UK Schools Online Safety Policy and Practice Assessment 2015

Report prepared by Prof Andy Phippen for SWGfL, October 2015.

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Annual Analysis of 360 degree safe self-review data incorporating Ofsted online safety survey data (2015).

Exec Summary

This analysis of data from the 360 Degree Safe draws from the self-review data of almost 7000 schools to consider the "state of the nation" related to online safety policy and practice. This fifth annual analysis shows, in general, an improving picture compared to previous years, with the data demonstrating increases in performance against 28 aspects related to online safety in schools. Similarly to previous years, strengths lie in policy and technical infrastructure, and weakness around training, evaluation and community engagement:

The strongest aspects being

- having effective connectivity and filtering in place;
- the scope of online safety covered in school policies;
- having effective Acceptable Usage Agreements in place;
- having policy addressing issues around digital images and video;
- having effective online safety policy in place.

The weakest are:

- effective engagement with the wider school community on issues related to online safety;
- the evaluation mechanisms in place to measure the impact of online safety policy and practice in schools;
- the effectiveness of training for school governors related to online safety;
- the effectiveness of training for staff on matters related to online safety
- having an effective online safety group which comprises stakeholders across the school setting.

In developing this analysis further we can see that:

- 60% of schools have excellent or good connectivity and filtering in place
- Over 50% have a detailed and effective Acceptable Usage Agreement in place
- Almost 50% have strong practice around the management of mobile devices

However, there are also statistics from this analysis that can cause grave concern:

- Almost 60% of schools have no engagement with the community on online safety issues
- 55% have carried out no governor training around online safety issues
- Over 50% have no staff training to date around online safety
- 30% have no governor involvement in the development of online safety policy or practice

Practice between primary and secondary schools shows some variation, which secondary settings generally being stronger in technical issues and management of mobile devices, while both share similar weaknesses around training and community engagement. More specifically:

- Almost 35% of primary schools have no policy around mobiles
- Over 40% of primary schools have only basic filtering in place, with 6% still not having any
- Over 60% of primary schools have no evaluation of impact of online safety incidents
- 54% of staff in primary schools have received no staff training around online safety
- Over 50% of secondary schools have strong policy around mobile devices.
- 30% of secondary do nothing with the community on online safety matters
- There are no secondary schools who demonstrate aspirational or innovating practice in engagement with the wider community
- In both phases over 50% of schools have no form of governor training around online safety in place
- Schools place more effort on parental engagement compared to staff professional development

This analysis has been evaluated against recent OFSTED data, which collected responses from 84 inspections across England in the first half of this year and finds a close marrying with the findings. We are clear in this state of the nation report that while schools are increasingly aware of online safety issues, reflected in their policy scope and development, they are less able to ensure effective training for both staff and governors, which does raise questions around the effectiveness of schools to engage with the ever changing issues that arise in this field.

Contents

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 7000 schools have already used 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 E-Safety Certificate 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 E-Safety Certificate of Progress can be awarded. When the school meets the benchmark levels it is formally assessed via inspection before being awarded the "E-Safety Mark", an award validated and approved by Plymouth University. Samples from E-Safety Mark inspections are used throughout the report to illustrate examples of best practice across different aspects to the illustrate the relationship between the overall analysis of the national data and the impact the tool can have on the staff and pupils in schools across the country.

In September 2010, the first analysis of the 360 degree safe database was published by SWGfL (http://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 7000 educational establishments across England and Northern Ireland (with additional 345 using the tool in Scotland and 848 in Wales).

Gordano School, Portishead, North Somerset (Secondary)

There was clear evidence of a robust approach towards e-safety along with a culture of constant review and a desire to fully exploit the potential of technology to support teaching and learning. This helps deal with the tensions between managing e-safety risk, education and innovation, promoting professional engagement and helping to propagate good practices. The multichannel approach of using regular staff briefings, MyPM/MyLife and ICT curriculum time, extended tutor time and assemblies to deal with e-safety related issues, supports effective communication. The part-funding of a PCSO is an example of innovative practice that is having a very positive impact for the school. This may be beyond the budget of most smaller schools, however there are likely to be lessons about joint working/partnership that could be applied successfully in other contexts.

