



UK Schools Online Safety Policy and Practice Assessment 2017

Annual Analysis of 360 degree safe self-review data

Report prepared by Prof Andy Phippen, January 2018

Executive Summary

This analysis of data from the 360 Degree Safe draws from the self-review data of almost 10000 schools across the country to consider the “state of the nation” related to online safety policy and practice in English schools. This seventh annual analysis shows a strong commitment from new schools to self-review their online safety approaches while at the same time an improving but slowing picture compared to previous years. While the data demonstrates improvement across nearly all aspects, the increases in performance compared to previous years are smaller and in some cases virtually at a standstill. This is not necessarily a bad thing, the average profile presented from the data is significantly improved from where schools were placed even 3 years ago and given the number of schools now in the database we can see that there has a great deal of improvement around online safety policy and practice over the years.

Areas of strength are:

- 97% of secondary schools and 90% of primary schools have at least basic levels of filtering and monitoring in place, ensuring children can't access inappropriate content at school and schools are checking what children are accessing;
- 70% of secondary schools have policy around data protection, showing their awareness of their responsibilities for keeping sensitive data about pupils and the wider school community safe in their care;
- Almost 90% of secondary schools and 80% of primary schools have an online safety education programme in place in their settings, almost 50% of secondary schools have a detailed programme
- 86% of secondary schools and 80% of primary schools address digital literacy effectively in their curricula;
- 70% of primary schools have policy around social media, an ever increasing issue for primary aged children

Trafalgar Infant School in Richmond on Thames became the 300th school to receive the Online Safety Mark accreditation in August 2017. Integrated into 360 degree safe, the Online Safety Mark is awarded to certain schools in recognition for their commitment to developing online safety, as evidenced by their use of 360 degree safe.

However, there are also areas of concern, primarily around training:

- 47% of schools have no staff professional development programme. This represents 3% improvement compared to 2016, however is at a time that statutory guidance (England) includes the expectation that staff should have an annual update

- 55% of secondary schools and 50% of primary schools have no training in place for governors around online safety – concerning given governors provide challenge to the senior leadership on what they should be doing

Up to date knowledge and understand of the issues surrounding online safety are crucial if policy is to be effectively implemented and education is to be delivered successfully. Without knowledgeable governors who have up to date knowledge on online safety issues, particularly around safeguarding the school has no challenge around online safety policy and practice.

The slowing of improvement is something that merits further investigation – we would propose that improvement in online safety has to be balanced against other school priorities and statutory responsibilities. We might suggest that this is a picture of schools doing their best, while not having resources to push to the higher levels of practice in some aspects of online safety.

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1. Introduction

360 degree safe (<https://360safe.org.uk/>) was launched by SWGfL in November 2009 to allow schools to evaluate their own online safety provision; benchmark that provision against others; identify and prioritise areas for improvement and find advice and support to move forward. Almost 12000 schools across the UK now use the free resource which integrates online safety into school policy and the curriculum in a way that actively challenges teachers and managers in the school to think about their online safety provision, and its continual evolution.

The flexibility of 360 degree safe is such that it can be introduced at any speed (as appropriate to the school's situation) and can be used in any size or type of school. As each question is raised so it provides suggestions for improvements and also makes suggestions for possible sources of evidence which can be used to support judgements and be offered to inspectors when required.

In one particularly interesting development, where evidence is needed, the program provides links to specific areas of relevant documents, rather than simply signposting documents on the web. This saves time for everyone concerned about online safety, and allows the school to show immediately the coverage and relevance of its online safety provision.

360 degree safe will also provide summary reports of progression, (again this is useful when challenged), and is an excellent way of helping all staff (not just those charged with the job of implementing an online safety policy) to understand the scope of online safety and what the school is doing about the issue.

Above all 360 degree safe provides a prioritised action plan, suggesting not just what needs to be done, but also in what order it needs to be done. This is a vital bonus for teachers and managers who approach the issue of online safety for the first time, in a school which has no (or only a very rudimentary) policy.

This self-review process is more meaningful if it includes the perceptions and views of all stakeholders. As broad a group of people as possible should be involved to ensure the ownership of online safety is widespread.

Once they have registered to take part in 360 degree safe process the school will be able to download the 'Commitment to Online Safety for signing by the Headteacher and Chair of Governors as a sign of the commitment to use the online tool. Once the school has completed some of the elements of 360 degree safe tool then the Online Safety Certificate

of Progress can be awarded. When the school meets the benchmark levels it is formally assessed via inspection before being awarded the “ Online Safety Mark”, an award validated and approved by Plymouth University. There are now over 300 schools in the country with this award (<https://360safe.org.uk/Accreditation/Accredited-Schools>).

In September 2010, the first analysis of the 360 degree safe database was published by the South West Grid for Learning (<http://www.swgfl.org.uk/Staying-Safe/Content/News-Articles/Largest-ever-survey-of-E-Safety-in-schools-reveals>) based upon data returned from 547 establishments across England. The tool has grown from this point and this year the analysis collects data from almost 10000 educational establishments across England.

2. Methodology

The tool defines 28 aspects related to online safety, from policy issues (Acceptable Usage Policy, policy on mobiles, etc.) through factors such as staff training to technical measures like filtering¹. For each aspect the tool provides a numeric rating between 1 (the strongest rating) and 5 (the weakest) with a detailed definition for each to allow schools to determine, for each aspect, how their school performs. Generally, these levels are defined as:

Table 0-1 - Overall level definitions for the 360 degree safe tool

| | |
|---------|--|
| Level 5 | There is little or nothing in place |
| Level 4 | Policy and practice is being developed |
| Level 3 | Basic e-Safety policy and practice is in place |
| Level 2 | Policy and practice is coherent and embedded |
| Level 1 | Policy and practice is aspirational and innovative |

Schools conduct a review of their establishment against these criteria, for each one deciding at what level they currently perform (which each level descriptor very clearly defined within the tool). Every submission to the tool is recorded into a database to to initially baseline the schools practice. However, the retains previous submissions and will allow the school to define a development plan to move their online safety policy and practice on and it is intended to be used as (and frequently is used as) a school improvement plan. The storage of all data in a comprehensive database, however, provide

¹ An overview of the 360 structure, detailing aspects covered, can be found at <https://360safe.org.uk/Overview/Structure-Map>

a large dataset for analysis of online safety policy and practice across the educational landscape as a whole.

Analysis of the data focuses on establishment’s self-review of their online safety policy and practice, exploring their ratings against the 28 aspects of 360 degree safe. Aspect exploration allows the measurement of degrees of progression and improvement in the self-review and those where, in general, policy and practice among UK educational establishment requires support to deliver further progress. The tool allows both overall analysis of aspect performance across the whole dataset, as well as being able to focus on specific aspects, regions, times, etc. The dataset is unique in the world of online safety – which provide use with an peerless opportunity to explore data submitted by schools themselves across the country to get a national perspective.

3. Details of the Establishments Analysed

The previous year’s analysis was published in January 2017 based upon data collected in November 2016². Data for this year’s analysis was collected December 2017, so presented here is an analysis based upon slightly more than 12 months of progression from the previous one. Table 3-1 shows the basic statistics for establishment registrations drawn from the analysed dataset:

Table O-1 - Database baseline figures in November 2017

| | |
|---|------|
| Establishments signed up to the tool on November 2017 | 9979 |
| Establishments who have embarked on the self-review process | 7218 |
| Establishments with full profiles completed | 3631 |

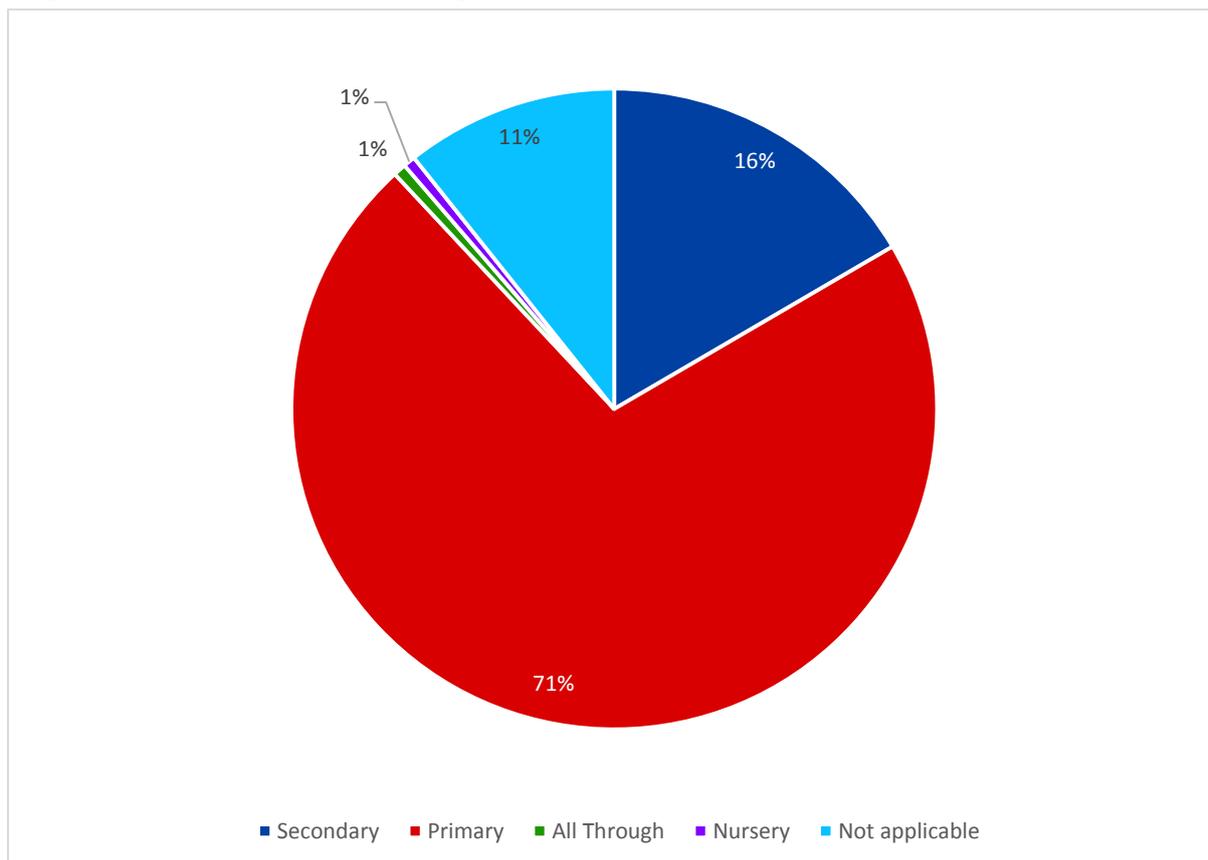
In the past 12 months there have been another 1741 schools signed up to the tool. However, only 598 have embarked on self-review. The tool allows schools to perform the self-review at their own pace, it is not necessary for them to complete 28 aspects immediately. Therefore, we will have a difference between the number of schools who have registered, the number who have embarked upon the review, and the number who have completed it. As shown in table 3-1, 3631 schools have now completed a full review, 626 more than the previous review.

