



# England Schools Online Safety Policy & Practice Assessment 2024

Annual Analysis of 360 degree safe self review data covering schools and colleges in England

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# Overview

The 360 Degree Safe tool, launched by SWGfL in 2009, helps schools evaluate and improve their online safety provisions. It is used by over 17,000 schools in England, offering a comprehensive framework for assessing and enhancing online safety practices.

## Key Features

- **Self-Evaluation Tool:** Allows schools to benchmark and improve their online safety policies.
- **Flexible Implementation:** Can be adapted to the needs of different schools.
- **Evidence and Guidance:** Provides specific links to relevant documents and suggests improvements.
- **Action Plans:** Prioritizes actions to streamline the process for schools with no or rudimentary policies.
- **Stakeholder Involvement:** Encourages broad participation to ensure comprehensive online safety ownership.

## Certification

Schools can earn the "Commitment to Online Safety" and "Online Safety Certificate of Progress" as they engage with the tool. Schools meeting the benchmark can opt for a formal assessment to receive the "Online Safety Mark." Over 450 schools have received this accreditation.

## Online Safety Aspects

The tool evaluates 21 aspects of online safety across five levels, from "little or nothing in place" to "aspirational." Schools are invited to self-assess these aspects, with a detailed breakdown provided on the 360 Degree Safe website.

## Participation and Profiles

- Total Accounts: 17,277
- Embarked on Review: 9,046
- Full Profiles: 6,024

**School Types:** The majority are primary schools, followed by secondary, special schools, and other categories.

## Performance Ratings

Aspects are rated on a scale of 1 (highest) to 5 (lowest). The report categorizes aspects as "Good," "OK," or "Cause for Concern" based on average scores.

- Good Aspects: Filtering, Online Safety Policy, Monitoring, Acceptable Use, Digital and Video Images, Professional Standards, Mobile Technology, Online Safety Education Programme.
- OK Aspects: Online Safety Responsibilities, Online Publishing, Social Media, Technical Security, Reporting and Responding, Families, Data Security, Staff.
- Cause for Concern: Contribution of Young People, Online Safety Group, Impact of Online Safety Policy and Practice, Governors, Agencies.

## Observations

- Strong Aspects: Effective policies and technical measures are generally sound.
- Strong Aspects: Generally show narrow standard deviations, indicating consistent practice.
- Weak Aspects: Areas requiring long-term investment, training, and community engagement are weaker.
- Weak Aspects: Show typical or broad standard deviations, indicating varied practices.
- There is a strong correlation between OFSTED rating and 360 Degree Safe performance.

Overall, the report highlights strengths in policy and technical measures while identifying weaknesses in stakeholder engagement, long-term investment, and training.

# 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 priorities areas for improvement and find advice and support to move forward. There are now versions of the tool used in schools in England, Northern Ireland, Scotland and Wales<sup>1</sup>.

This annual analysis explores the data collected from over 17,000 schools across England who make use of this free tool which integrates online safety into school policy and the curriculum in a way that actively challenges school teachers and managers to think about the schools' 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, (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 time-saving approach 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' certificate, 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 may choose to purchase a formally assessment via assessor visit before

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<sup>1</sup> There are three versions of the tool available - [360safe.org.uk](https://360safe.org.uk/), used in England, [360safecymru.org.uk](https://360safecymru.org.uk/), used in Wales and [360safescotland.org.uk](https://360safescotland.org.uk/), used in Scotland

being awarded the “Online Safety Mark”. There are now over 450 schools in the country with this award (<https://360safe.org.uk/Accreditation/Accredited-Schools>).

The 360 degree safe tool defines 21 aspects of online safety, and are defined in appendix A: For each of these aspects the school is invited to rate their practice based upon five levels, generally defined as:

Level 5	There is little or nothing in place
Level 4	Policy and practice is being developed
Level 3	Basic online safety policy and practice
Level 2	Policy and practice is coherent
Level 1	Policy and practice is aspirational

Given the level of detail in each aspect, the staff members at the school performing the assessment have clear guidance on the level they should be disclosing in their self review. A full breakdown of all aspect level descriptors can be found on the [360 Degree Safe website](#).

The tool allows schools to perform the self-review at their own pace, it is not necessary for them to complete 21 aspects before using the tool for improvement. As each aspect in the database is analysed independently we collect all responses from each aspect regardless of whether an institution has completed a full review. However, a breakdown of accounts shows that over 6000 schools have a full profile:

Total accounts	17277
Embarked on review	9046
Full profiles	6024

The majority of the schools who have started their self review are from the primary setting, which is unsurprising given the number of primary to secondary schools in England<sup>2</sup>. There are also 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.).

Primary	8873
Secondary	2233
Not applicable	1670
All-through	67

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<sup>2</sup> According the UK government data (<https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>) there are 16,791 primary schools and 4190 secondary schools, so approximately half of the schools in England use the tool.

16 plus	89
Nursery	44

## Average Ratings

This report examines the data from thousands of establishments that use the 360 Degree Safe Tool and analyses the implications of these findings. The discussion is presented in an accessible format, with this section being mainly discursive and avoiding extensive use of tables or graphs. More detailed data, including tables and graphs, can be found in Appendix B.

Establishments can rate each aspect on a progressive maturity scale from 5 (lowest rating) to 1 (highest rating). The analysis shows that, for all aspects, the highest rating given is 1 and the lowest is 5.