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 filtering[1]. 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:

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

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

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

Analysis of the data focuses on establishments' 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 –

[1] An overview of the 360 structure, detailing aspects covered, can be found at http://360safe.org.uk/Files/Documents/360-degree-safe-Structure-Map.

which provide use with a peerless opportunity to explore data submitted by schools themselves across the country to get a national perspective.

It is acknowledged that the data being explored is self-reviewed – the establishments give themselves ratings against the aspects and level definitions. It is not "validated" data without an inspection, which will only occur if the establishment wishes to gain accreditation. However, self-review is well established practice within the UK school system and level descriptors are very clearly defined. In addition, accreditation visits to date have demonstrated that in the instances of inspection that have occurred, self-review ratings have been generally accurate. Indeed, many schools are generally conservative with their assessments. We also now have a sufficiently large database that "anomalous" returns are very apparent and can be followed up with the school or its local authority.

While it might be argued that self-review data may be open to bias and inconsistency, self-review is an established method of evaluation within UK schools. Macbeath (1999)[2] has commented at length on the need for self-review as a key factor in school improvement. Other authors have commented on its effectiveness when combined with a strong set of evaluation criteria (Kyriakides & Campbell, 2004)[3] and Schildkampa et al (2009)[4] have highlighted the value in self review tools for professional development. Therefore, we can be confident that a self-review approach to online safety, particularly with such strongly defined criteria, is an effective way of schools considering and improving their online safety practice. [5]

A further validation comes from being able to compare data against previous years analysis (this is the 5th annual analysis of the 360 degree safe database). As will be demonstrated below, the "shape" of the data is consistent, even with the addition of numerous new establishments. This implies a highly normalized dataset where submission of the self-review data is consistent across establishments. One final measure of validity is that the tool does have an aspect of external validation – schools may opt for online safety

[2] MacBeath, J. (1999). "Schools must speak for themselves: The case for school self-evaluation." London: Routledge.

[3] Kyriakides, L. & Campbell, R.J. (2004). "School self-evaluation and school improvement: a critique of values and procedures". *Studies in Educational Evaluation*, 30 (1): 23-36.

[4] Schildkampa, K., Visschera, A. & Luytena, H. (2009). "The effects of the use of a school self-evaluation instrument". *School Effectiveness and School Improvement*, 20 (1): 69-88

certification when they reach a certain level on the tool. If a school wishes to apply for certification, they are subject to a daylong inspection which qualitatively judges the quality of their online safety provision and policy and allows judgment to be made on their self-review scores. To date this mechanism has not identified any anomalous scores – schools are generally consistent and honest with their ratings. It might be argued that, given the tool is intended for development and improvement purposes, it is not in the school's interest to inflate their scores.

Finally, analysis this year will be compared against a recent analysis by OFSTED, where online safety policy and practice was explored in detail across 84 (39 primary and 45 secondary) HMI led S5 inspections across England in March 2015. This analysis was made public in July 2015 and is a useful comparator dataset to demonstrate the accuracy of the data in both the inspections and the 360 degree safe tool

3. Details of the Establishments Analysed

The previous year's analysis was published in November 2014[6]. In keeping with the annual progression of analyses this year's analysis draws on a whole school years data, with data collection being taken in September 2015, hence the data collection being in September. The dataset for the tool is a "living database" in that it is constantly in use with new data being added. Therefore we need to establish a "snapshot" for analysis while acknowledging the data continues to development. Therefore, the data drawn for analysis for this report was taken on September 31st 2015. Table 2 shows the baseline statistics for establishment registrations at this time:

