3** Your Level: **1**

#### **Description of your Current Level**

The school has worked with the local authority and a password policy is in place to protect the security of its systems and data. There are clear management responsibilities and policy is clearly communicated. All users have appropriate individual password-secured access to school systems and have received education/training. Routines are in place to provide appropriate access for temporary staff/users. Secure authentication is in place for staff users accessing sensitive or vulnerable data, including access to school systems offsite. There are routines for regular password change which include forcing password strength at renewal. Access to systems is locked out after a set number of incorrect attempts. Incident routines are in place to resolve password compromise/violation. Dual factor or equivalent secure authentication is implemented for sensitive/ vulnerable data systems, for example MIS, external access/transfer, system administration, etc. Password related incidents are monitored and inform policy. There are regular reviews of policy and practice.

#### **Recommendations for Improvement**

Congratulations, you have achieved the highest level of attainment for this aspect.

---

## **Strand 2: Services**

This strand allows schools to review the security of their infrastructure and whether it meets the latest national / local guidance / requirements. Are secure systems in place? Are they known, understood and rigorously enforced? Is there adequate separation of responsibilities? Is the school confident that policy and good practice ensure that all personal data is safe from risk of loss, misuse and unauthorised access

---

## Services: Filtering and monitoring

1 Accreditation Level: 2 Your Level: 2

### Description of your Current Level

Internet access is filtered for all users. Differentiated internet access is available for staff and customised filtering changes are managed by the school. Illegal content is filtered by broadband or filtering provider by actively employing the Internet Watch Foundation CAIC list and other illegal content lists. Filter content lists are regularly updated and internet use is logged and frequently monitored. The monitoring process alerts the school to breaches of the filtering policy, which are then acted upon. There is a clear route for reporting and managing changes to the filtering system.

Where personal mobile devices are allowed internet access through the school network, filtering will be applied that is consistent with school practice.

### Recommendations for Improvement

Introduce frequent monitoring of the filtering logs. Work towards a mature online safety 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. Develop age appropriate filtering for children / young people. Introduce pro-active monitoring systems that will monitor content and activity on the network, on devices and through the internet connection.

---

## 2 Services: Technical Security

Accreditation Level: 3 Your Level: 1

### Description of your Current Level

The school has worked with the local authority to develop an effective technical security strategy. Senior leaders drive strategy development. Network access requires user identification for all users. Devices and network equipment are physically secured and managed. Anti-virus and malware prevention is applied and regularly updated across school systems. System backups are regularly made and are an integral component of system recovery routines. The school can demonstrate a robust level of network resilience to external breach or attack with systems in place for detection and reporting. There are clear routines for managing security incidents that include escalation routes to appropriate authorities and external agencies. The school has quality assured any external technical support or provision it uses and has assessed the impact of potential loss of service or data. There is a post-incident strategy that addresses system vulnerabilities and educates/informs users. School practice reflects up to date advancements in security, providing protection from new security threats as they arise, informed by: external review; monitoring system effectiveness; regular auditing and system testing, e.g. penetration testing. There are effective communication routes that inform the wider school community in the event of serious incidents.

### Recommendations for Improvement

Congratulations, you have achieved the highest level of attainment for this aspect.

---

## 3 Services: Data Protection

Accreditation Level: 3 Your Level: 2

### Description of your Current Level

The school has worked with the local authority to develop a comprehensive data protection policy which addresses issues such as: (but not limited to) the use of personal devices; and those devices that move between school and beyond; cloud storage; personal data; monitoring; device management and asset tracking; filtering; firewall rule; passwords and disposal. These policies are known, understood and adhered to by users. Schools understand the right of anyone to request a copy of one's own personal data through a Subject Access Request (SAR). Parents and carers are informed about their rights and about the use of personal data through the privacy notice in the school handbook. The school, in partnership with the local authority, has processes in place to manage Freedom of Information requests. The school has

undertaken an audit to identify the personal and sensitive data it processes. Personal data is only stored in the cloud where appropriate and measures are in place to secure it which meet with statutory requirements. The organisation has appointed a data protection officer

### **Recommendations for Improvement**

Identify those areas of personal data that are the most vulnerable, for example: case conference notes / IEPs / CSPs etc. and ensure they are clearly marked eg headers / footers. Introduce procedures for audit logs to be kept and for reporting, managing and recovering from information risk incidents. Review any remote access systems to ensure that they do not expose the school to potential data loss. State clearly how the school will respond to a Subject Access Request with timescales in line with legislation.