When classifying the performance of each aspect in the database, the baseline rating is 3, indicating "Basic online safety policy and practice." To categorize aspect performance, we break them down as follows:

Aspect average score	Rating
Less than 2.5	Good
2.5-3	OK
Higher than 3	Cause for concern

Aspect	Rating
Filtering	Good
Online Safety Policy	Good
Monitoring	Good
Acceptable Use	Good
Digital and Video Images	Good
Professional Standards	Good
Mobile Technology	Good
Online Safety Education Programme	Good
Online Safety Responsibilities	OK
Online Publishing	OK
Social Media	OK
Technical Security	OK
Reporting and Responding	OK

Families	OK
Data Security	OK
Staff	OK
Contribution of Young People	Cause for concern
Online Safety Group	Cause for concern
Impact of Online Safety Policy and Practice	Cause for concern
Governors	Cause for concern
Agencies	Cause for concern

If we consider the 360 Degree Safe definitions from the strongest five aspects:

Acceptable Use	How a school communicates its expectations for acceptable use of technology and the steps toward successfully implementing them in a school. This is supported by evidence of users' awareness of their responsibilities.
Digital and Video Images	How the school manages the use and publication of digital and video images in relation to the requirements of the Data Protection Act 2018
Filtering	A school's ability to manage access to content across its systems for all users.
Monitoring	How a school monitors internet and network use and how it is alerted to breaches of the acceptable use policy and safeguards individuals at risk of harm.
Online Safety Policy	Effective online safety policy; its relevance to current social and education developments; its alignment with other relevant school policies and the extent to which it is embedded in practice.

We can see that both broad policy and technical measures are generally sound in the schools returning self-review with the tool. Certainly this is a crucial part of online safety practice as, without policy, it is impossible to implement consistent practice. Therefore, it is encouraging to see that these policy aspects remain strong. Additionally, technical measures both fulfil statutory requirements for schools and also ensure young people are less at risk of being exposed to inappropriate or harmful content.

However, if we consider the five weakest aspects:

Contribution of Young People	How the school maximises the potential of young people's knowledge and skills in shaping online safety strategy for the school community and how this contributes positively to the personal development of young people.
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Agencies	How the school communicates and shares best practice with the wider community including local people, agencies and organisations.
Governors	The school's provision for the online safety education of Governors to support them in the execution of their role.
Impact of Online Safety Policy and Practice	The effectiveness of a school's online safety strategy; the evidence used to evaluate impact and how that shapes improvements in policy and practice.
Online Safety Group	How the school manages and informs their online safety strategy, involving a group with wide representation that builds sustainability and ownership.

We can see that the aspects that require a longer term resource investment, or relate to training and engagement with the wider community are generally weaker. Strong online safety practice requires the input of young people, given they will have the most knowledge regarding current concerns they have. Furthermore, poor practice around governors means that, in the event of poor performance around online safety, it is less likely the governors will have sufficient knowledge to scrutinise senior leaders.

Note that this year "Staff" has moved from Cause for Concern to OK, which shows there are more schools delivering at least basic online safety training to their workforce. However, as can be seen in Appendix B, this is only in the OK category by 0.01.

## Ofsted Performance

Given that schools register for 360 Degree Safe using their DFE Number, it is possible to link the school data to different aspects of school data, including the schools Ofsted rating. While there are a number of settings that do not have an Ofsted rating, we have sufficient numbers of schools in three Ofsted rating to be able to carry out a comparative analysis:

- Outstanding: 2143
- Good: 9705
- Requires improvement: 1166

Appendix B contains the details of this analysis, but there is a clear correlation between Ofsted and 360 Performance, with Outstanding schools clearly performing better than Good schools who, in turn, perform better than schools that Requires Improvement.

## Standard Deviation

Another way to assess the national picture is by examining the standard deviation of each aspect. Standard deviation is a statistical measure that indicates the amount of variation around an aspect; a high standard deviation signifies a lot of variation, while a lower one

indicates less. Aspects with low standard deviation show that most institutions' ratings are close to the average value, whereas those with high deviation show a wider spread of ratings.

Since the standard deviation alone does not provide clear information about performance—due to its dependence on whether it surrounds a strong or weak aspect—we do not present these statistics in isolation. Instead, we categorize them alongside average scores for each aspect.

As with averages, full data tables and graphs are included in appendix B. We have rated different standard deviation values as:

<b>Aspect standard deviation score</b>	<b>Rating</b>
Less than 1	Narrow
Between 1-1.10	Typical
1.1 or higher	Broad

If we initially explore the strongest aspects:

<b>Aspect</b>	<b>Average</b>	<b>Standard Deviation</b>
Acceptable Use	Good	Narrow
Filtering	Good	Narrow
Monitoring	Good	Narrow
Online Safety Policy	Good	Narrow
Digital and Video Images	Good	Typical

Therefore, for the majority of the strongest aspects, a narrow deviation means that this practice is consistent across most schools in the data set.

However, there is a different picture for those aspects that are cause for concern:

<b>Aspect</b>	<b>Average</b>	<b>Standard Deviation</b>
Contribution of Young People	Cause for concern	Typical
Agencies	Cause for concern	Typical
Governors	Cause for concern	Typical
Impact of Online Safety Policy and Practice	Cause for concern	Typical
Online Safety Group	Cause for concern	Broad

Where there is greater variability in the standard deviations, meaning that there is a range of practice in this area (something that can be seen more clearly when looking at Frequencies in Appendix B).

Furthermore, if we consider the three next weakest aspects, which are all categorised as “OK”, but as can be seen from Appendix B, are only just in this categorisation, we see that all have narrow standard deviations:

Aspect	Average	Standard Deviation
Families	OK	Narrow
Data Security	OK	Narrow
Staff	OK	Narrow

For weaker aspects, having a narrow deviation means that there is consistency in weakness across the data set. From these results we can see that Staff training remains a problem in schools, and engagement with families, an essential part of good online safety practice, is also one of the weaker aspects. Furthermore, Data Security, which helps schools implement their data protection duties, is also generally weak.

## Aspect Frequency Distribution

To further assess the performance of schools in the database, we can examine the distribution of levels for each aspect. This involves looking at the proportion of schools rated at each level (e.g., level 1, level 2, etc.) for each aspect. Detailed data regarding this distribution, including graphical and tabular representations, can be found in Appendix B.

Here, we focus on a specific measurement: the proportion of schools that rate an aspect as either level 4 or level 5. A rating of level 4 or 5 indicates that the school has no practice in place for that aspect—they are either planning to implement it or have not considered it at all.

