

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: **1**

Description of your Current Level

The school has an active online safety group with wide representation from within the school, for example, senior leadership team, teaching and support staff (including Child Protection coordinator), parents and carers, children / young people and the wider community. It has clear lines of responsibility and accountability which are understood by all members of the school. The group is actively integrated and collaborating with other relevant groups in school.

Your Evidence

Online safety group minutes.

Your Action Notes

Invite parent and community representatives to join the group- the parents are now part of this through our parent council

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

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

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 Evidence

Minutes of meetings of Digital Leaders & Parent Council
Reports from Gooseberry Planet programme of work

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. The school have a Digital Leaders group who have taken on the responsibility of the Online Safety Group. They report back to school and HT at pupil Parliaments and the HT , alongside pupils share information at Parent Council meetings, as well as website.

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: **1**

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 responsibilities for the care and protection of children. It has been developed in consultation with the staff, children / young people, parents and the wider community. There is widespread ownership of the policy. The policy is reviewed annually and more frequently in light of changes in technology or online safety incidents. The policy is an integral part of school improvement planning.

Your Evidence

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

Incident Logs

Meeting Minutes to review annually

Your Action Notes

Review annually at start of each session with pupil groups.

Your Comments

The school has used the template to develop an online Safety Policy. During Lock down we were able to do this virtually and gather feedback from parents, pupils and staff.

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

The school have an incident Log and a proforma to report any concerns over safety to HT and then follow Aberdeenshire protocols in reporting.

Although it has not been reviewed annually with Covid priorities over taking- the Digital Group have agreed to take this on at the start of each session or we will look at more frequently if any concerns arise.

Recommendations for Improvement

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

2 Policies: Policy Scope

Accreditation Level: 2 Your Level: 1

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 and issues such as social networking, online-bullying, data protection, passwords, filtering, digital and video images, extremism and use of mobile and / or gaming devices. It establishes school expectations regarding ethics and behaviour of all users. 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 is clearly linked to the school's approach to working with other agencies to protect children through the GIRFEC practice model. The online safety policy is differentiated and age related, in that it recognises the needs of young people at different ages and stages within the school.

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, - Aberdeenshire Acceptable Use Policy and the guidance given during Connecting Scotland/Covid

Your Action Notes

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.

Your Comments

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

Gooseberry planet.

It is a comprehensive policy that follows all our Relationships and Behaviour Policies as well as GIRFEC.

Need to make some of the elements more child Friendly for age and stage of pupils- but Gooseberry planet does this to a large extent.

Recommendations for Improvement

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

3 Policies: Acceptable Use

Accreditation Level: 2 Your Level: 1

Description of your Current Level

The school has worked together with the local authority officer responsible for the AUP to ensure 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 anyone new to the school is informed of expectations of acceptable use. The guidance is regularly reviewed in the light of current practice legislation and changes in technology. There is a clear differentiation of acceptable use guidance according to age, role and need.

Your Evidence

Acceptable Use Policies .

Induction policies and procedures.

Computer / Network log-in screens.

Classroom posters

Gooseberry planet & seesaw.

Your Action Notes

Aberdeenshire Council have supported us with AUP template that is suitable for age and stages of our primary pupils. The AUP is discussed with parents and pupils.

Your Comments

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

Aberdeenshire Council have supported us with AUP template that is suitable for age and stages of our primary pupils. The AUP is discussed with parents and pupils.

Recommendations for Improvement

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

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

Look at Digital Awards programme

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: **1**

Description of your Current Level

Online safety is embedded in all relevant policies and strategies. The school has carefully considered its approach to online safety and provides a consistent online safety message to all members of the school community. This is achieved through a variety of media and activities that promote whole school input. This is particularly apparent in the references to online safety within such policies and strategies on Positive Relationships and Behaviour, 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 the 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

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

6 Policies: Developing a culture of safe and responsible use

Accreditation Level: **2** Your Level: **1**

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. There is an inclusive approach to developing strategies, consulting all members of the school community. Users understand the importance of the strategies and few users fail to display safe and responsible use. Positive use is acknowledged and rewarded. Strategies are regularly reviewed in light of current practice and changes in technology. The school is rigorous in monitoring and applying the online safety policy and a differentiated and agreed range of strategies.

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.

Minutes from meetings

Self Evaluation questionnaires.

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

Keep promoting this as new groups come into the school.

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

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

7 Policies: Reporting issues of online safety misuse and abuse

Accreditation Level: **2** Your Level: **1**

Description of your Current Level

There are clearly known and understood systems for reporting online safety incidents. The culture of the school encourages all members of the school to be vigilant in reporting issues, in the confidence that issues will be dealt with quickly and sensitively, through the school's escalation processes. Reports are logged and regularly audited and monitored. The school actively seeks support from other support agencies (for example, the local authority social work team and the Child Protection Committee) in dealing with online safety issues. There are good links with outside agencies, for example, the police, who can help the school and members of the community in dealing with these issues. School reporting contributes to a better understanding of online safety issues within the local area.