Figure 3-1 shows the distribution of different types of schools in the database. Unsurprisingly, given their number across the country, the majority of the schools are from the primary setting. The second largest group are secondary schools. Along with a few

² UK Schools Online Safety Policy and Practice Assessment 2016 Annual Analysis of 360 degree safe self review data , Phippen A, <http://www.swgfl.org.uk/report2016>

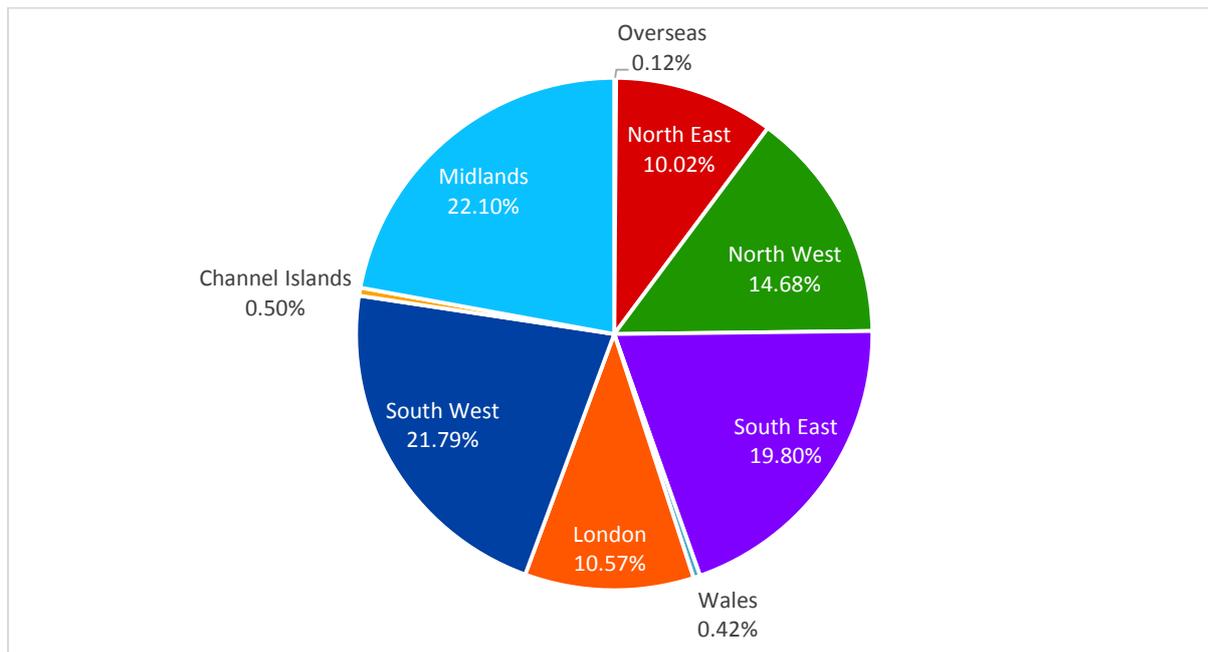
nursery and “all through” schools, there are a number of establishments who are defined as “not applicable”, that don’t easily fit into an easy definition of phase (for example, local authorities, pupil referral units, community special schools, independents, etc.). For the purposes of the analysis presented below, we will focus primarily on primary and secondary schools, as they comprise the vast majority of establishments in the database.

Figure O-1 - Establishment phase



In terms of regional distribution, the roots of the tool lie in the South West, and we can still see that this region has one of the largest proportions of school in the database. However, as shown in figure 3-2, there is a broad geographical spread across the whole country. The tool is truly national in its reach (and versions of the tool are also available and in use in Scotland and Wales) and while some areas have more schools than others there is no region of England where the tool isn’t used. Note also the very few schools in Wales using this tool are drawn from a time where there was no Welsh version of the tool available.

Figure 0-2 - Location of establishments across England



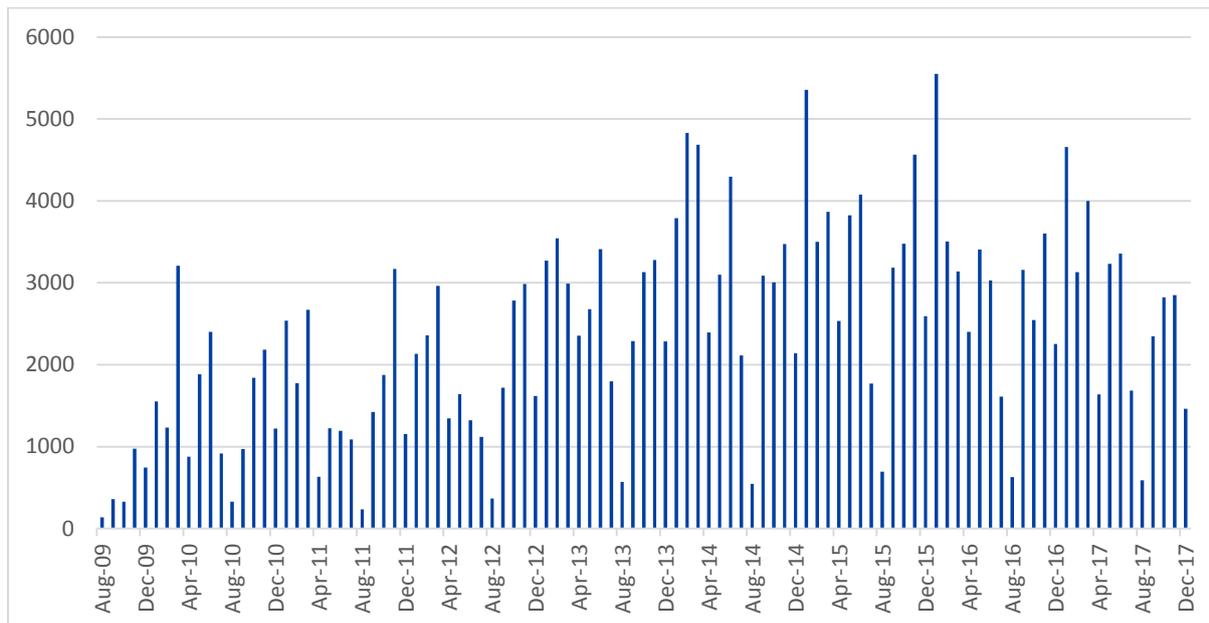
4. Activity on 360 degree safe

This section goes into far more detail about the tool’s use and the implications of such in terms of grassroots activity and also educational policy nationally. The tool and its data provides us with a unique insight into online safety policy and practice in schools based upon an unparalleled sample size – there is no other research that has the capacity to explore online safety policy and practice in schools at this level. We are in a position not to say “we think” this is going on in schools but that “we know” this to be the case.

The first part of this analysis considers activity on the tool, which is a direct indication of how the tool is used by schools and how frequently schools make amendments/developments to their own profiles. In figure 4-1 there is a graph that shows the number of times any establishment registered to use the tool have made a change on their school data – it presents us with an interesting measure of how online safety is being tackled in schools.

We can see clear pattern of activity in each school year, with peaks in activity when returning after the summer holidays and also after the Christmas break. The spring term, in particular, seems to be the time where there is a lot of activity on the tool. However, we can also see that in later years, while the pattern of use remains the same, there is proportionally less activity compared to previous years. As more establishments are added to the database we would expect activity to continue to grow in scale. However, this is not the case.

Figure 0-1 - Activity per month



However, we should stress that this is not necessarily a bleak picture of online safety policy and practice in England. In the analysis presented in section 5, we can see that there are many strengths in schools across the database, and we should also stress that different schools use the tool for different reasons. In an analysis of activity per school, a few descriptive statistics show this diversity:

Table 0-1 - Descriptive statistics from activity data

| | |
|---------|-------------|
| Mean | 32.89219897 |
| Median | 31 |
| Min | 1 |
| Max | 424 |
| Std dev | 22.7977774 |

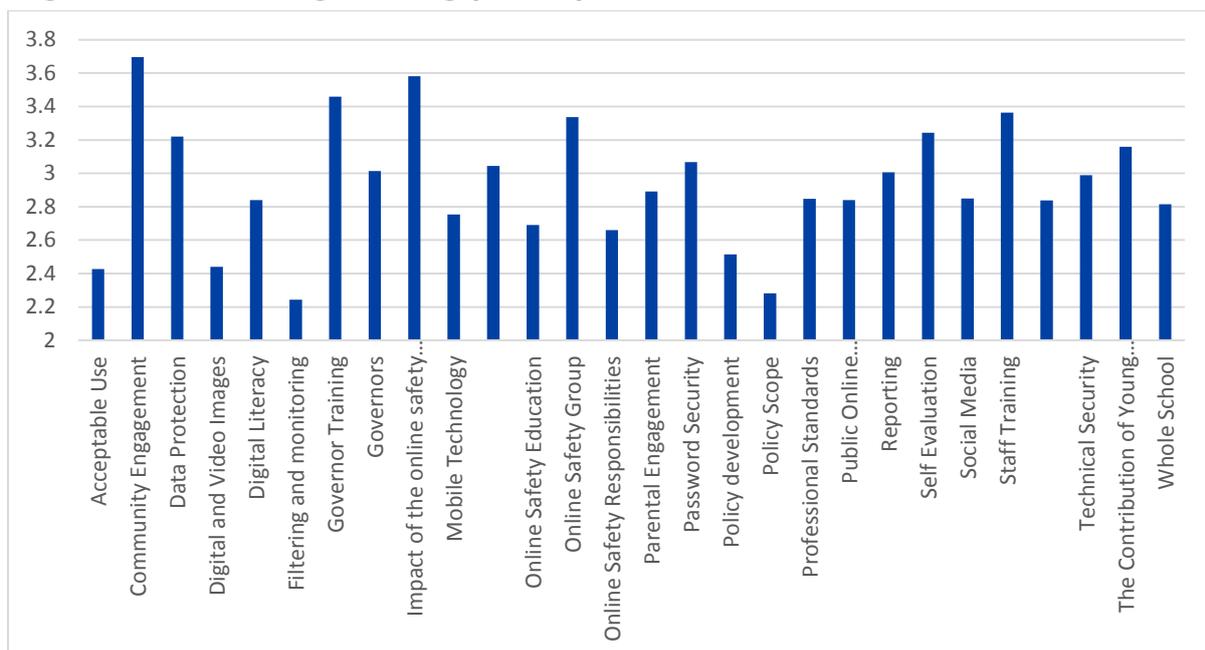
From these statistics we can see that both the average and median value show that schools will change values on their profile around, on average, over 30 times. They are baselining their performance and then returning to their profiles as the school improves. A broad standard deviation shows that there are some schools that do not adopt this approach, and there are many who have lower levels of activity (so some definitely do just use the tool to baseline). However, with a max value of 424, we can also see that there are many schools who are very active in their school improvement. The tool increases in value depending on how it is used – it can be used to simply baseline the school’s performance, however it comes into its own when it is used for improvement and we can show in this analysis it can significantly aid in the performance of a school around online safety.