These data align closely with average ratings, but do give us a different perspective on the data. The aspects with the smallest number at either level 4 or 5 are:

- Filtering (5.56%)
- Monitoring (7.48%)
- Acceptable Use (8.59%)
- Online Safety Policy (9.16%)
- Digital and Video Images (11.07%)

For the weakest aspects, we have far great concerns:

- Agencies (47.74%)
- Impact of Online Safety Policy and Practice (42.17%)
- Governors (44.29%)
- Online Safety Group (44.41%)
- Contribution of Young People (35.45%)

This means that almost half of all schools do not engage with external stakeholders around online safety and just under half do not have any online safety education for those who are expected to scrutinise practice.

# Summary

The 360 Degree Safe tool provides an invaluable resource for schools to systematically assess and improve their online safety provisions. The data from over 17,000 participating schools illustrates a clear picture of the current state of online safety across educational institutions in England.

Key strengths identified include the robustness of policies and technical measures such as filtering, monitoring, and acceptable use practices. These aspects form the backbone of effective online safety, ensuring that schools meet statutory requirements and protect students from harmful content. We can also show that schools with higher Ofsted ratings perform better in 360 Degree Safe than those with less strong ratings.

The analysis also highlights critical areas needing attention. The aspects requiring continuous resource investment and broader stakeholder engagement—such as the contribution of young people, the involvement of external agencies, and the education of governors—are notably weaker. These areas are essential for creating a holistic and sustainable online safety culture that encompasses all members of the school community.

Furthermore, the consistency of performance in both strong and weak aspects, as indicated by standard deviation, underscores the necessity for targeted interventions. For weaker aspects, the narrow deviations point to a widespread need for improvement across all schools.

Encouragingly, the marginal improvement in staff training signifies progress and reflects the tool's positive impact on enhancing awareness and competence in online safety. However, continuous effort is required to elevate this aspect from "OK" to "Good" and beyond.

In conclusion, while the 360 Degree Safe tool has facilitated significant advancements in online safety for many schools, it also reveals areas where focused efforts and resources are needed. By addressing these weaknesses, schools can ensure a comprehensive and effective online safety strategy that not only meets regulatory standards but also fosters a secure and supportive learning environment for all students. The ongoing use and refinement of the 360 Degree Safe tool will be crucial in achieving these goals, helping schools navigate the evolving digital landscape with confidence and resilience.

## Appendix A – 360 Degree Safe Aspect Definitions

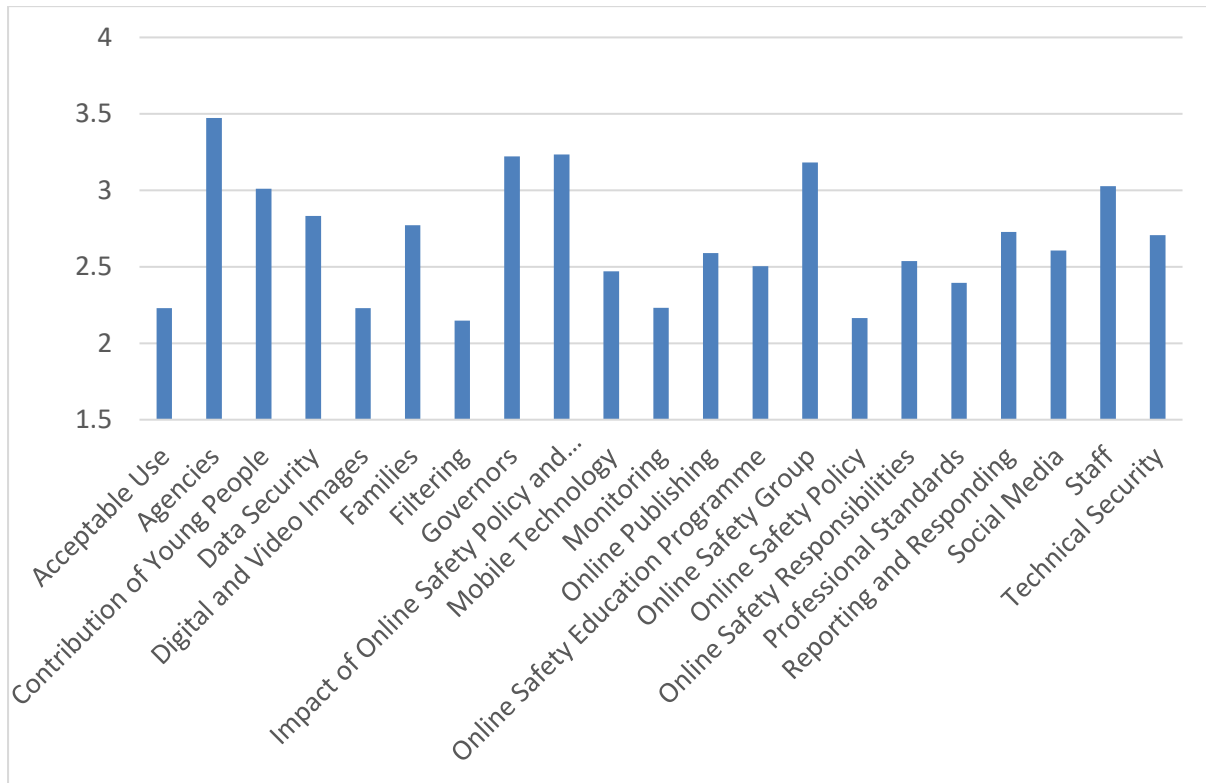
Acceptable Use	How a school communicates its expectations for acceptable use of technology and the steps toward successfully implementing them in a school. This is supported by evidence of users' awareness of their responsibilities.
Agencies	How the school communicates and shares best practice with the wider community including local people, agencies and organisations.
Contribution of Young People	How the school maximises the potential of young people's knowledge and skills in shaping online safety strategy for the school community and how this contributes positively to the personal development of young people.
Data Security	Describes the school's compliance with Data Protection legislation and how it manages personal data. It describes the ability of the school to effectively control practice through the implementation of policy, procedure and education of all users from administration to curriculum use.
Digital and Video Images	How the school manages the use and publication of digital and video images in relation to the requirements of the Data Protection Act 2018
Families	How the school educates and informs parents and carers on issues relating to online safety, including support for establishing effective online safety strategies for the family.
Filtering	A school's ability to manage access to content across its systems for all users.
Governors	The school's provision for the online safety education of Governors to support them in the execution of their role.
Impact of Online Safety Policy and Practice	The effectiveness of a school's online safety strategy; the evidence used to evaluate impact and how that shapes improvements in policy and practice.
Mobile Technology	The benefits and challenges of mobile technologies. This includes not only school provided technology, but also personal technology
Monitoring	How a school monitors internet and network use and how it is alerted to breaches of the acceptable use policy and safeguards individuals at risk of harm.
Online Publishing	How the school, through its online publishing: reduces risk, celebrates success and promotes effective online safety.
Online Safety Education Programme	How the school builds resilience in its pupils/students through an effective online safety education programme, that may be planned discretely and/or through other areas of the curriculum.