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

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

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: **1**

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. There are clear expectations for the use of mobile technology, including BYOD, where appropriate. The school has consulted with parents and the wider community and gained their support for this policy.

Your Evidence

Gooseberry planet record

Policy

Shared events with parents/ Cluster schools

Local Authority Acceptable Use Policies.

Home-school agreements.

Policy for the use of mobile technologies.

BYOD Policy.

Your Action Notes

Continue to engage further including more community engagement.

Review more regularly.

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

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

2 Communications & Communications Technologies: Social Media

Accreditation Level: **2** Your Level: **1**

Description of your Current Level

The school has worked with the local authority to develop clearly understood and accepted policies relating to the use of

social media. The policy clearly references a planned programme of education relating to the safe and appropriate use of digital technology. 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 has consulted with parents and the wider community and gained their support for this policy. The school is able to respond effectively to social media comments made by others. Lessons on safe and responsible use of social technologies are embedded as part of a wider online safety programme and are supported by active engagement with parents/carers and the school community.

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

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

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: **1**

Description of your Current Level

The school's public online communications are used to provide information about online safety. The school celebrates its successes in this field and ensures that good practice has been observed in the use of these media eg. use of digital and video images, copyright, identification of young people, publication of calendars and personal information – ensuring that there is minimal risk to members of the school community, through such publications. These policies and practices are regularly reviewed and reinforced. Care is taken to assess online safety in the use of new communication technologies.

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,

Your Comments

The school shares its online commitment widely on its website and ensures all permissions and practices are reviewed and reinforced regularly. Care has been taken as we use new systems and technologies as evidenced during Covid and better partnership working with support from Aberdeenshire council is in place.

Recommendations for Improvement

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

5 Communications & Communications Technologies: Professional Standards

Accreditation Level: **2** Your Level: **1**

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 and Code of Conduct, local authority's Acceptable Use Policy and any emerging national guidance on the appropriate professional use of digital technology in education. Members of staff only use official school systems (eg. school email, Glow, learning platforms etc.) for communication with young people, parents / carers and members of the community. Monitoring shows that the culture of the school is reflected in the highly professional nature and content of these communications. The school encourages the use of online communication technology, but ensures that online safety issues have been carefully considered and policies updated before they are adopted for use.

Your Evidence

Policy documents – either at school or local authority level.

seesaw information

Parent sharing session.

Logs of any concerns/incidents

Your Action Notes

Keep reviewing processes annually, 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.

We have 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.

The culture of the school is reflected in the highly professional nature and content of these communications and use robust guidance to monitor, model and be consistent in approach.

Recommendations for Improvement

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

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.

Your Evidence

Age appropriate password security policy.

Logs and audits.

Acceptable use policies.

Your Action Notes

Keep refreshing password security and make sure training is in place for all staff/pupils.

Your Comments

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. and is monitored carefully. Secure authentication is in place for staff users accessing sensitive or vulnerable data, including access to school systems offsite.

Children are all trained in Password Security and its importance.

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

1 Services: Filtering and monitoring

Accreditation Level: 2 Your Level: 1

Description of your Current Level

Internet access is filtered for all users and regularly updated. Illegal content (eg child sexual abuse; extreme pornography or criminally racist or terrorist content) is filtered by actively employing illegal content lists. (eg IWF CAIC and the police assessed list of unlawful terrorist content, produced on behalf of the Home Office). Filtering should also include mechanisms to protect users from accessing terrorist and extremist material and prevent people being drawn into terrorism (Counter Terrorism and Securities Act 2015). Content is managed, relevant to users' needs and inappropriate content is filtered. Internet use is logged and regularly monitored. Differentiated internet access is available for staff and customised filtering changes are managed by the school. 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. Pro-active monitoring alerts the school to breaches of the filtering or acceptable use policy, allowing rapid response. There is an appropriate and balanced approach to providing access to online content.

Your Evidence

Filtering policy.

Monitoring logs and audits.

Review documents (internal and external).

Acceptable use policies.

Escalation or safeguarding process - Child Protection

Your Action Notes

Keep reviewing regularly to make sure policies are robust.

Your Comments

Internet access and filtering is supported by Aberdeenshire Council Systems and staff are aware of restrictions and protocols in place. For Personal Devices then Acceptable Use Policy is key in line with school and council guidance.

Recommendations for Improvement

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

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.

Your Evidence

Acceptable use policies

Information security policy including breach management process.

Your Comments

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.