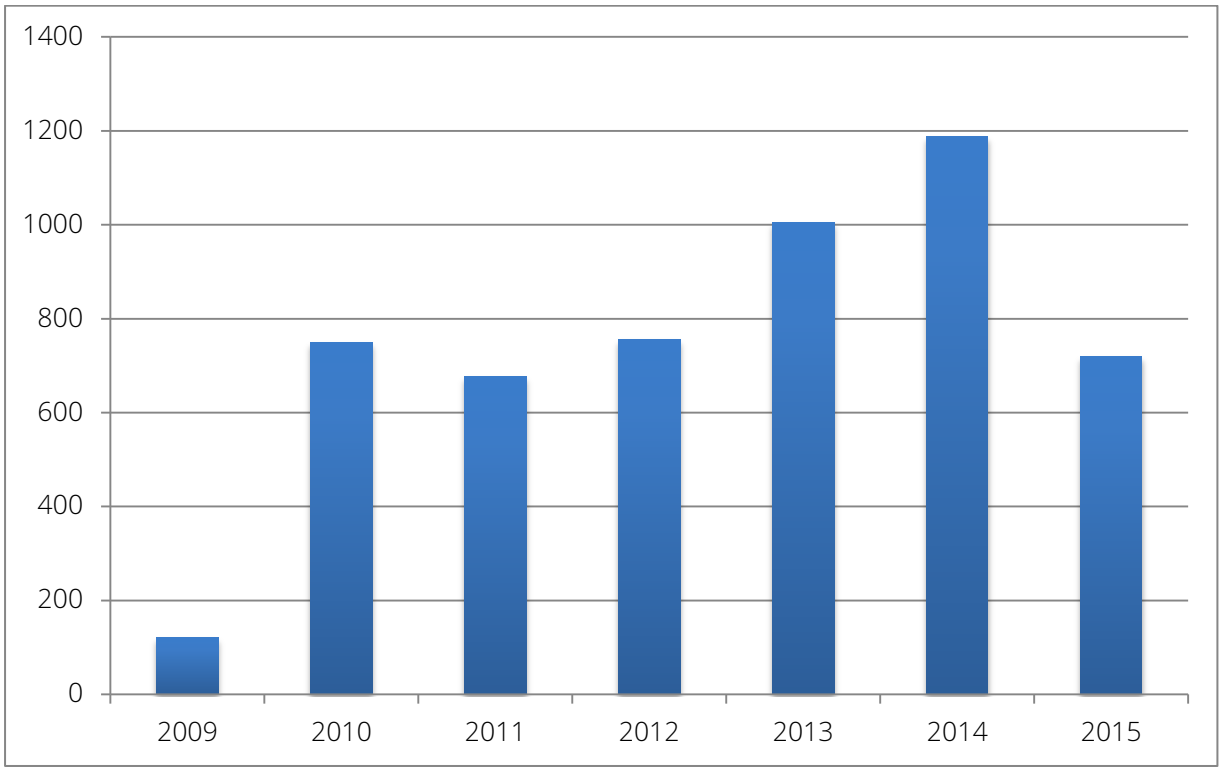
[6] UK Schools Online Safety Policy and Practice Assessment 2014 Annual Analysis of 360 degree safe self Review data , Phippen A, http://swgfl.org.uk/news/News/online-safety/The-State-of-Online-Safety-in-Schools-2014

Table 2 - Database baseline figures in Sept 2015

Establishments signed up to the tool on Sept 31th 2015	6950
Establishments who have embarked on the self-review process	4507
Establishments with full profiles completed	2834