Online Safety Group	How the school manages and informs their online safety strategy, involving a group with wide representation that builds sustainability and ownership.
Online Safety Policy	Effective online safety policy; its relevance to current social and education developments; its alignment with other relevant school policies and the extent to which it is embedded in practice.
Online Safety Responsibilities	Describes the roles of those responsible for the school's online safety strategy including senior leaders and governors/directors.
Professional Standards	How staff use of online communication technology complies with legal requirements, both school policy and professional standards.
Reporting and Responding	The routes and mechanisms the school provides for its community to report abuse and misuse and its effective management.
Social Media	The school's use of social media to educate, communicate and inform. It also considers how the school can educate all users about responsible use of social media as part of the wider online safety strategy.
Staff	The effectiveness of the school's online safety staff development programme and how it prepares and empowers staff to educate and intervene in issues when they arise.
Technical Security	The ability of the school to ensure reasonable duty of care regarding the technical and physical security of and access to school networks and devices to protect the school and its users.

# Appendix B – Graphs and Data Tables

## Aspect Averages

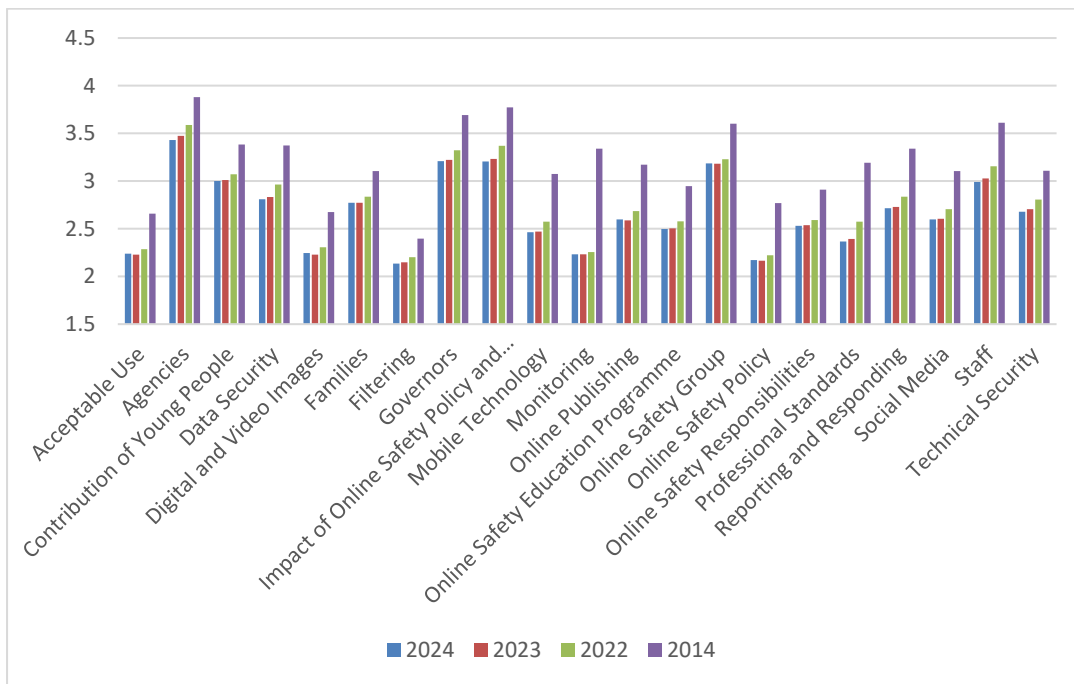
2024 Averages



<b>Aspect</b>	<b>Mean</b>
Acceptable Use	2.23871
Agencies	3.431074
Contribution of Young People	3.001799
Data Security	2.810243
Digital and Video Images	2.246218
Families	2.771798
Filtering	2.136059
Governors	3.20826
Impact of Online Safety Policy and Practice	3.204698
Mobile Technology	2.464278
Monitoring	2.233256
Online Publishing	2.598502
Online Safety Education Programme	2.498056
Online Safety Group	3.184622
Online Safety Policy	2.170983
Online Safety Responsibilities	2.531247
Professional Standards	2.368027
Reporting and Responding	2.714404
Social Media	2.598646
Staff	2.989394
Technical Security	2.6779