Recommendations for Improvement

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

3 Services: Data Protection

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

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. The policies make provision for the school to support staff / children / young people who may access systems from beyond the school. These policies are known, understood and adhered to by users. Parents and carers are informed about their rights and about the use of personal data through the privacy notice. The school in partnership with the local authority has systems in place to ensure that a subject access request can be met within the timescales laid out in legislation. 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 who is aware of school and local authority responsibilities and procedures. All protected data is clearly labelled. There is a clear procedure in place for audit logs to be kept and for reporting, managing and recovering from information risk incidents

Your Evidence

Data Protection Policy

Privacy Notice/Policy

Privacy Impact Assessment

Your Comments

The school has worked with the local authority to develop a comprehensive data protection policy. 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 who is aware of school and local authority responsibilities and procedures.

Recommendations for Improvement

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

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: 1

Description of your Current Level

A planned online safety education programme takes place and is fully embedded in all aspects of the curriculum in all years and in other school activities, including extended provision. The entitlement of children / young people in all year groups is met by a programme that is mapped, audited and regularly revised. There is progression where lessons build on prior learning. There are opportunities to assess and evaluate children / young people's progress. The curriculum reflects the wider personal, social and technical aspects of online safety education including the prevention of people being radicalised and drawn into terrorism. It is aligned with standards in other curriculum areas. It makes use of a broad range of current and relevant resources including new technologies to deliver online safety messages in an engaged and relevant way. Children / young people are themselves involved in online safety education, e.g. through peer mentoring / education and there is evidence of differentiation for children / young people / vulnerable groups. Children and young people demonstrate a secure understanding of how to protect themselves and respect others. They understand what it means to be a digital citizen and how this relates to roles and responsibilities in their school and community. They report experiences of online bullying and encourage their friends to talk about difficult and negative experiences online. The school regularly evaluates the effectiveness and impact of online safety programmes.

Your Evidence

Planning Folders & Tracking Meetings

Benchmarks

Prevent resources

Your Action Notes

Keep reviewing regularly and ensure approaches are consistent throughout the school.

Your Comments

A planned online safety education programme takes place and is fully embedded in all aspects of the curriculum in all years and in other school activities. The school uses the Scarf 3 year rolling programme and Gooseberry planet as a yearly programme. They understand what it means to be a digital citizen and how this relates to roles and responsibilities in their school and community. They report experiences of online bullying and encourage their friends to talk about difficult and negative experiences online. The school regularly evaluates the effectiveness and impact of online safety programmes.

Recommendations for Improvement

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

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.

Your Evidence

Lesson plans.
Classroom resources.
Benchmarks
Gooseberry Planet & scarf
Jotter work/class work

Your Action Notes

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

Your Comments

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.

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: **1**

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 significantly inform school online safety policy and programmes. The school involves children / young people in designing and delivering its online safety campaigns. They support peer groups and provide a clear and effective reporting route. There are mechanisms to canvass feedback and opinion from children / young people. They actively contribute to parents' evenings and family learning programmes with online safety as their focus. There is evidence that children / young people involvement contributes positively to the personal development of the wider learner population, e.g. through peer support and digital leader programmes.

Your Evidence

Rights Respecting schools
Pupil Voice groups
Safe Internet Day

Buddying schemes.

Contributions from children / young people to assemblies, lessons, campaigns.

Contributions from children / young people in school publications / website / at parents' ev

Your Action Notes

Need to improve Family Learning Events- led by pupils.

Your Comments

The school acknowledges, learns from and uses the skills and knowledge of children / young people in the use of new technologies. These significantly inform school online safety policy and programmes and were developed at pace through Covid. The school involves children / young people in designing and delivering its online safety campaigns. The Digital Leaders support this and have contributed to upskilling peers.. There are mechanisms to canvass feedback and opinion from children / young people. They actively contribute to parents' evenings with online safety as their focus. There is evidence that children / young people involvement contributes positively to the personal development of the

wider learner population, e.g. through peer support such as Read Write Gold Ambassadors and digital leader programmes.

Recommendations for Improvement

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

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: **1**

Description of your Current Level

There is a planned programme of online safety professional learning for all staff that is regularly revisited and updated. Staff are confident and informed in dealing with issues relating to their own personal well-being. The school takes every opportunity to research and understand current good practice and training reflects this. There is clear alignment and consistency with other Child Protection / GIRFEC / Prevent training and vice versa. Training needs are informed through audits and the induction programme for new staff includes online safety. Where relevant, online safety training is included in performance management targets. There is evidence that key members of staff, (e.g. online safety officer, Child Protection Officer, data officer) have received more specific training beyond general awareness raising, some of which is accredited and recognised. The online safety officer can demonstrate how their own professional expertise has been sustained and accredited. The culture of the school ensures that staff support each other in sharing knowledge and good practice about online safety and that they participate more widely in local / national professional learning events. Across the school community there is a developing understanding of digital citizenship. The impact of online safety training is evaluated and informs subsequent practice.