5. Analysis of the Dataset – State of the Nation 2017

Following on from activity analysis, this top level review of the 360 database explores what we refer to as the “State of the Nation”. This applies basic descriptive statistics to the database to get an overall picture of the data. It therefore allows us to understand what at the areas of strength and what are the areas of weakness across the nation.

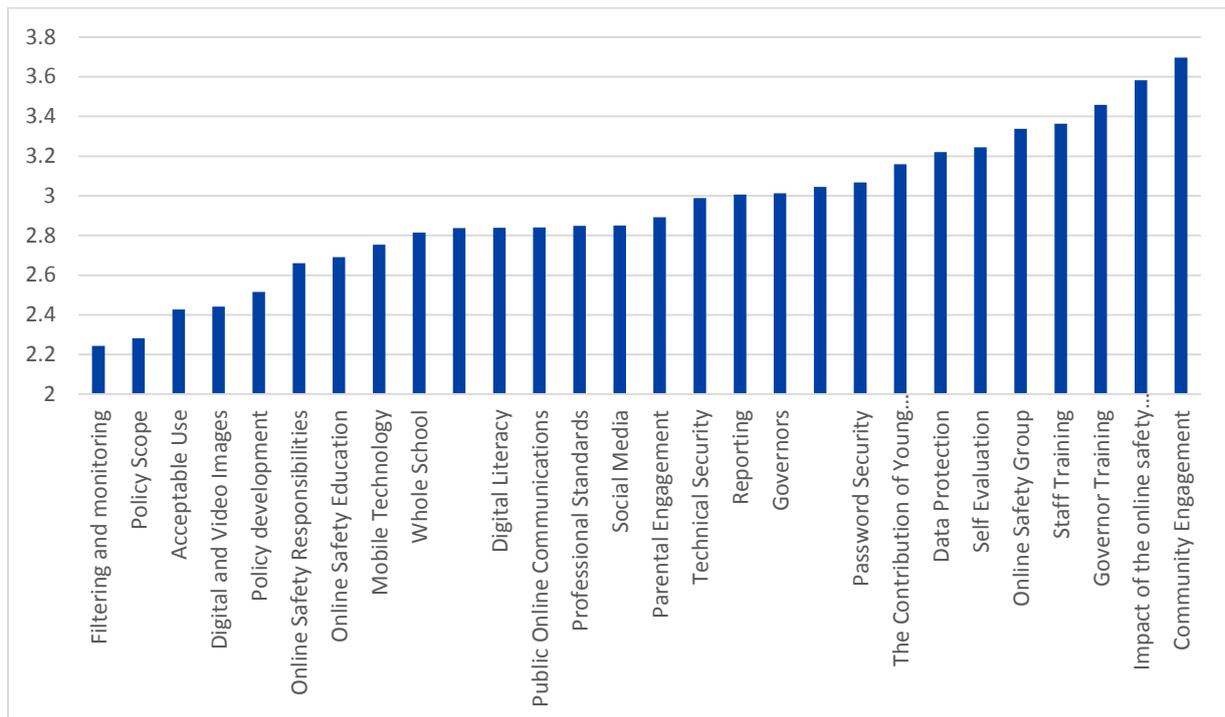
As discussed in section 2, each aspect can be rated by the self-reviewing establishments on a progressive maturity scale from 5 (lowest rating) and 1 (highest). In all cases analysis of the aspect ratings shows an across establishment maximum rating of 1 and minimum of 5. Therefore the larger the column in the chart below, the weaker the practice. Taking a mean score of every establishment gives us a fair of strength and weakness in online safety policy and practice across all schools in the database to show use average performance across the country. Figure 5-1 illustrates overall averages across aspects:

Figure 0-1 - Average rating per aspect



This is exactly the sort of shape we would expect from the data, given the years of analysis we have now carried out – peaks (weaknesses) will generally relate to resource intensive and practice based aspects such as training and long term measurement of practice and troughs (strengths) centre on policy areas (something that is often a “once written” activity) or technical aspects, that are often provided by third parties (for example having an outside filtering and monitoring provider). Figure 5-2 orders the aspects from strongest to weakest and more clearly illustrates these points.

Figure 0-2 - Average rating per aspect, ranked



In the 2017 analysis, the strongest aspects are:

- Filtering and monitoring (2.244)
- Policy Scope (2.282)
- Acceptable Use (2.427)
- Digital and Video Images (2.441)
- Policy development (2.515)

All but one of these aspects is policy based, and the other is technical. The values associated with these aspects is extremely high, reflecting “coherent and embedded” practice. We are very confident that schools in the database have strong policy related to a broad manner of online safety aspects.

The weakest are:

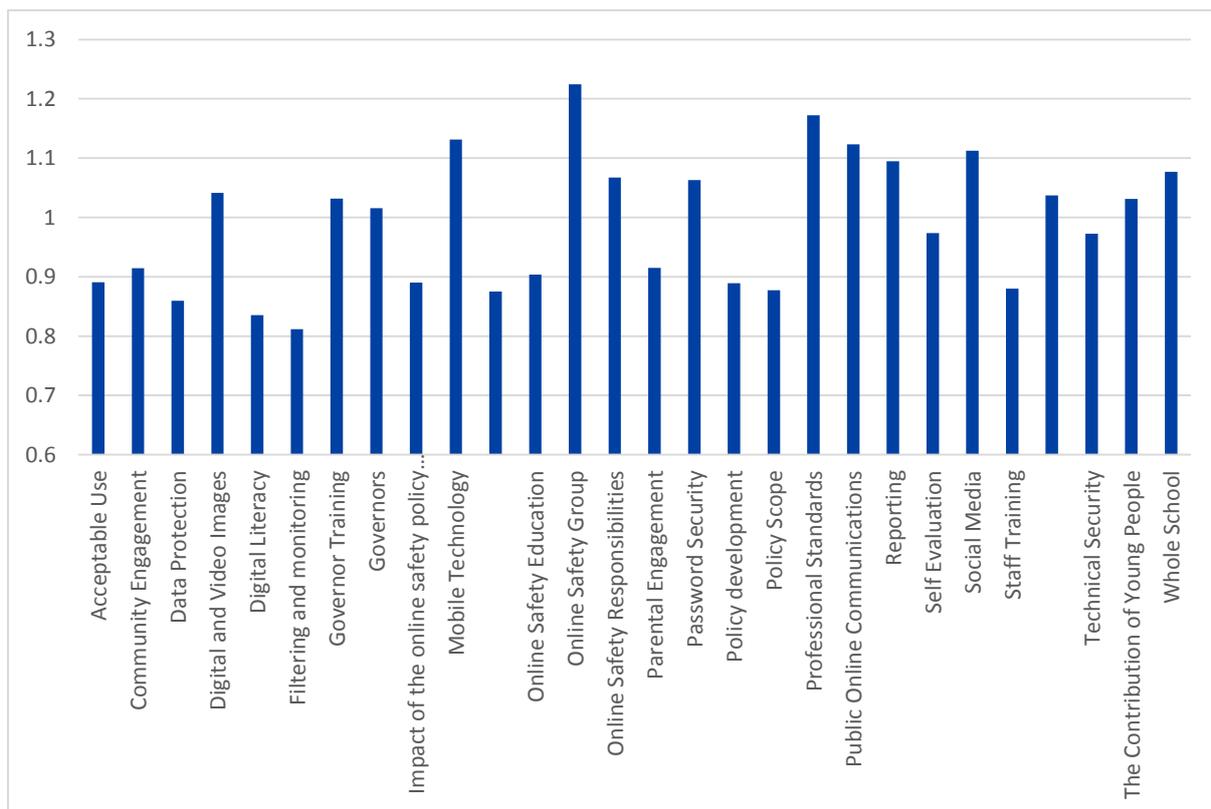
- Community Engagement (3.696)
- Impact of the online safety policy and practice (3.582)
- Governor Training (3.459)
- Staff Training (3.363)
- Online Safety Group (3.337)

All of these are activities which require long term investment of time and resources. The fact that two of the weakest aspects in the database are training is something we will relate

to later in this analysis because this is extremely concerning. All of these values, on average, show that practice with these aspects is either “basic” or “planned”.

Another basic statistical measure – standard deviation – allows us to explore the overall database through a different lens. We can look at the range of responses per aspect and determine the variability of responses per aspect. A large standard deviation shows that the values vary greatly, a small one shows most of the responses fall around the mean value.

Figure 0-3 - Standard deviations per aspect



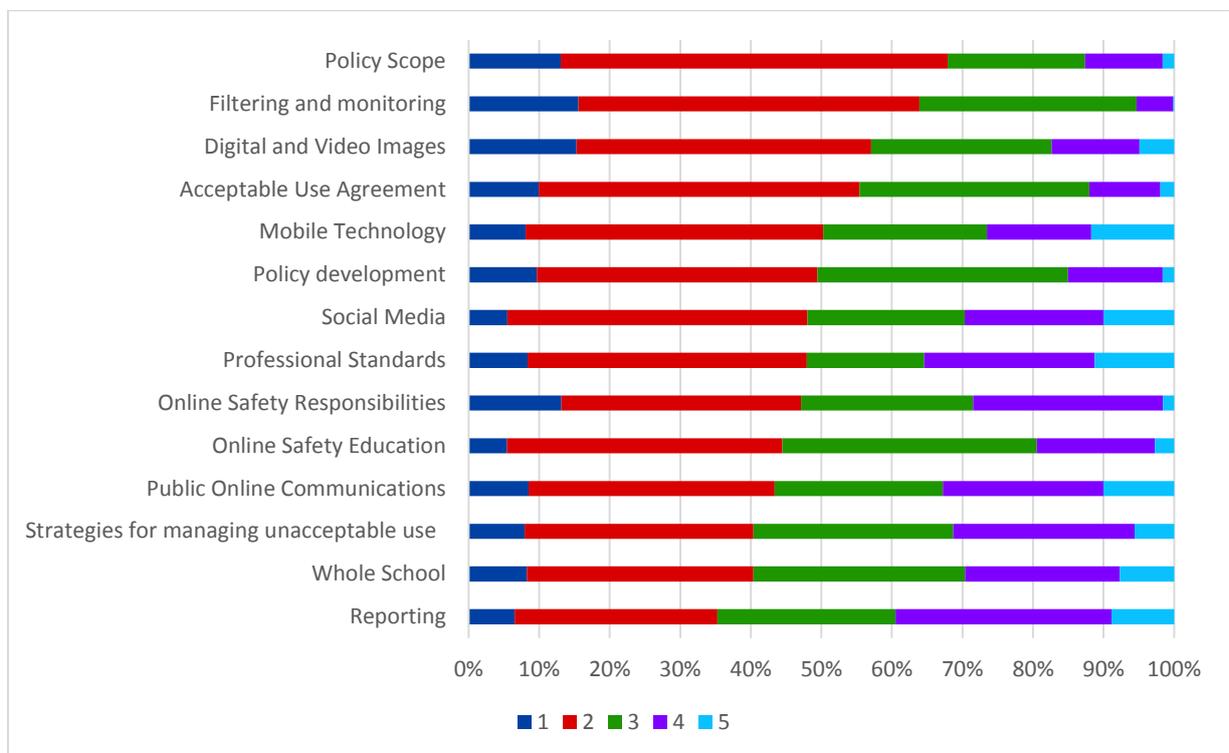
The picture with standard deviations is consistent with previous analyses. There are some very encouraging things to draw from the comparison of the standard deviation against means. For example, Filtering and monitoring is strong with a narrow standard deviation, meaning it is consistently effective. Similar could be said for Policy Scope and Acceptable Use. However, there are also weak aspects also have narrow standard deviations – so we can say that not only is staff training one of the weakest aspects from the average position, it is also one of the most consistently weak aspects. Governor training is more interesting, with a broader deviation, showing that some schools are engaging with this more than others.