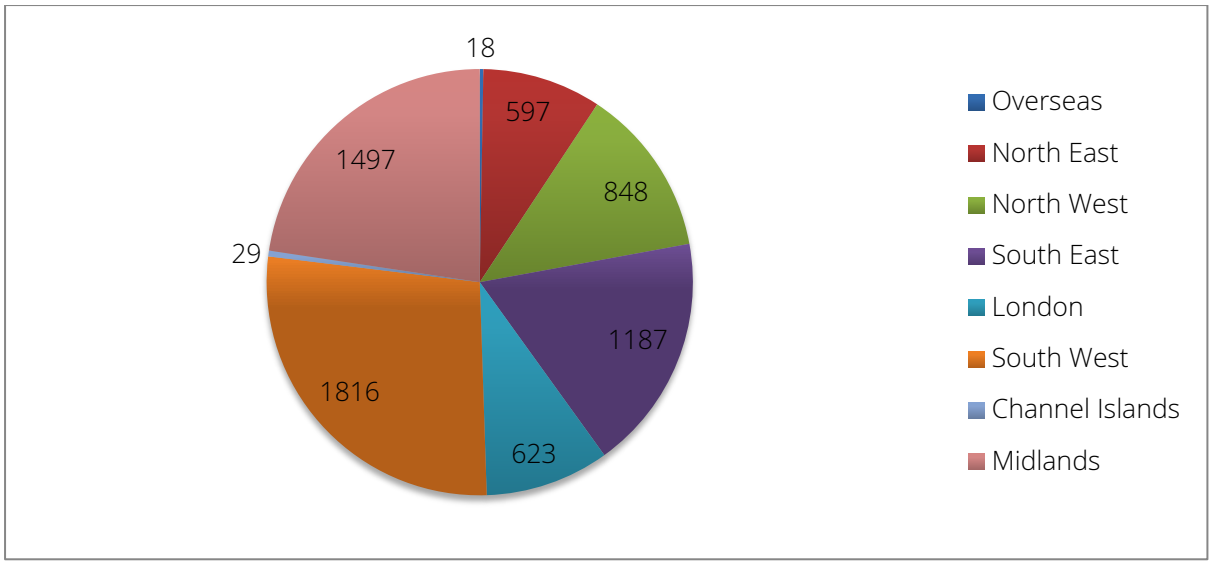
Looking back, we can draw data which shows when schools began their use of the tool (embarking on the self-review, not initial registration) to show how the interest in self reviewing online safety has grown over the years, with almost twice the number of schools starting their "journey" in 2014 compared to 2010. Given current rates of registration and the general pattern of activity we would expect to see 2015 exceed 2014's figures once the year in complete.

Figure 1 – Beginning self-review



In considering the dataset from England, we can see a fair geographic distribution across the whole country. While the origins of the tool lie in the South West, it is clearly now a national tool, as illustrated in figure 2:

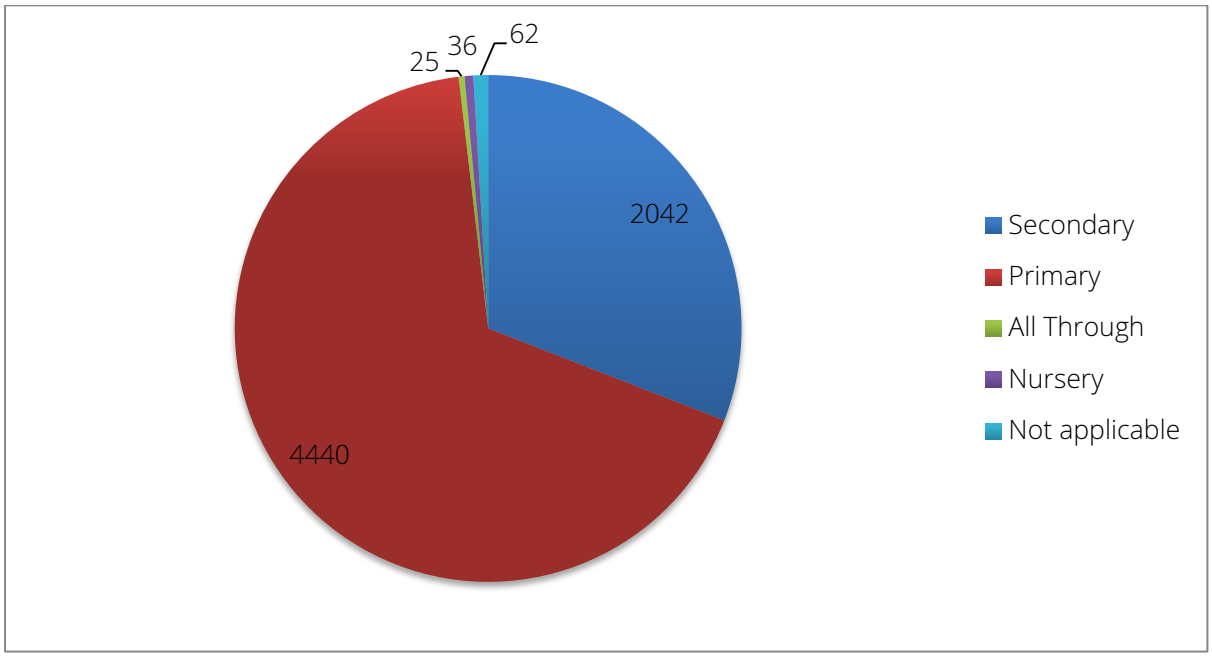
Figure 2 - Establishment proportions per region