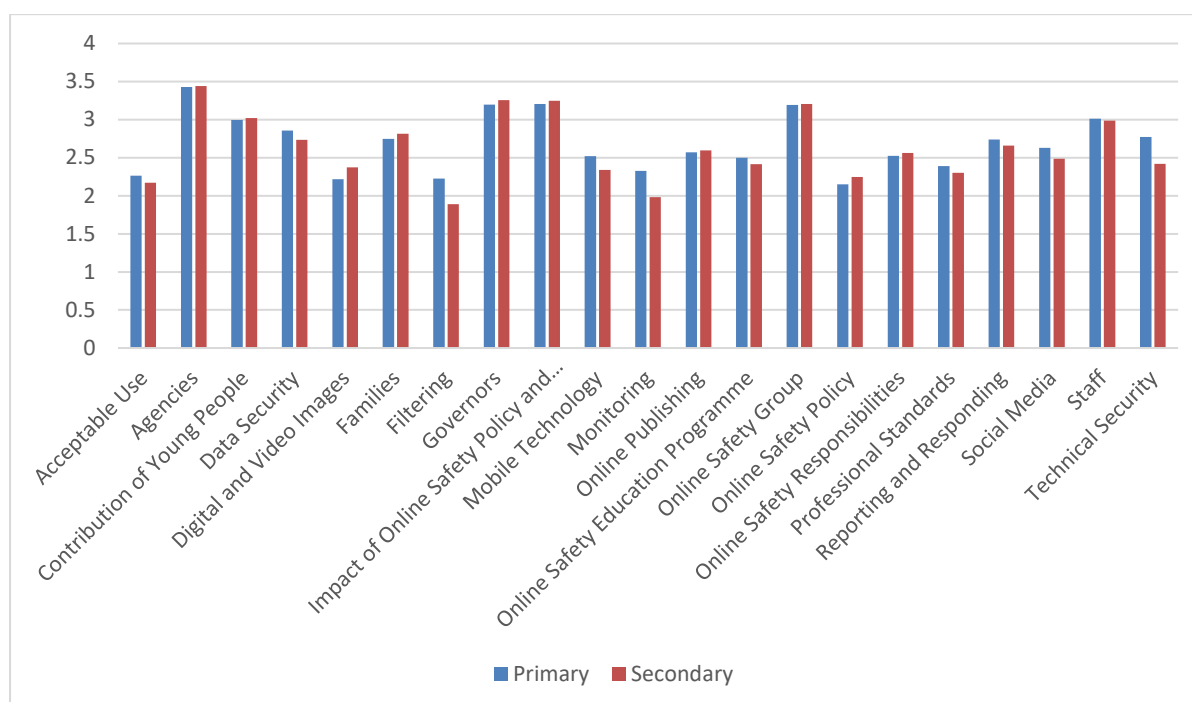


### Comparison with 2023, 2022 and 2014 averages



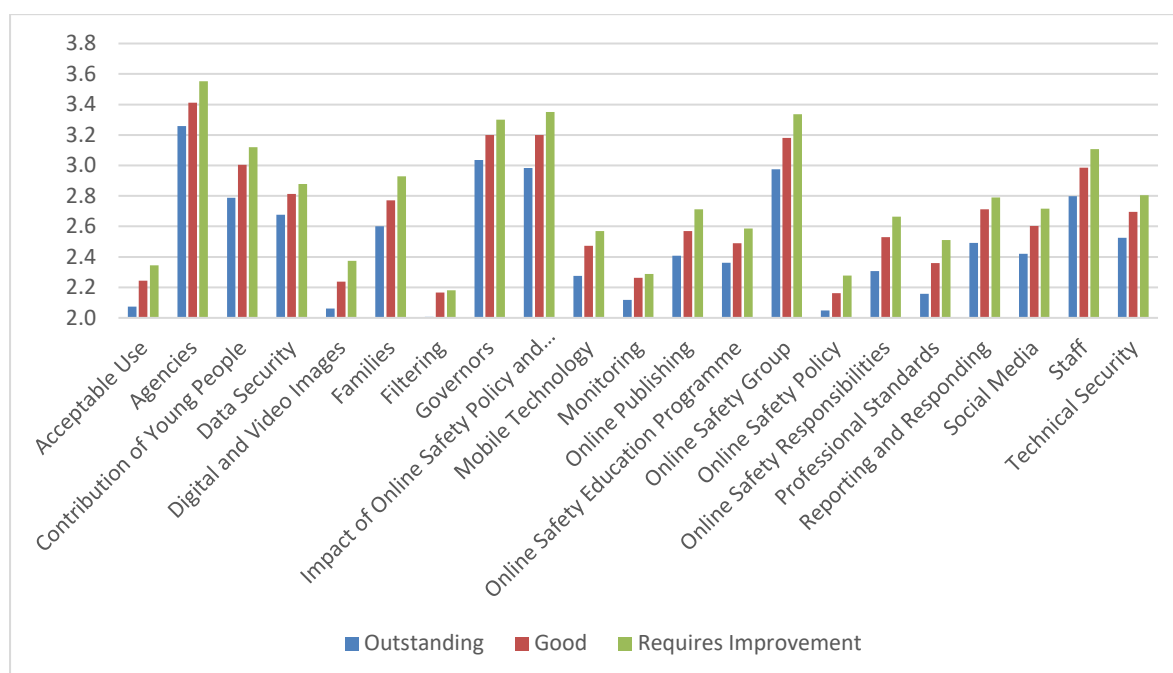
	<b>2024</b>	<b>2023</b>	<b>2022</b>	<b>2014</b>
Acceptable Use	2.23871	2.230521	2.286216	2.65889
Agencies	3.431074	3.47303	3.589835	3.88115
Contribution of Young People	3.001799	3.010069	3.071119	3.38492
Data Security	2.810243	2.8327	2.964286	3.37258
Digital and Video Images	2.246218	2.229424	2.305464	2.67377
Families	2.771798	2.771381	2.835805	3.10428
Filtering	2.136059	2.147367	2.202383	2.39524
Governors	3.20826	3.222279	3.32386	3.69155
Impact of Online Safety Policy and Practice	3.204698	3.234072	3.369963	3.77434
Mobile Technology	2.464278	2.46964	2.575053	3.07393
Monitoring	2.233256	2.232569	2.256912	3.34017
Online Publishing	2.598502	2.58903	2.684456	3.17277
Online Safety Education Programme	2.498056	2.502848	2.577505	2.94839
Online Safety Group	3.184622	3.182223	3.228725	3.60211
Online Safety Policy	2.170983	2.164988	2.22092	2.76957
Online Safety Responsibilities	2.531247	2.537162	2.591075	2.91175
Professional Standards	2.368027	2.394721	2.573456	3.19101
Reporting and Responding	2.714404	2.728073	2.836289	3.3394
Social Media	2.598646	2.605659	2.704381	3.10445
Staff	2.989394	3.027622	3.155076	3.61174
Technical Security	2.6779	2.705912	2.806303	3.10743