A further, very interest, analysis of the overall dataset, which provides a different perspective on the distribution of levels in each aspect, breaks down the proportion of each

aspect where establishments have evaluated themselves per level. This is clearly illustrated in figures 5-4 and 5-5. Figure 5-4 shows the stronger aspects. To remind us what these levels mean, in general they can be expressed as:

| | |
|---------|-----------------------------|
| Level 5 | Nothing in place |
| Level 4 | Under development |
| Level 3 | Basic |
| Level 2 | Coherent and embedded |
| Level 1 | Aspirational and innovative |

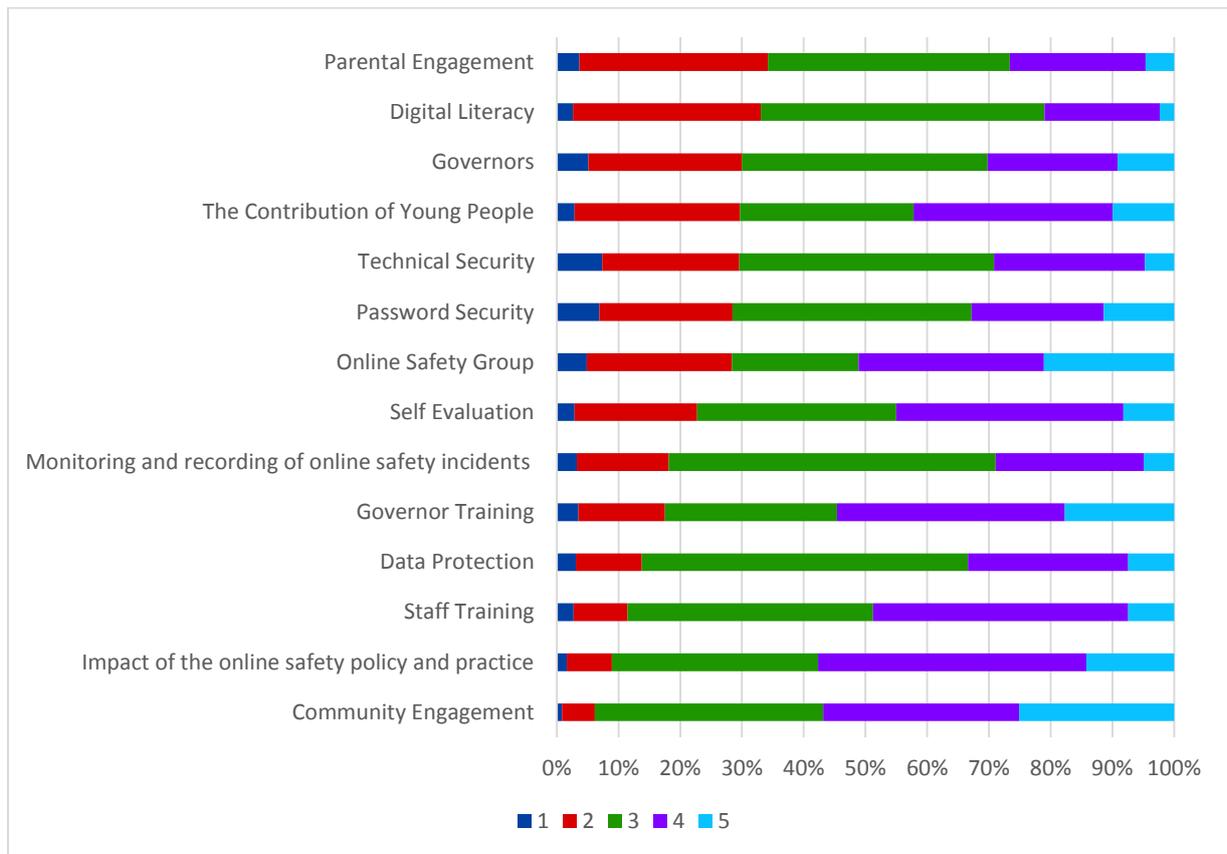
Figure 0-4 - Distribution of ratings per aspect – stronger aspects



This distribution analysis provides us with a different perspective which confirms some of the findings from the descriptive statistics. For example, it does confirm that the stronger aspects generally centre on policy and infrastructure issues – there are positive conclusions to be drawn from this figure:

- Almost 70% of all establishments have coherent and embedded policy scope or better.
- Almost 65% of schools have excellent or good connectivity and filtering in place
- 55% have a detailed and effective Acceptable Usage Agreement in place
- Over 70% consider at least basic policy around mobile devices in the school setting
- Just over 80% of schools have at least basic online safety education in place

Figure 0-5 – Distribution of ratings per aspect - weaker aspects

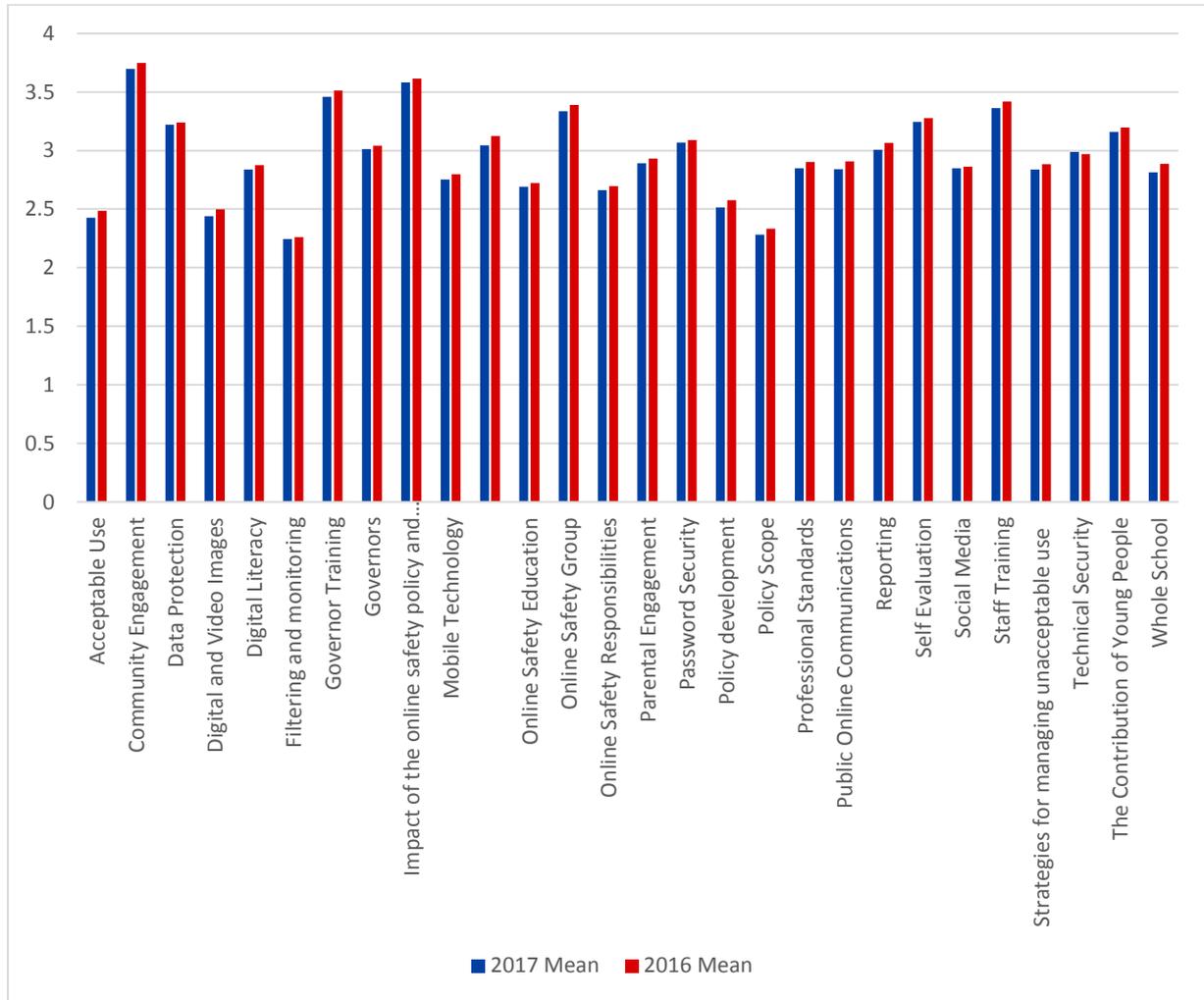


However, distributions from figure 5-5 confirm the weaknesses from the earlier analysis

- Almost 60% of schools have no engagement with the community on online safety issues
- Almost 55% have carried out no governor training around online safety issues
- Almost 50% have no staff training to date around online safety
- Over 40% of schools do not involve their pupils with the development of online safety strategy in their establishment