The "overseas" establishments that are registered generally comprise service schools aboard who are still considered part of the UK educational establishment profile.

We can also consider the establishments registered in terms of phase, as shown in figure 2. Unsurprisingly there is mainly a split between primary and secondary schools, with the majority being primaries (which we would expect given the higher proportion of primary schools) There are also a number of "not applicable" establishments that have been omitted from this graph as they are not school settings (local authorities, etc.).

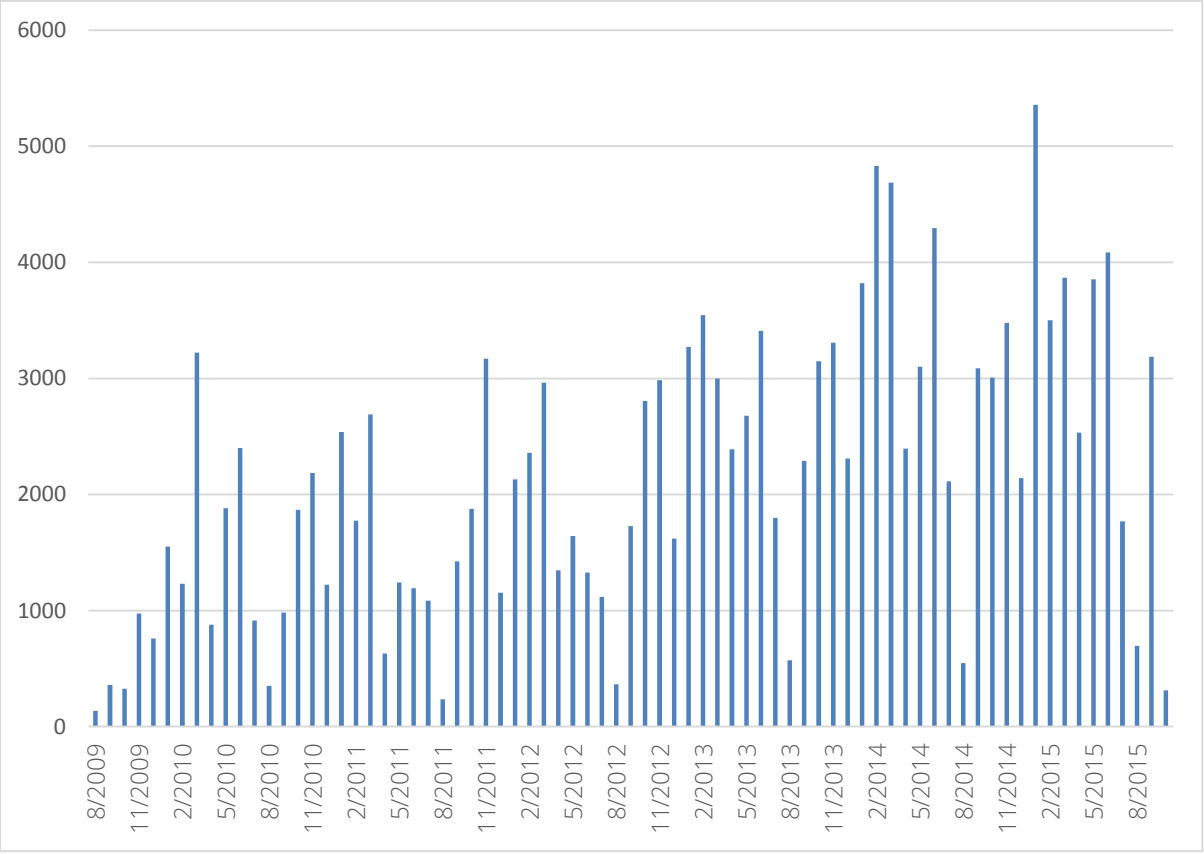
Figure 3 - Establishment phase



4. Activity on 360 degree safe

As detailed in table 2, it is not necessary for an establishment to have completed a full review of all 28 aspects to have their data logged in the tool. In total, 2834 establishments from our population have carried out the full self-review, and a further 1673 schools have reviewed at least one aspect. An interesting piece of