## Primary and Secondary Averages



	Primary	Secondary
Acceptable Use	2.264054	2.173099
Agencies	3.427865	3.443055
Contribution of Young People	2.995054	3.021236
Data Security	2.854946	2.733981
Digital and Video Images	2.21737	2.374847
Families	2.746821	2.813029
Filtering	2.225854	1.887433
Governors	3.196021	3.257616
Impact of Online Safety Policy and Practice	3.206461	3.2495
Mobile Technology	2.518297	2.338892
Monitoring	2.32617	1.980097
Online Publishing	2.57092	2.596675
Online Safety Education Programme	2.5	2.413043
Online Safety Group	3.191492	3.206422
Online Safety Policy	2.149204	2.246154
Online Safety Responsibilities	2.522483	2.561208
Professional Standards	2.390885	2.300467
Reporting and Responding	2.73765	2.657788
Social Media	2.628195	2.486289
Staff	3.012757	2.987852
Technical Security	2.771639	2.419192

## Ofsted Comparison

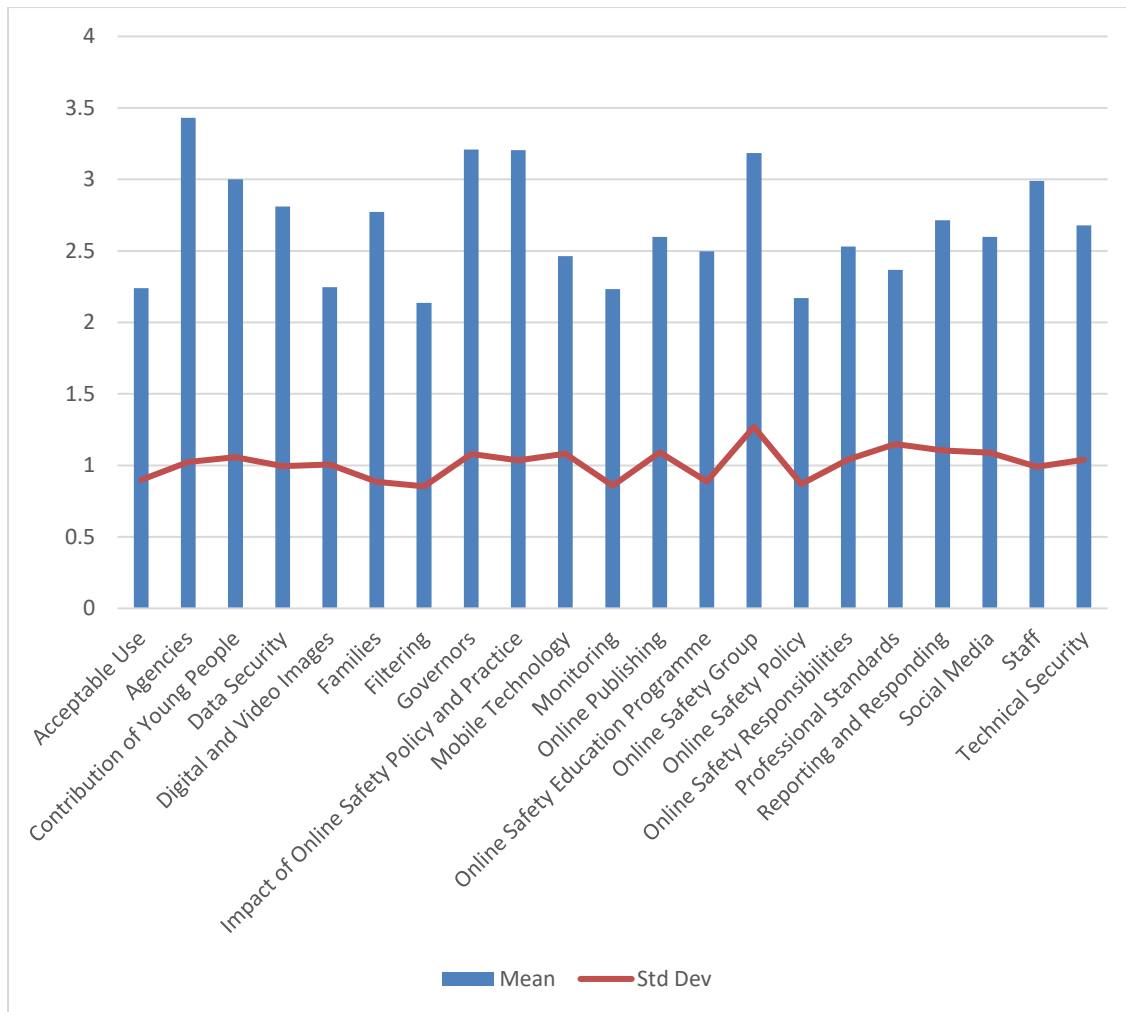


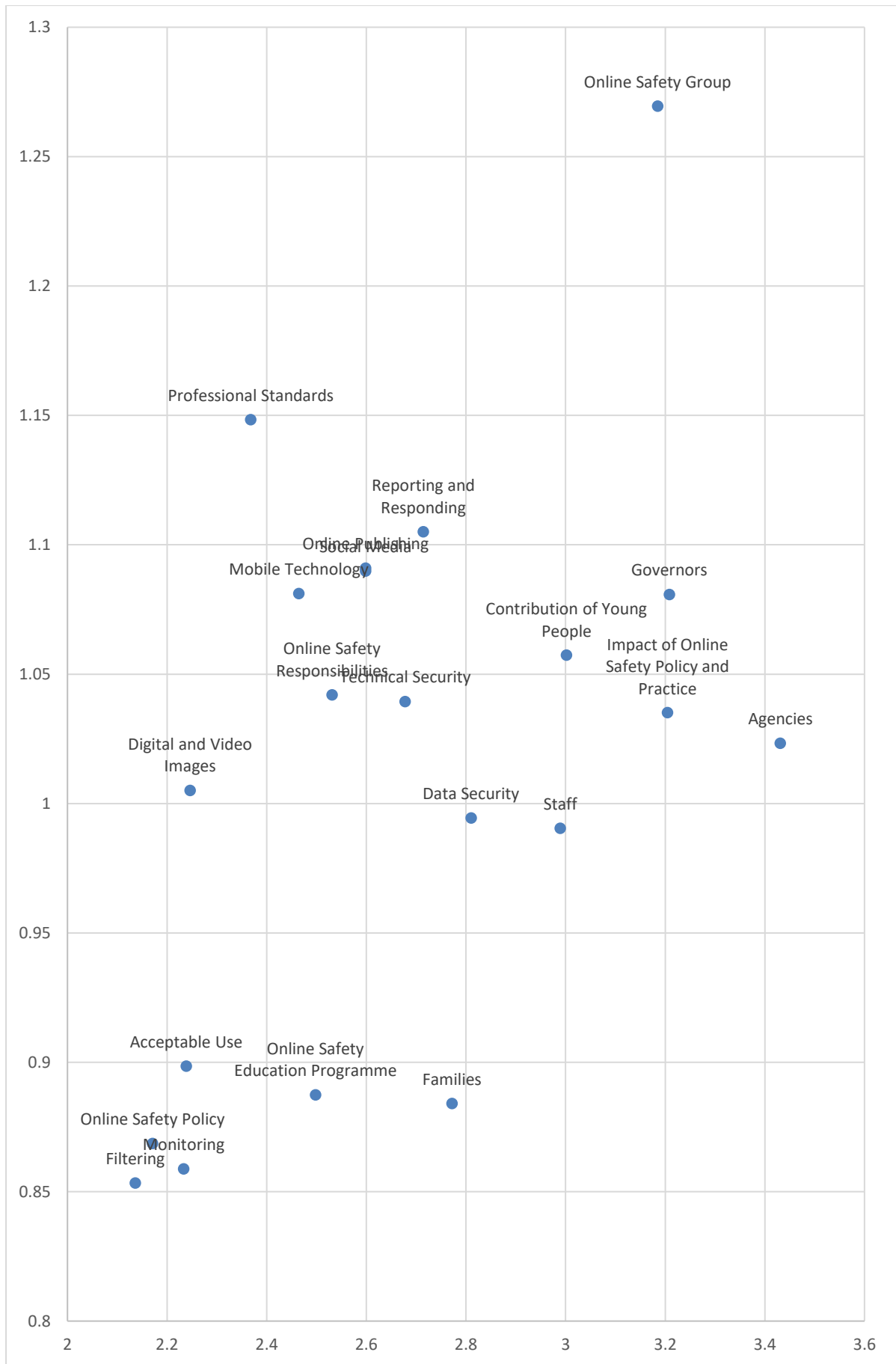
	Outstanding	Good	Requires Improvement
Acceptable Use	2.074	2.243	2.345
Agencies	3.259	3.411	3.552
Contribution of Young People	2.788	3.005	3.120
Data Security	2.676	2.814	2.878
Digital and Video Images	2.062	2.237	2.374
Families	2.601	2.770	2.929
Filtering	2.006	2.166	2.182
Governors	3.035	3.199	3.300