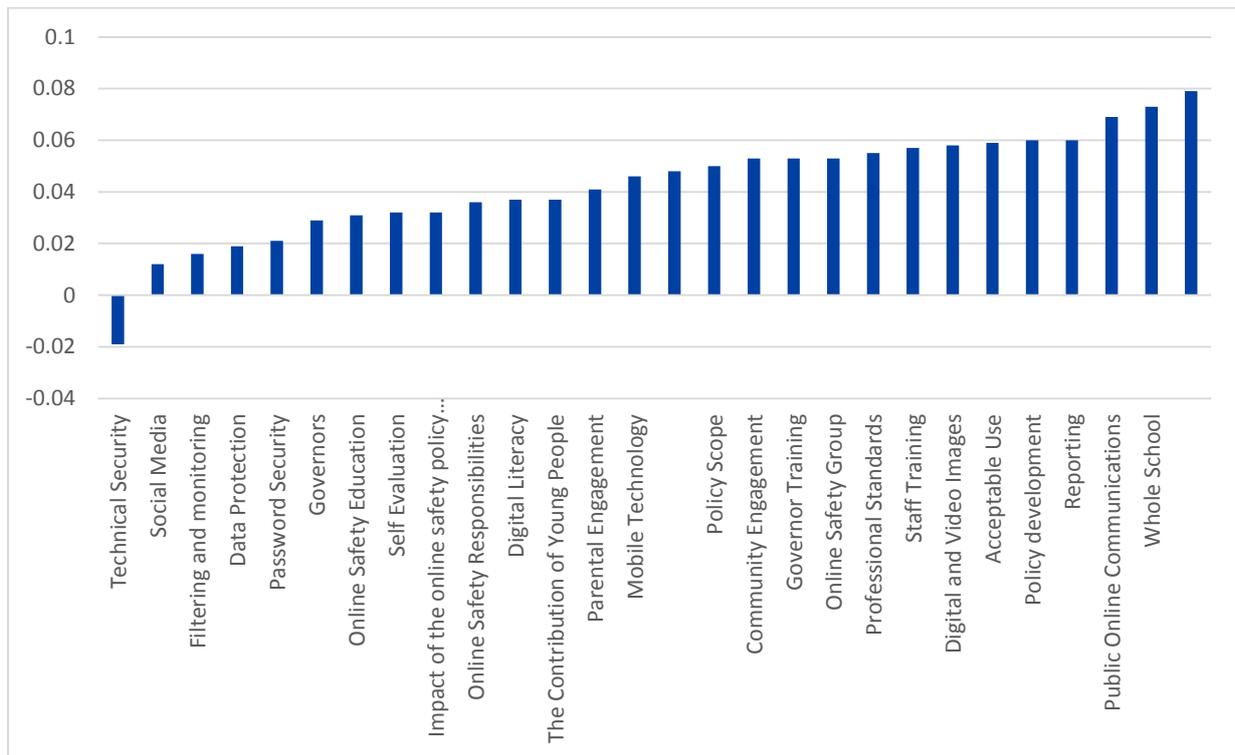
Returning to the issue around reduction in progress year on year, in figure 5-6, we show a comparison of over 2016 means with those from 2017. While there is generally some improvement when comparing means from 2017 with those in 2016, the improvements are, on the whole, very small.

Figure 0-6 – Comparison of 2016 and 2017 means



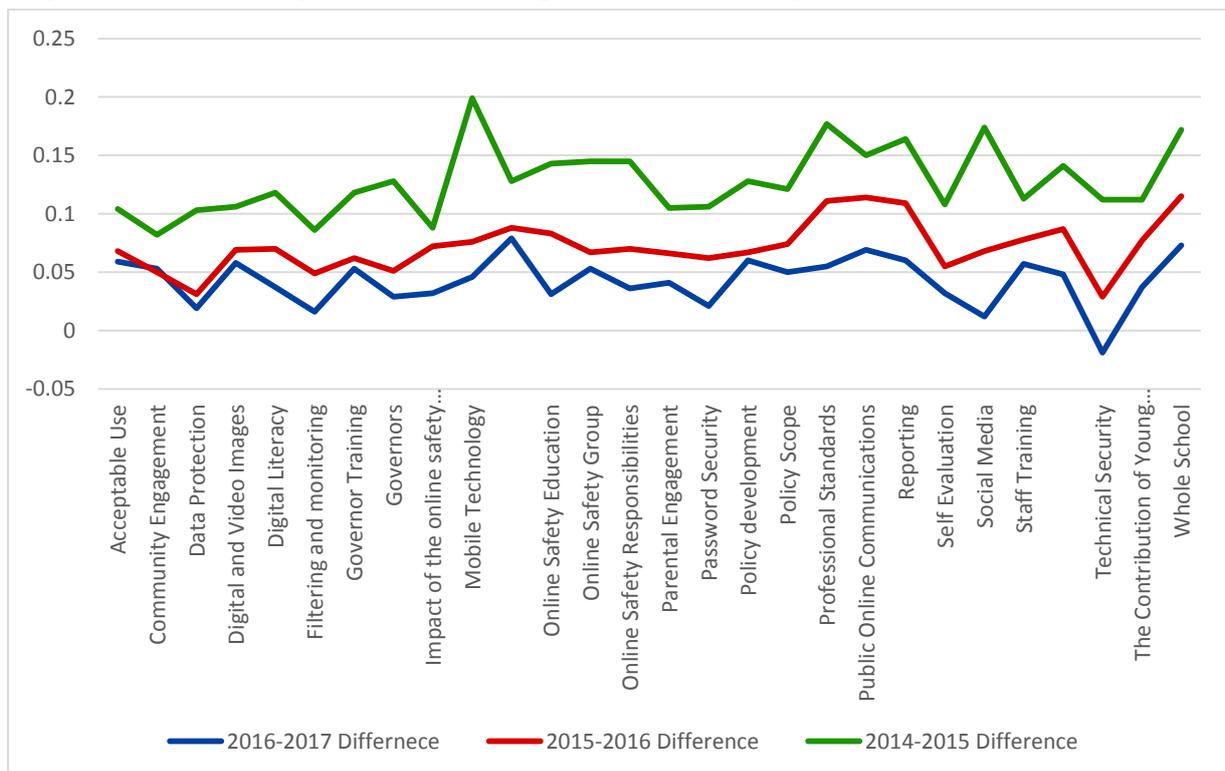
If we order these changes based upon the difference between the 2016 and 2017 means (figure 5-7), we can see how small these improvements are and, in one case, for the first time ever, there is an increase in value, showing a reduction in overall practice.

Figure 0-7 - Difference between 2016 and 2017 means



Extending that analysis, if we include the difference between 2015 and 2016, we can show a clearly slowing of progress across aspects.

Figure 0-8 - Comparison of progress between years

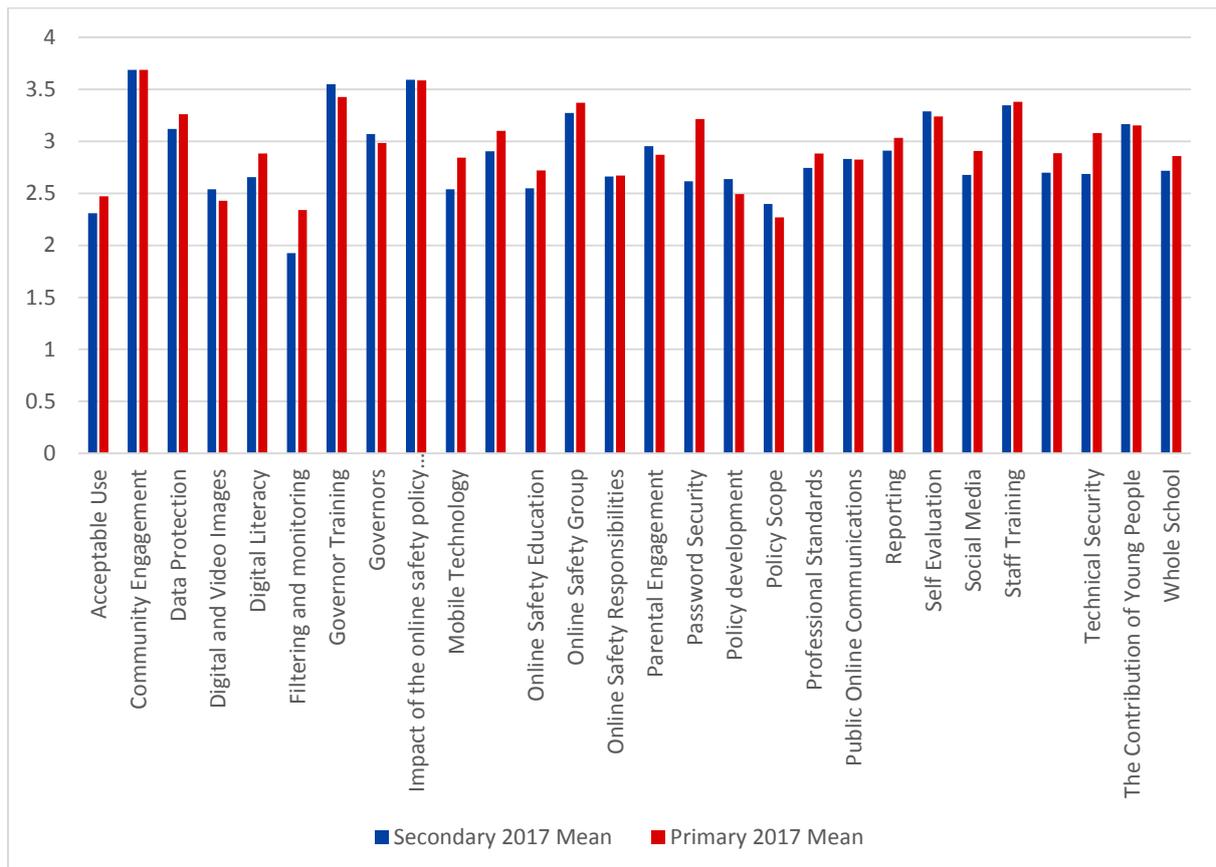


6. Comparing Primary and Secondary Establishments

In continuing with our annual analysis one other major aspect of this is comparing primary and secondary school practice. Over previous analyses we have initial seen a gulf between primary and secondary schools, with secondaries, having greater resources and support, far exceeding the performance of their primary school counterparts. However, over the years we can see a creeping up of performance in primary schools while secondaries do not progress so fast. In some cases, in the 2016 analysis, primary schools had begun to outperform secondary schools in some areas.

Looking at the 2017 data set, we can certainly see some difference between the two phases of school:

Figure O-1 - Primary/secondary comparison 2017



Again, while the dataset for each phase exhibits the “shape” of data we have come to expect from this analysis, we can also see that the difference between primary and secondary practices is variable between aspects.

Table 0-1 - Primary and Secondary strongest aspects

| Primary Strongest | Secondary Strongest |
|----------------------------------|----------------------------------|
| Policy Scope (2.268) | Filtering and monitoring (1.925) |
| Filtering and monitoring (2.338) | Acceptable Use (2.308) |
| Digital and Video Images (2.428) | Policy Scope (2.398) |
| Acceptable Use (2.47) | Mobile Technology (2.538) |
| Policy development (2.492) | Digital and Video Images (2.54) |

A special mention is needed for Filtering and Monitoring in secondary schools, which is the first ever average rating to go beyond 2 – showing how strongly filtering and monitoring is now in place in secondary schools. While the strongest aspect in primary schools does not match the value of the strongest in secondary schools, there are outperforming secondary's in some aspects. Policy scope is now clearly more effective in primary schools than secondary's.