---

## **Element C: Education**

This element reflects the importance of effective education and training for all stakeholders, in order to ensure that users know and understand the need for safe and secure use of computer systems and mobile devices – both in school and in the wider community.

## **Strand 1: Children & Young People**

This strand allows schools to review the extent to which they adequately prepare children / young people to become informed and responsible users - both within and outside school. Is online safety fully embedded in all aspects of the school curriculum and other school activities? Does the school acknowledge and make full use of the contribution that children / young people can make to online safety in and out of school?

---

### **1 Children & Young People: Online Safety Education**

Accreditation Level: **2** Your Level: **2**

#### **Description of your Current Level**

A planned online safety education programme takes place through both discrete lessons and wider curriculum opportunities. The entitlement of children / young people in all year groups is met by a programme that is mapped and regularly reviewed. There is progression where lessons build on prior learning. There are opportunities to assess and evaluate children / young people's progress. The curriculum should reflect the wider personal, social and technical aspects of online safety education, making use of a broad range of current and relevant resources, including those that prevent people being radicalised and drawn into terrorism. The teaching should ensure opportunities for open discussion about young people's experiences online, and develop a culture which is open and accepting so that children/young people can talk about experiences such as online-bullying. Children and young people are developing as digital citizens.

#### **Recommendations for Improvement**

Develop the online safety education programmes so that they are embedded in all aspects of the curriculum and in extended provision, not just in a limited range of courses. Review the delivery of the programmes and ensure that online safety messages are up to date and delivered in an engaging and relevant manner, where possible using the relevant technologies. Develop ways in which the online safety education can be aligned with standards in other areas of the curriculum. Involve children / young people in the delivery and review of these programmes.

---

### **2 Children & Young People: Digital Literacy**

Accreditation Level: **2** Your Level: **2**

#### **Description of your Current Level**

There are opportunities in a wide range of lessons for children / young people to be taught to be critically aware of the content they access on-line and how to validate the accuracy of information. Children / young people are aware of issues related to ownership, plagiarism and copyright across all media and understand the wider social and commercial context relating to their use of technology. Children / young people are aware of the opportunities that social media offers for collaboration and are beginning to operate effectively and safely within those communities.

### **Recommendations for Improvement**

Develop ways in which digital literacy is covered in the majority of lessons (as relevant). Ensure that in all their work, staff and children / young people acknowledge copyright and intellectual property rights. Ensure that digital literacy is mapped across the curriculum, taking into account the wider online safety education programme and activities in all curriculum/subject areas.

---

## **3 Children & Young People: The contribution of children / young people**

Accreditation Level: **2** Your Level: **3**

### **Description of your Current Level**

The school acknowledges, learns from and uses the skills and knowledge of children / young people in the use of new technologies. These contribute to the development of its online safety strategy, particularly the policy and education programmes

### **Recommendations for Improvement**

Establish a consistent online safety group made up of a range of ages. Use the group to evaluate current online safety education and provision and to suggest improvements. Involve children / young people in the school online safety group (as age appropriate). Develop ways in which children / young people may be actively involved in delivering online safety programmes, (e.g. assemblies, lessons, parent sessions, peer activities, campaigns such as Safer Internet Day, etc.).

---

## **Strand 2: Staff**

This strand allows schools/colleges to review the effectiveness of their online safety professional learning for staff. Do all (teaching and support) staff receive adequate and ongoing training and support in online safety to enable them to be safe and responsible users themselves and to be able educate and support children / young people and others in online safety?