Impact of Online Safety Policy and Practice	2.984	3.200	3.351
Mobile Technology	2.275	2.473	2.568
Monitoring	2.118	2.262	2.288
Online Publishing	2.407	2.570	2.712
Online Safety Education Programme	2.361	2.489	2.585
Online Safety Group	2.976	3.180	3.336
Online Safety Policy	2.048	2.162	2.278
Online Safety Responsibilities	2.308	2.529	2.664
Professional Standards	2.157	2.359	2.510
Reporting and Responding	2.491	2.713	2.790
Social Media	2.421	2.603	2.716
Staff	2.799	2.984	3.107
Technical Security	2.525	2.696	2.805

## Averages and Standard Deviations

	<b>Mean</b>	<b>Std Dev</b>
Filtering	Good	Narrow
Online Safety Policy	Good	Narrow
Monitoring	Good	Narrow
Acceptable Use	Good	Narrow
Digital and Video Images	Good	Typical
Professional Standards	Good	Broad
Mobile Technology	Good	Typical
Online Safety Education Programme	Good	Narrow
Online Safety Responsibilities	OK	Typical
Online Publishing	OK	Typical
Social Media	OK	Typical
Technical Security	OK	Typical
Reporting and Responding	OK	Broad
Families	OK	Narrow
Data Security	OK	Narrow
Staff	OK	Narrow
Contribution of Young People	Cause for concern	Typical
Online Safety Group	Cause for concern	Broad
Impact of Online Safety Policy and Practice	Cause for concern	Typical
Governors	Cause for concern	Typical
Agencies	Cause for concern	Typical