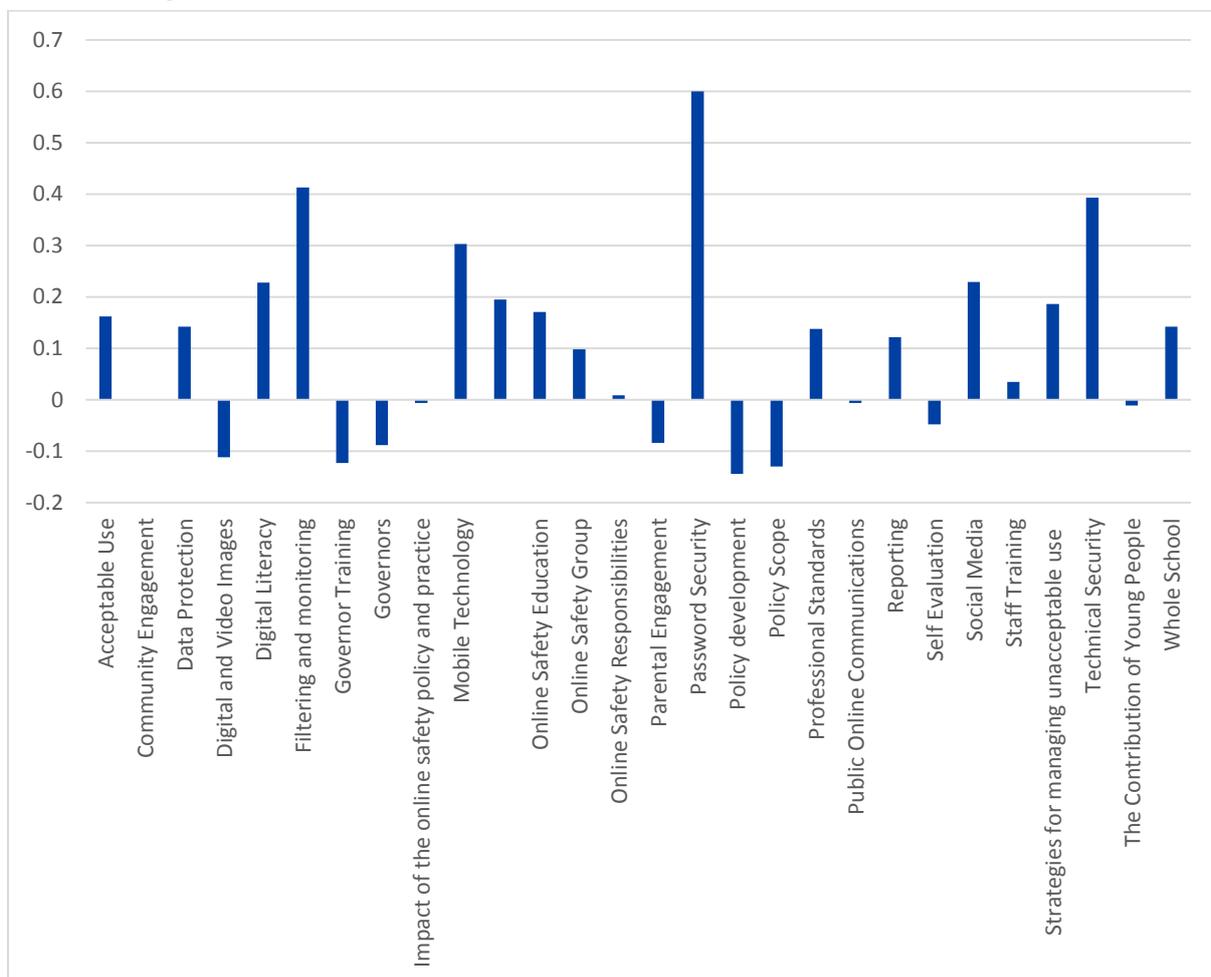
Table 0-2 - Primary and secondary school weakest aspects

| Primary Weakest | Secondary Weakest |
|---|---|
| Community Engagement (3.685) | Community Engagement (3.685) |
| Impact of the online safety policy and practice (3.586) | Impact of the online safety policy and practice (3.592) |
| Governor Training (3.426) | Governor Training (3.549) |
| Staff Training (3.38) | Staff Training (3.345) |
| Online Safety Group (3.369) | Self-Evaluation (3.286) |

Weakest aspects of fairly consistent, and centre on engagement, measurement and training.

The differences are more clearly illustrated in figure 6-2, where a value below zero shows primary schools are stronger and above the line showing strength in secondary schools. This also highlight where the differences are the largest:

Figure 0-2 - Difference in average ratings between primary and secondary schools



We can see from figure 6-2 that primary schools now outperform secondary's on a number of aspects – Digital and Video Images, Governor Training, Governors, Parental Engagement, Policy Development, Policy Scope, Public Online Communications, Self Evaluation and The Contribution of Young People. The majority of these aspects are the more resource intensive activities defined in the tool, and show the increased effort primary schools are investing in their online safety policy and practice. In fact, there are only three aspects now where secondary schools massively outperform primaries, all related to technical measures.

Given we have, over the years, seen this disproportionate improvement in primary schools against their secondary counterparts; we might assume that primary schools are still making progress, while secondary's are dropping off. By comparing 2016 and 2017 averages per phase, as illustrated in figures 6-3 and 6-4, we can clearly see this.

Figure 0-3 - Comparison of 2016 and 2017 secondary averages

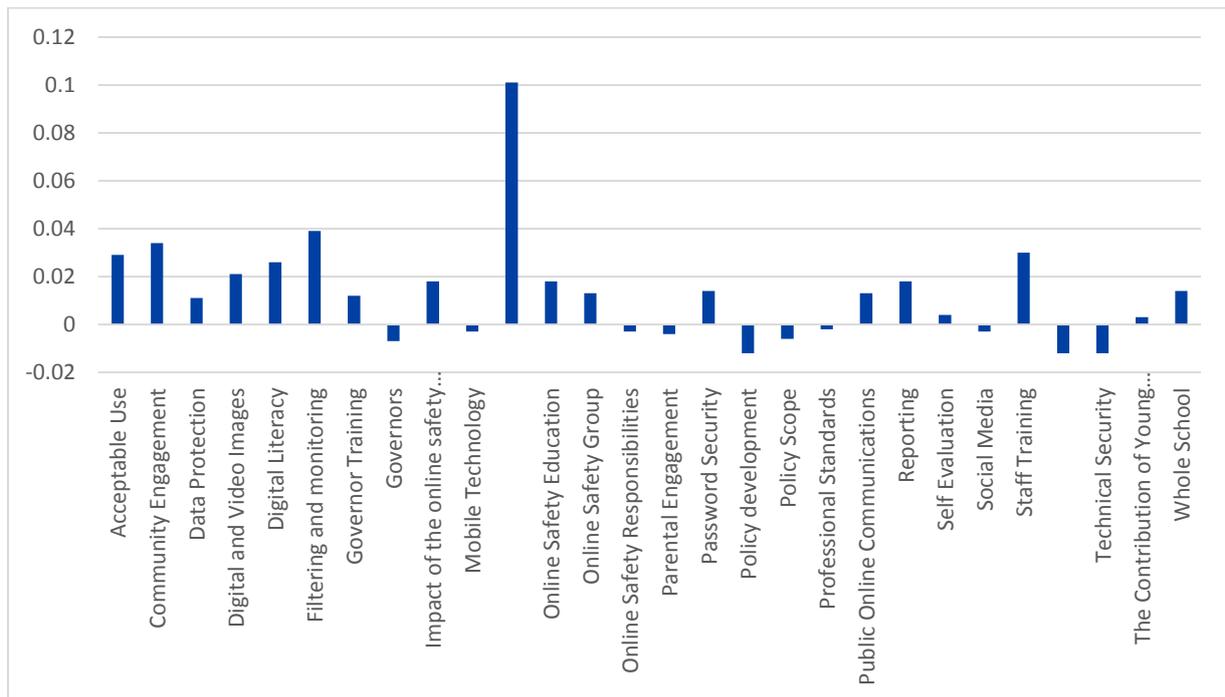
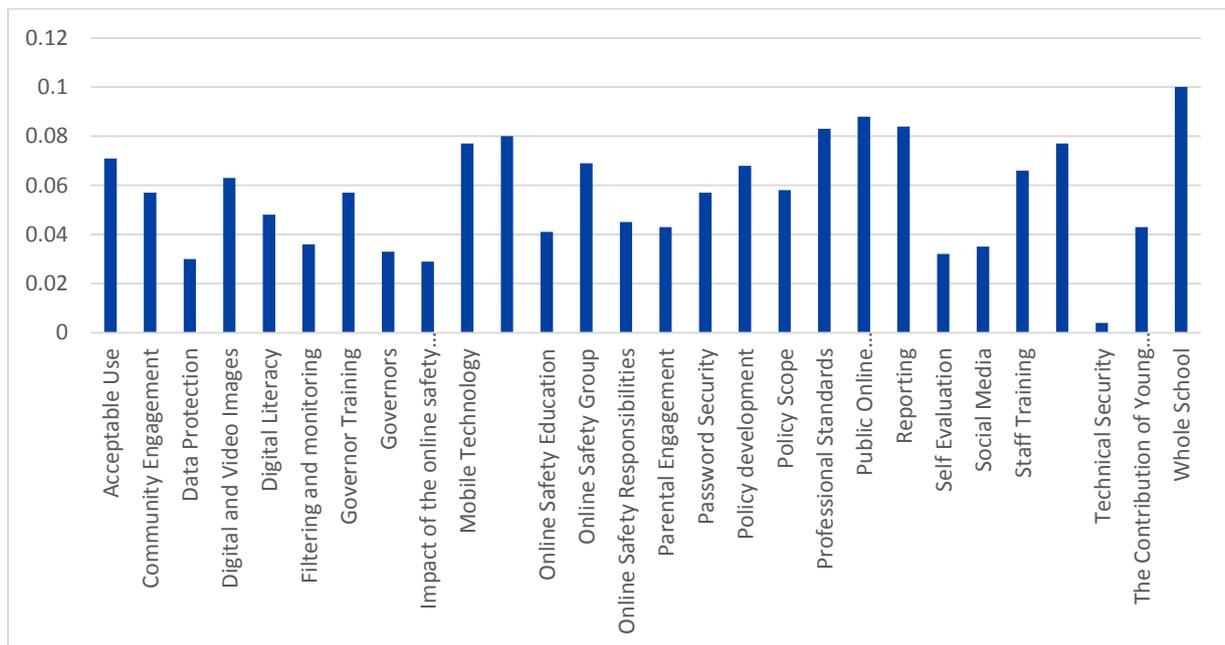


Figure 0-4 - Comparison of 2016 and 2017 primary averages



By applying the same axis to each graph we get a very interesting picture – we are still seeing clear progress for primary schools. While overall we can see that improvement across the whole database is slowing, primary schools are making far better year on year progress than secondary schools where, if trends continue, we might reach a point where primary school practice is in line with secondary’s for the majority of aspects.

7. Online Safety Mark

Schools that are able to show good practice in their Online Safety policy and procedures can apply for the Online Safety Mark.

To apply for the award, the school must meet the benchmark level for every aspect in the tool and, in their review, add a commentary for every aspect. That commentary must describe the provision for each aspect and how it meets the benchmark level statement.