---

## **1 Staff: Professional Learning**

Accreditation Level: **3** Your Level: **3**

### **Description of your Current Level**

There is a planned programme of staff online safety professional learning that is regularly revisited and updated. There is clear alignment and consistency with child protection / safeguarding training, e.g. Prevent and vice versa. Training needs are informed through audits and the induction programme for new staff includes online safety. There is evidence that key members of staff (eg. online safety officer, Child Protection Officer, data officer) have received more specific training beyond general awareness raising. The online safety officer can demonstrate how their own professional expertise has been sustained, e.g., through conferences, research, training or membership of expert groups.

### **Recommendations for Improvement**

Introduce regular audits of online safety training needs. Address these needs through performance management, where relevant. Ensure that through online safety awareness training all staff have an up to date awareness of online safety matters, current school online safety policy and practices and safeguarding procedures and the Getting in Right for Every Child (GIRFEC) national practice model. Consider how you might best provide this training for groups of staff who are not involved in the professional development activities for teaching staff. Develop opportunities for key staff to receive external training and where relevant accreditation for this training

---

## Strand 3: Parents & Carers

This strand allows schools to review the extent to which they involve parents and carers in online safety awareness and the effectiveness of this provision. Does the school acknowledge the importance of parents and carers in online safety education and the monitoring /regulation of the children's on-line experiences (particularly out of school)? Does it provide sufficient opportunities to provide information and support to parents and carers to allow them to carry out this role?

---

### 1 Parents & Carers: Parental Engagement

Accreditation Level: 2 Your Level: 3

#### Description of your Current Level

The school has run events / meetings for parents and carers and has referenced online safety issues in communications, (e.g. newsletter, website, social media). Parents are aware of and have acknowledged the learner acceptable use policy, where appropriate. Parents have had opportunities to share with each other and the school their attitudes to online safety and young people.

#### Recommendations for Improvement

Provide regular opportunities to provide information or education for parents. Develop a culture in which the school understands the importance of the role of parents and carers in online safety education and in the monitoring / regulation of the children's on-line experiences (particularly out of school). Make parents and carers aware of who they should contact if they are worried about online safety issues. Ensure parents understand the links between online behaviours and the school's positive relations and behaviour and anti-bullying policies. Begin to measure the effectiveness of parent online safety events / communications.

---

## Element D: Standards

This element reflects the importance of schools knowing how the effectiveness of their policies and practice is impacting on online safety outcomes. Has the school considered how it will monitor and is monitoring embedded in practice?

## Strand 1: Monitoring

This strand allows schools to review the effectiveness of its monitoring and the impact on policy and practice. Has provision for monitoring , recording and reporting been built into the online safety policy and practice? Does the school have ways in which it can measure the effectiveness of the e-safety policy and provision? Is there a commitment to working with other schools and agencies to share evidence of impact and help ensure the development of a consistent and effective local online safety strategy.

---

### 1 Monitoring: Monitoring online behaviour and responding to incidents

Accreditation Level: 3 Your Level: 4

#### Description of your Current Level

A system to monitor online behaviour and record incidents is being developed. The school is developing its capacity to respond effectively when they arise.

#### Recommendations for Improvement

Work with the local authority to ensure that a system is in place to monitor online behaviour, record and respond to incidents, e.g. online bullying, sexting, inappropriate use / access and online issues related to the school's Prevent Duty.

Develop a system in which the records are reviewed / audited and reported to the school senior leaders. Develop systems in which parents can be informed of online safety incidents, as relevant.

---

## 2 Monitoring: Impact of the Online Safety Policy and Practice

Accreditation Level: 3 Your Level: 4

### Description of your Current Level

Systems to evaluate the impact of online safety policy and practice are being developed.

### Recommendations for Improvement

Ensure that the impact of the online safety policy and practice is monitored through the review/audit of online safety incident logs, behaviour / bullying logs, surveys of staff, children and young people, parents / carers. Develop opportunities within the online safety group to consider how these reviews will influence policy and practice.

---

Report generated by Jenny Glennie at 16:40 on 18/12/2018

\* The accreditation level is the level that you need to reach for this aspect, before you can apply to be accredited.