Your Evidence

Glow Training

Digital Technology Training

GTCS Standards and Professional Update

CFE Benchmarks and E & Os

Good practice visits / Learning walks.

Your Action Notes

Keep evaluating practices and ensuring induction programmes/ training in place.

Your Comments

There is a planned programme of online safety professional learning for all staff that is regularly revisited and updated annually at Inset Day. Staff are confident and informed in dealing with issues relating to their own personal well-being. The school takes every opportunity to research and understand current good practice and training reflects this. There is clear alignment and consistency with other Child Protection / GIRFEC / Prevent training and vice versa. Key members of staff, (e.g. Child Protection Officer, have received more specific training beyond general awareness. The culture of the school ensures that staff support each other in sharing knowledge and good practice about online safety and that they participate more widely in local / national professional learning events. Across the school community there is a developing understanding of digital citizenship.

Recommendations for Improvement

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

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: 1

Description of your Current Level

The school provides regular opportunities for parents to receive information or education about online safety. There is evidence that parent online safety events / communications are effective. 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). There are clear routes for parents to report issues. Parents are confident that the school can support them with online safety issues or signpost additional support and advice. Parents are aware of and have acknowledged the learner acceptable use policy, where appropriate, and there is clear evidence of support. Parents and carers know about the school's complaints procedure and how to use it effectively. The school community, including parents, is developing an understanding of digital citizenship so that they can understand the links between roles and responsibilities in the school community and online communities. The school is effective in engaging "hard to reach" parents in online safety programmes.

Your Evidence

Acceptable use policies
Family Learning
Digital platforms & events- seesaw
Home Learning Advice and guidance.
Engaging Families- education toolkit

Your Action Notes

Try to find a way to reach the hard to reach parents and have clear procedures regarding roles and responsibilities. Use some of the resources such as CEOP to convey more information to parents.

Your Comments

The school has run training and events around online safety and talked about the digital citizenship approach. Promotion of digital citizenship. Home learning and Covid has accelerated the monitoring of online safety and a better relationships between parents/ school to help understand online safety and what each stakeholder can do.

Recommendations for Improvement

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

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: 1

Description of your Current Level

Detailed monitoring of online behaviour and incidents takes place that includes: references to individual incidents within school and where appropriate, incidents beyond school. Where monitoring identifies child protection / safeguarding / Prevent strategy issues, responses are appropriate and effective. Records are kept and are reviewed / audited and reported to the school senior leaders and Parent Group and escalated to external agencies where appropriate. There are clear systems for communicating incidents with parents and carers. Monitoring and reporting of incidents contributes to developments in policy and practice in online safety within the school/college. The school actively cooperates with other agencies and the Child Protection/GIRFEC groups to help ensure the development of a consistent and effective local online safety strategy. All parents and carers are informed of patterns of online safety incidents as part of the school's online safety awareness raising

Your Evidence

Monitoring and reporting of incidents contributes to developments in policy and practice in online safety within the school/The school actively cooperates with other agencies and the Child Protection/GIRFEC is key.

Your Action Notes

Keep maintaining and raising awareness with all stakeholders and those new to the school community.

Your Comments

Detailed monitoring of online safety incidents takes place that includes (where appropriate): references to individual incidents within school and, if appropriate, incidents beyond school. Where monitoring identifies child protection / safeguarding issues, responses are appropriate and effective. Records are kept and are reviewed/audited and reported to HT and escalated to external agencies where appropriate. There are clear systems for communicating incidents with the Parent Group and with parents and carers.

Monitoring and reporting of incidents contributes to developments in policy and practice in online safety within the school. The school actively cooperates with other agencies and the Child Protection/GIRFEC guidance.

Recommendations for Improvement

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

2 Monitoring: Impact of the Online Safety Policy and Practice

Accreditation Level: 3 Your Level: 2

Description of your Current Level

The impact of the online safety policy and practice is evaluated through the review of online safety incident logs, behaviour logs, surveys of staff, children and young people, parents / carers. There is evidence that the school online safety strategy is validated or improved by these evaluations. The school reviews the effectiveness of online safety support received from external agencies. There is evidence of balanced professional debate about data from the logs and the impact of preventative work, e.g. online safety education, awareness and training.

Your Evidence

Self Evaluation documents.

Minutes of meetings of relevant groups, and committees, including Parent Council

Support from Aberdeenshire council

Your Action Notes

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 practice.

Your Comments

The impact of the online safety policy and practice is evaluated through the review of online safety incident logs, behaviour logs, surveys of staff, children and young people, parents / carers. There is evidence that the school online safety strategy is validated or improved by these evaluations. The school reviews the effectiveness of online safety support received from external agencies. The school work in partnership with Police Scotland, but feel this is an area we could still improve.

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 practice help to ensure the development of a consistent and effective local online safety strategy.

Report generated by Jenny Glennie at 17:02 on 14/03/2022

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

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