Trafalgar Infant School in Richmond on Thames has become the 300th school to receive SWGfL's Online Safety Mark accreditation.

Jane Burton, Online Safety Lead at Trafalgar Infant School said:

"360 degree safe has helped enable us to deliver a clear, common sense approach to online safety encompassing all areas of school life. It has also helped us to provide a safe online environment for our staff, families and children, creating confident, safe and resilient users."

Ron Richards, Online Safety Consultant for SWGfL said:

Online Safety Mark Accredited Schools

We have now accredited over 300 schools across the country, which are shown on the map below:



"It was a pleasure to visit the school and to celebrate the very successful journey that it has embarked on to gain the award."

"The school has a very grounded and common sense approach to its online safety provision. It sets expectations and then places trust in the users to carry out the rules in place. This will allow the school to continue to develop its provision in future with the ongoing support of all groups of stakeholders."

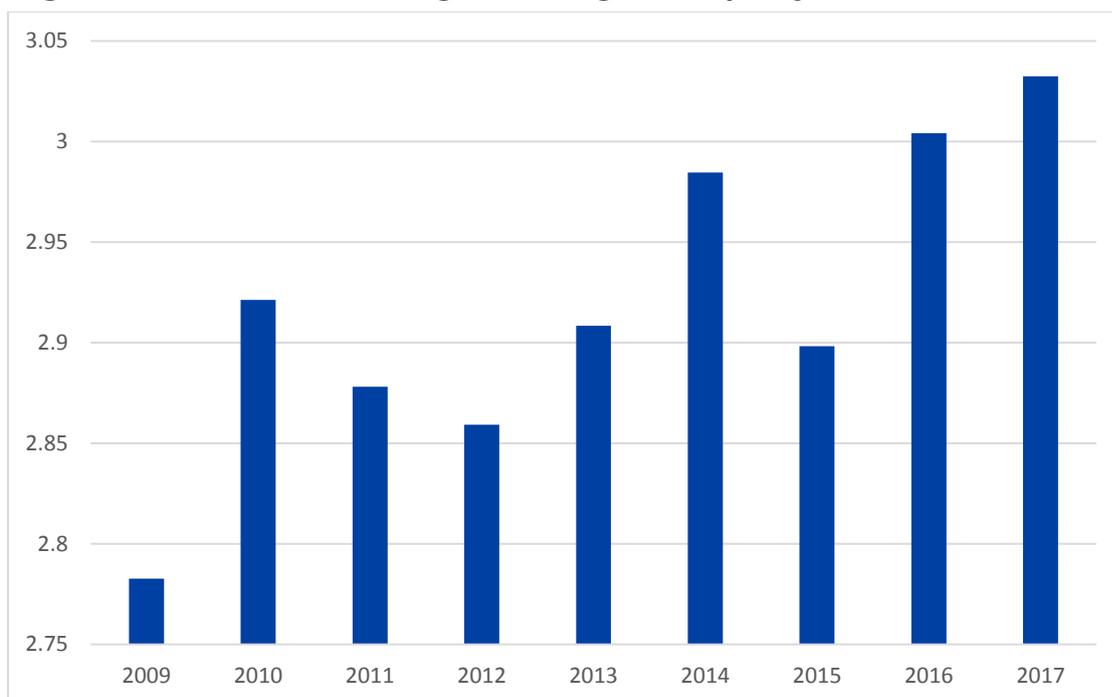
Details on all 300 schools successfully awarded this accreditation can be found at <https://360safe.org.uk/Accreditation/Accredited-Schools>. Also included here is a mechanism to contact each school.

8. Issues Arising

As discussed early in this report our analysis shows that year on year improvement is reducing. These developments, when unpacked in more detail, show that progress is generally still improving in primary schools, but less so in secondary schools. This does raise the question whether we have reached a level where schools are doing as much as they can with the resources they have available to them, and it will be interesting to see whether this slowing continues in next year's analysis.

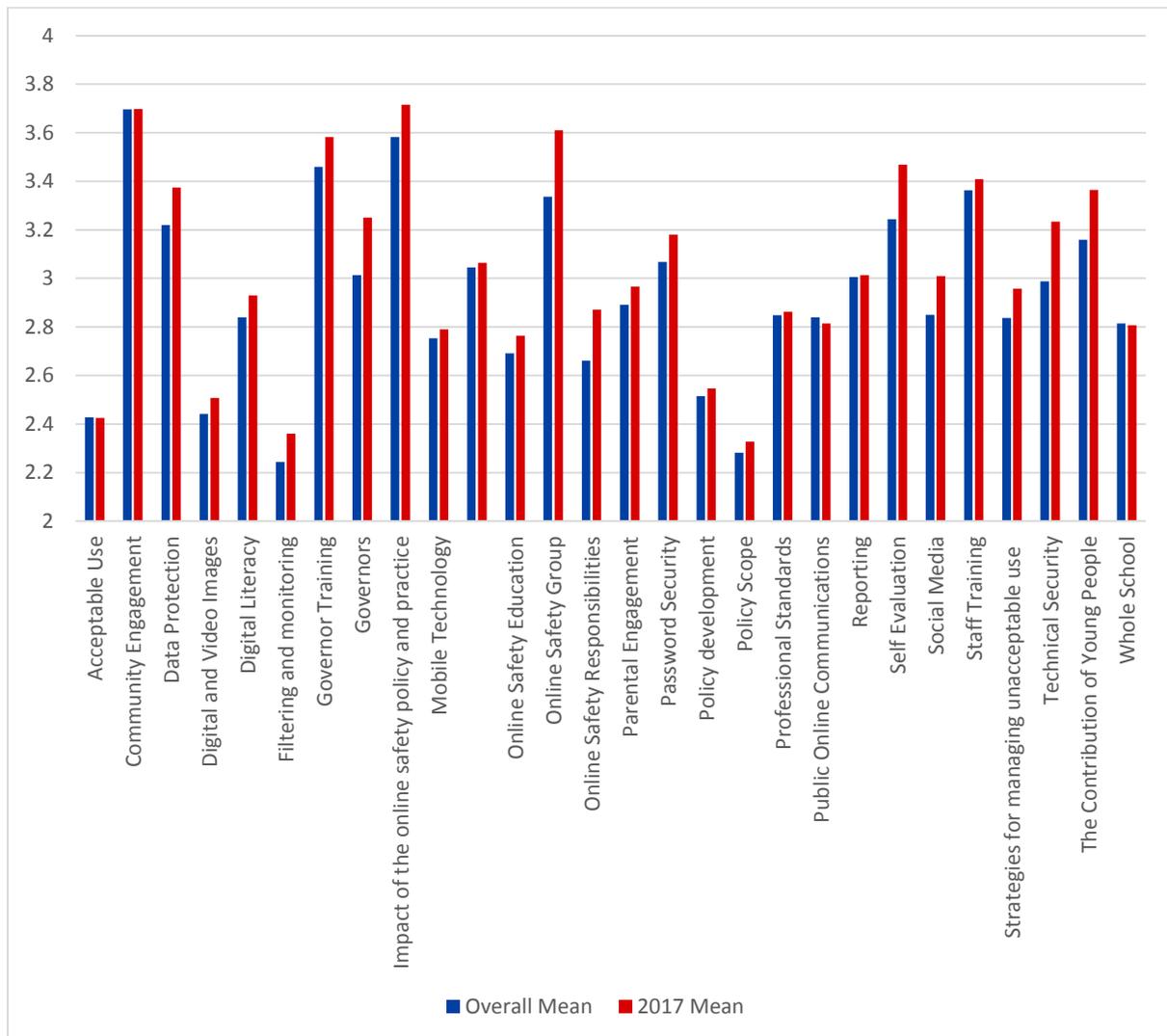
However, we still have clear evidence that when the tool is used not just for baselining, but improvement, it is very effective in aiding with progress. In figure 7-1 we have a graph that shows the average of averages score (i.e. the average over all 28 aspects) currently for establishments registering in a given year.

Figure 0-1 - Overall average starting value per year



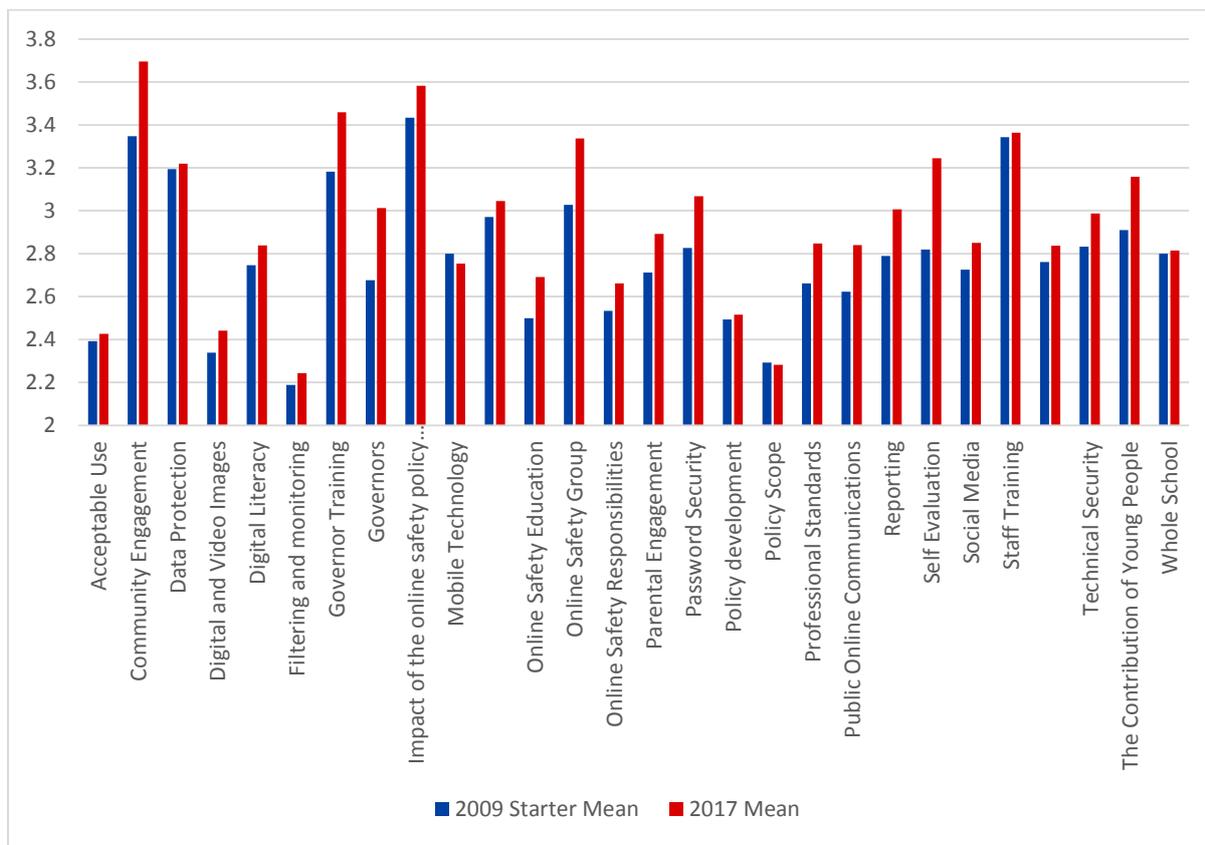
We can show from this graph that the starting point for more recent schools is behind the averages of schools who have been using the tool for a long time. Those schools who registered in the first few years of the tool who continued to use it now have performance that is better than the average for the overall database. If we look at comparison over a 2017 starter averages to overall averages, we can see that for the vast majority of aspects, they are behind the overall figures.