analysis, which allows us to view activity on the tool across the school year, is illustrated in figure 4. We can see clear pattern of activity in each school year, with peaks in activity when returning at the start of the summer holidays and also after the Christmas break. What we can also see very clearly from this analysis is that activity on the tool has grown significantly over the years, particularly from the second half of 2012. It is interest to note the in September 2012 OFSTED included references to e-safety within their Inspection Handbook. It is also interesting to note that there has been significant activity on the tool since the publication of the new OFSTED Common Inspection Framework in September 2015, which further develops the inspection criteria around online safety.

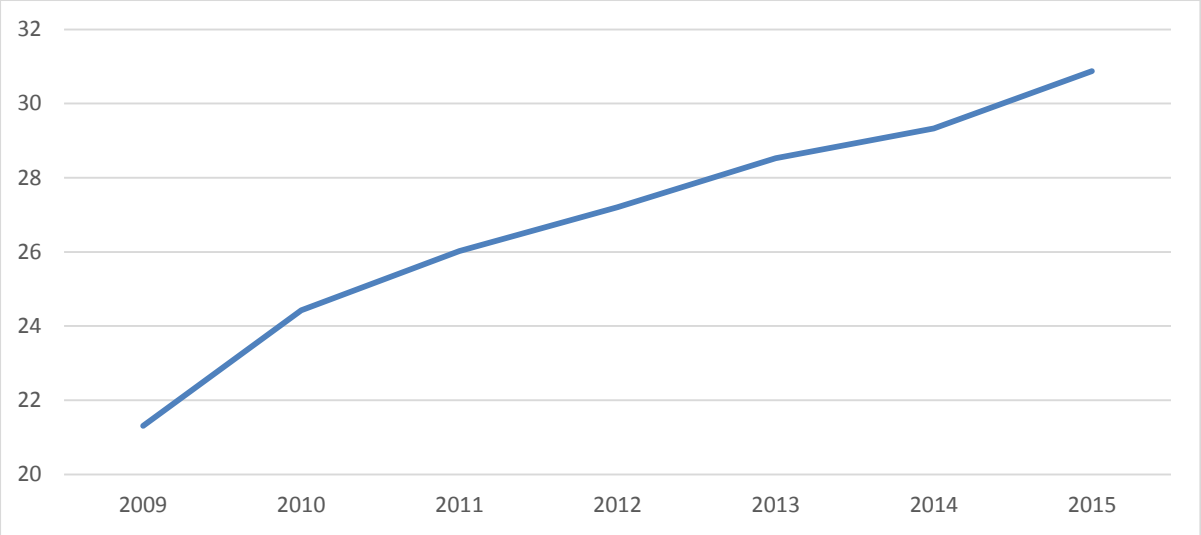
Figure 4 - Activity per month



The evidence presented certainly shows far more activity in recent years that does not necessarily mean that the tool is use more, just that there are more people using the tool.