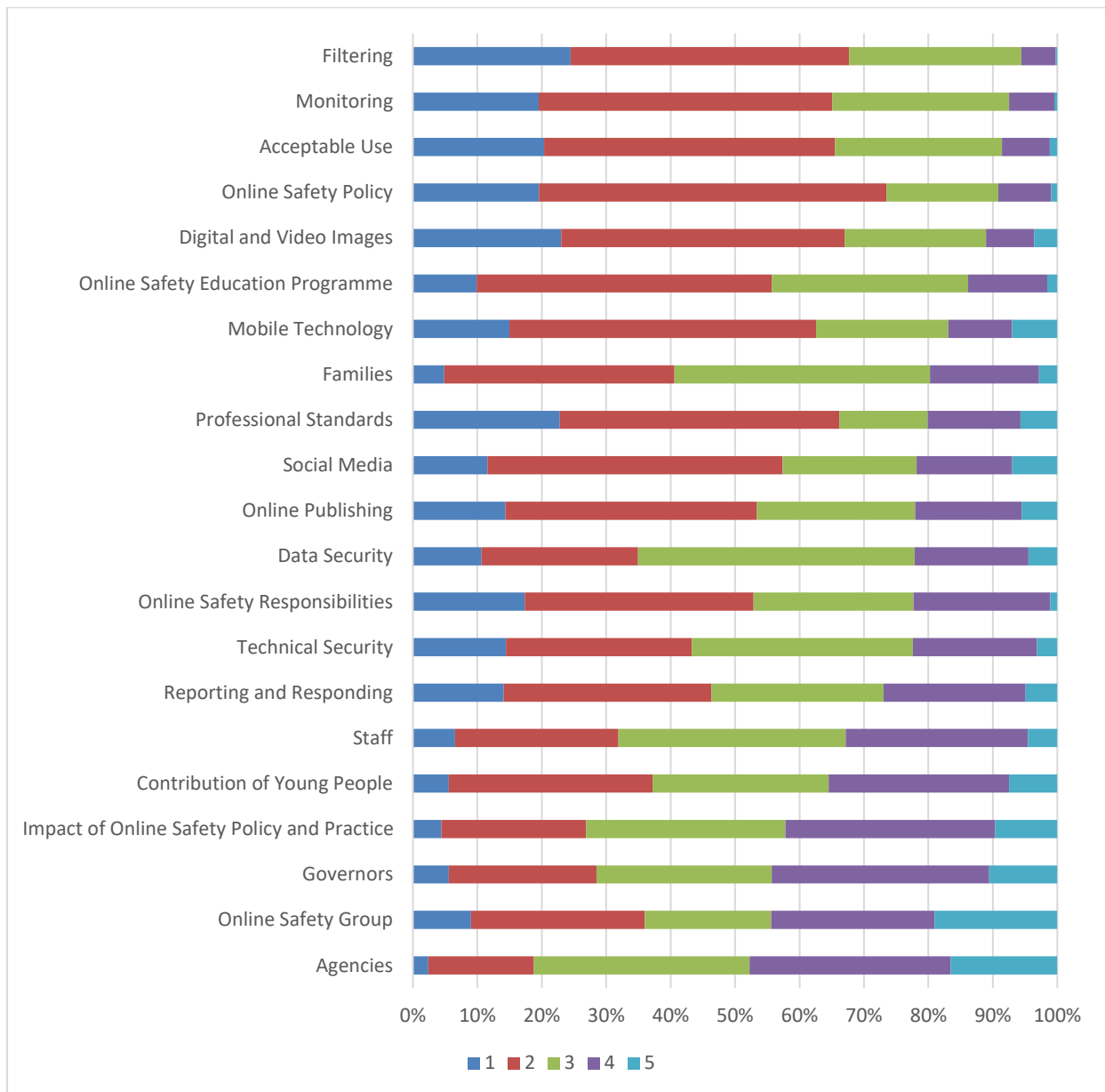
	<b>Mean</b>	<b>Std Dev</b>
Acceptable Use	2.23871	0.898522
Agencies	3.431074	1.023259
Contribution of Young People	3.001799	1.057321
Data Security	2.810243	0.994371
Digital and Video Images	2.246218	1.005084
Families	2.771798	0.884049
Filtering	2.136059	0.853325
Governors	3.20826	1.080762
Impact of Online Safety Policy and Practice	3.204698	1.03512
Mobile Technology	2.464278	1.081174
Monitoring	2.233256	0.858807
Online Publishing	2.598502	1.09096
Online Safety Education Programme	2.498056	0.887399
Online Safety Group	3.184622	1.269486
Online Safety Policy	2.170983	0.868612
Online Safety Responsibilities	2.531247	1.042016
Professional Standards	2.368027	1.148345
Reporting and Responding	2.714404	1.105042
Social Media	2.598646	1.08984
Staff	2.989394	0.990477
Technical Security	2.6779	1.039442







# Aspect Level Frequencies



Aspect	Level 1	Level 2	Level 3	Level 4	Level 5
Acceptable Use	2.401949408	16.36110466	33.48804827	31.22534231	16.52355535
Agencies	9.018543645	26.95612845	19.61103573	25.37313433	19.04115785
Contribution of Young People	5.557505558	22.92032292	27.22592723	33.73113373	10.56511057
Data Security	4.434324065	22.48322148	30.9084372	32.52636625	9.647651007
Digital and Video Images	5.576166386	31.60202361	27.36368746	27.98201237	7.476110174
Families	6.555342435	25.35258942	35.25894167	28.26356764	4.56955884
Filtering	14.10375893	32.20461841	26.73708191	22.0565393	4.89800145
Governors	14.43739181	28.86324293	34.31044432	19.24985574	3.139065205
Impact of Online Safety Policy and Practice	17.37802055	35.50597167	24.80325896	21.23877419	1.073974632
Mobile Technology	10.65612462	24.28605145	42.90771772	17.67760208	4.47250413
Monitoring	14.34864002	39.04856293	24.55676688	16.49598062	5.550049554
Online Publishing	11.58423409	45.780107	20.79921389	14.85970084	6.976744186
Online Safety Education Programme	22.7900696	43.42993664	13.66988678	14.40739587	5.702711125
Online Safety Group	4.845160553	35.72163181	39.67546566	16.92378014	2.833961833
Online Safety Policy	14.98395722	47.5828877	20.5026738	9.882352941	7.048128342
Online Safety Responsibilities	9.894145604	45.80903003	30.47094405	12.24886585	1.577014474
Professional Standards	23.01030476	44.003508	21.91405394	7.498355624	3.57377768
Reporting and Responding	19.5480452	53.93460654	17.34826517	8.209179082	0.95990401
Social Media	20.36647642	45.1486933	25.89366176	7.429658556	1.161509963
Staff	19.52682439	45.56259025	27.43529934	7.008774853	0.466511163
Technical Security	24.48620728	43.22453017	26.72821189	5.319265853	0.241784812