Figure O-2- Comparing average ratings with 2017 adopters



However, the value of the tool for school improvement is most clearly illustrated if we see where those who started using the tool in 2009 are now at with their online safety policy and practice. Figure 7-3 shows that those who have used the tool for improvement clearly achieve this. The longer the tool is used for, the more useful it becomes, with the biggest gains in those areas which require more effort (governors, community engagement, governor training, the contribution of young people, online safety group), all of which bring the wider school community into involvement with online safety. However, some areas, such as staff training, still show little progress.

Figure 0-3 - Comparison of 2009 starters with overall averages



If the tool is used to its full potential, it will help schools improve their online safety policy and practice, which obviously is fundamentally important in keeping children safe online.

Issues around training

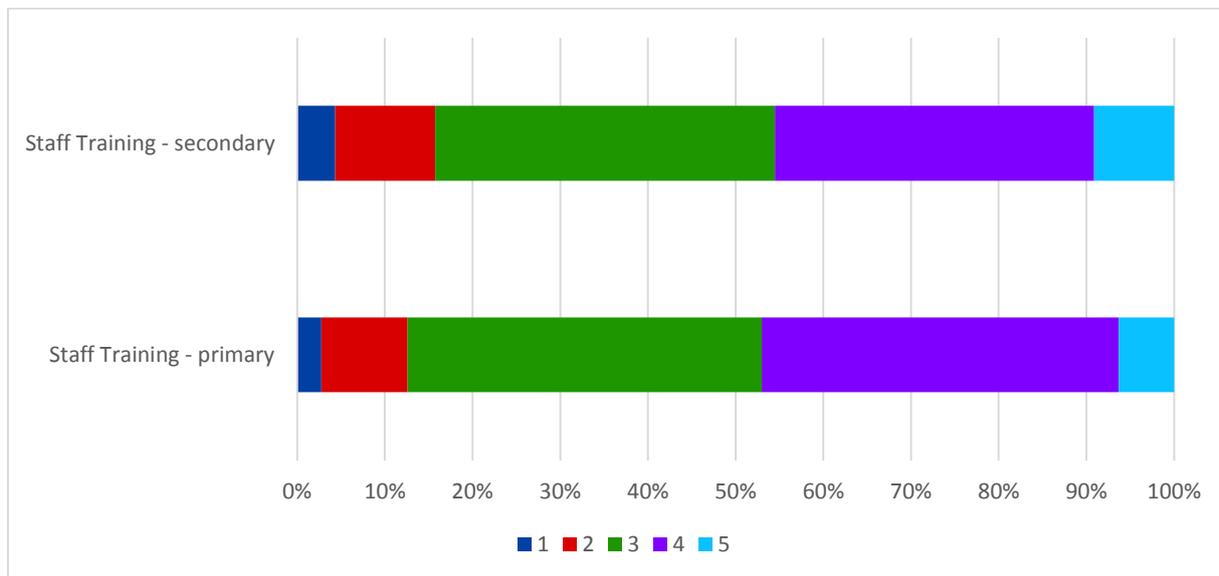
As stated above, even those schools who have used the tool for a long time still don't show much progress with staff training. This is a point made in most years with this analysis but one that cannot be understated – without effective online safety training we cannot expect staff to be in a position to deliver high quality education for their pupils and governors will not have sufficient knowledge to challenge senior leaders in fulfilling their statutory duties (for which governors are ultimately responsible). Table 7-1 shows the statistics for staff training overall and for primary and secondary settings:

Table 0-1 - Overall statistics for staff training

| | Mean | Standard Deviation |
|-------------------|-------|--------------------|
| Overall | 3.363 | 0.880189415 |
| Primary schools | 3.38 | 0.850979258 |
| Secondary schools | 3.345 | 0.947852848 |

Figure 7-3 shows an even more worrying illustration from the data:

Figure 0-4 - Staff training in primary and secondary schools - distribution at each level



And figure 7-4 shows the distribution of each from the database. In just under 50% of both primary schools and secondary schools, staff training is either non-existent or “in planning”. Level 5 and 4 are defined in the tool as:

Level 5

There is no planned online safety training programme for staff. Child Protection / Safeguarding training does not include online safety.

Level 4

A planned online safety training programme is being developed, which aligns with Child Protection and Safeguarding training.

So we can assume that in a very large minority of schools across the country there is no formal staff development approach to tackling online safety.

However, possibly more concerning is the data around governor training. Boards of governors are, in the majority of schools, the main challenge to the senior management team outside of regulatory inspection. The recent Department for Education safeguarding

statutory document (paragraphs 67-69)³ states that governors are responsible for “appropriate” filtering and monitoring in schools and also for ensuring effectively online safety education. Without sufficient awareness off up to date issues in online safety, they are not equipped to provide that challenge and are potentially putting their institutions and themselves at risk should a serious online safety incident arise at the school.

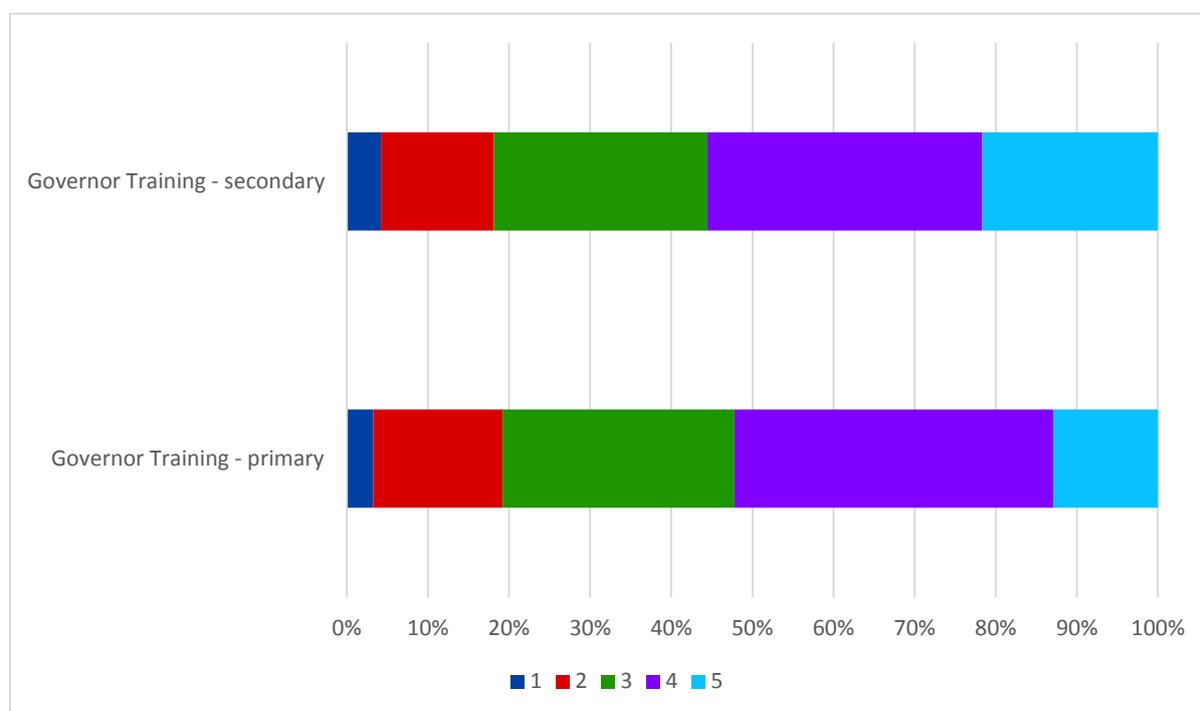
Drawing from the data on Governor Training in the database, shown in table 7-2, we can see that the means for this are even weaker than for staff training.

Table 0-2 - Overall statistics for governor training

| | Mean | Standard Deviation |
|-------------------|-------|--------------------|
| Overall | 3.512 | 1.046365591 |
| Primary schools | 3.483 | 1.022377477 |
| Secondary schools | 3.561 | 1.117399709 |

Figure 7-5 paints no better picture – while primary schools are slightly better in delivering governor training, over 50% of both phases have no governor training in place if we consider the definition of the levels in the tool.

Figure 0-5 - Governor training in primary and secondary schools - distribution at each level



³ <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Level 5

There is no opportunity for Governors to receive online safety education.

Level 4

Opportunities for Governor online safety education are being explored.

Clearly this is a cause for serious concern and something that needs raising at a policy level nationally. We are confident that the majority of schools who use the tool are developing effective policy and, in the case of secondary schools, strong technical measures to ensure safety practice in schools. However, without a strong knowledge foundation, how will the establishment continue to adapt or grow as new threats and risks emerge?

9. Conclusions

This 7th review of the *360 degree safe* database presents both familiar and novel findings. We see a similar and consistent shape to the data – schools are effective on online safety policy, yet struggle with some of the more resource intensive aspects of education and training. While we see improvements year on year with the database, and consistent growth in the number of schools using the tool, we are definitely seeing a slowing in overall improvement across the data.

We cannot draw any clear conclusion from this slowing but it will be something to be mindful of in next year's analysis. If we are to see the trend continuing we would expect to see even less progress next year and in some cases a reduction in performance across aspects. While this might, in the first instance, be something to cause alarm, we see this as a very interesting development in the analysis of online safety policy and practice in schools across the country. Schools exist in a real world environment of reducing resources and conflicting priorities. While we can see from the tool that online safety is a priority for many, perhaps they no longer have the resources to be able to put as much effort in as they might once have done. Perhaps, given the reduction in resources in schools, they have to be pragmatic and think "good enough" is more likely than aspirational practice. The shape of online safety in schools in 2017 is far better than it was in 2016, and this is something we should be delighted to report. However, we might be seeing evidence that schools need support from outside agencies and more resources to improve further.

The issue with training is something that continues to cause concern and we will continue to raise – schools need effective training to deliver online safety and ensure young people and the wider school community engage with the online world in a resilient and risk mitigating manner. This clearly needs improvement.

However, we can conclude by saying that online safety policy and practice in schools in England is better than it has ever been, and primary schools continue to make great strides to matching their secondary counterparts. The tool is clearly something that can help schools reflect upon where they are, and where they need to be, and when used long term, can result in great gains for the establishments.