However, if we combine the data from the two previous graphs, to compare the number of establishments using the tool with the number of posts to the tool (i.e. the number of times an establishment has submitted either a new review of a given aspect, or revised one they have) we can clearly see an increase in activity over time:

Figure 5 - Comparing activity with number of establishments



As can be seen in figure 5, in 2010 each establishment using the tool would, on average, make 25 submissions. In 2015 that has increased to 31 submissions. So we can certainly suggest that establishments are making more use of the tool as it has embedded in the educational landscape.

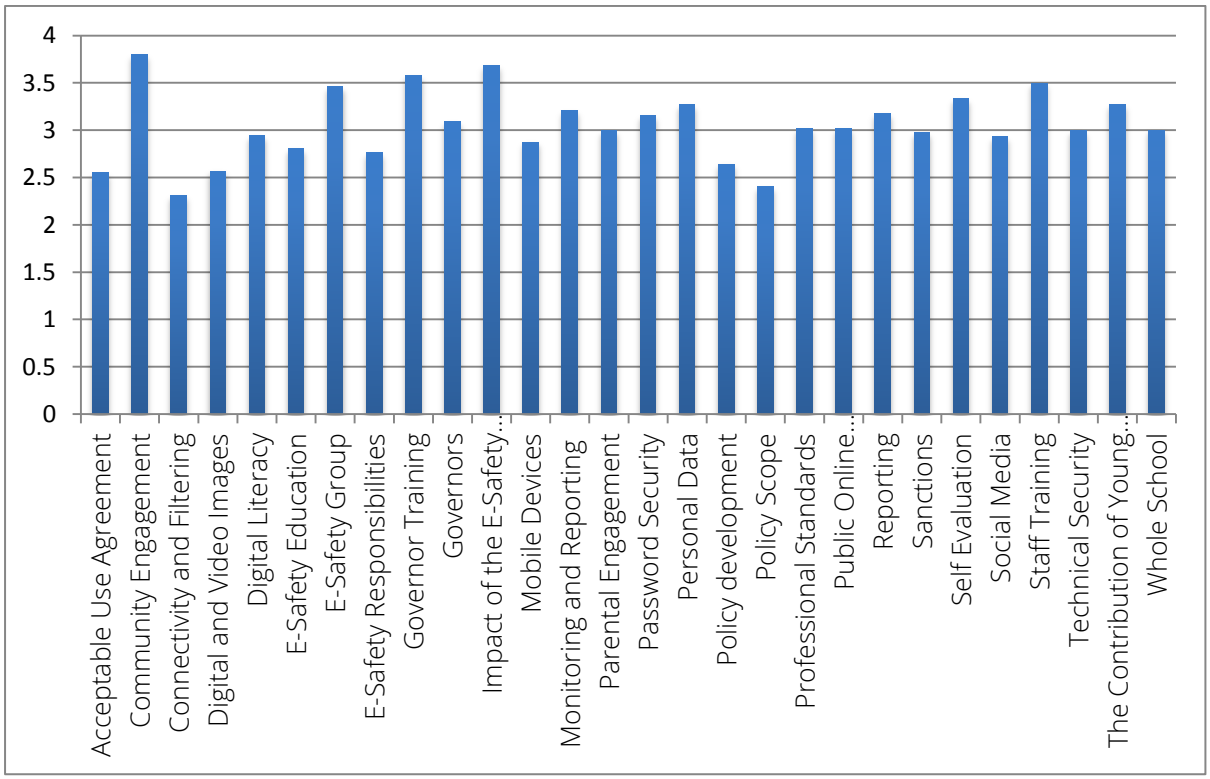
5. Analysis of the Dataset – State of the Nation 2015

This top level review of the 360 database explores what we refer to as the "State of the Nation". This applies basic statistical measures to the database to get an overall picture of the data to allow us to understand where online safety policy and practice is, in general, across the country. However, we should note, as ever, that we can only measure the performance of schools who have engaged with the tool and we would hypothesis that those who have decided to adopt 360 degree safe into school self-review practice would be more committed to online safety than those who have yet to use it. Therefore, we should once again stress that we believe that the database shows a better than average picture of online safety policy and practice across the whole school sector. However, as will be discussed below, we can see that the State of the Nation "shape" differs little from one year

to the next which gives us confidence that the database shows a true picture of schools' practice and policy and with new establishments coming on board we have an increasingly consistent picture.

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, in order to determine cross-establishment performance, average scores for each rating are used to measure areas of strength and weakness in online safety policy and practice. Figure 7 illustrates overall averages across aspects:

Figure 6 - Average rating per aspect



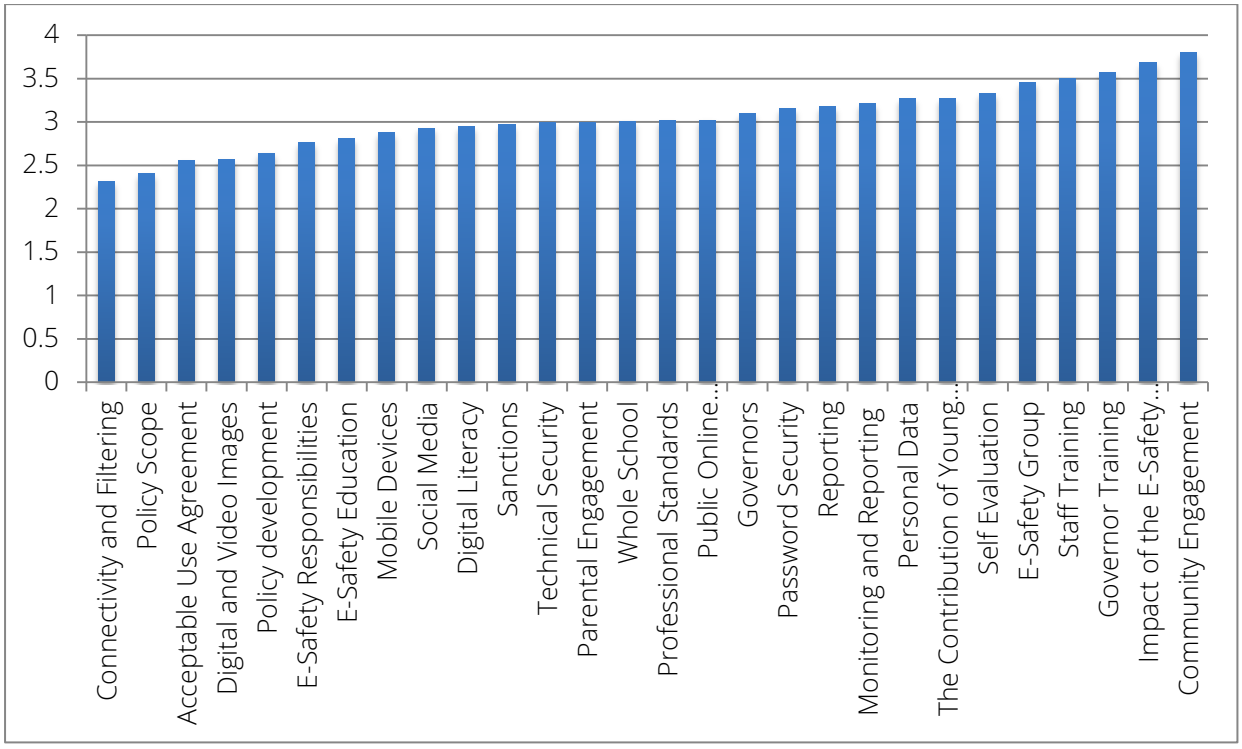
From this initial analysis, we can see a range of average ratings across the different aspects of online safety policy and practice. Bearing in mind that the smaller the column, the better the average rating, we can see strength in areas such as Connectivity and Filtering, Acceptable Usage Policy, and Policy Scope, all of which are below a mean of 2.5, showing that, on average, schools either have these things in place or have them well established. However, other aspects, such as Community Engagement and Staff Training, have values of over 3.5, so with these aspects we are looking more basic practice or that they are not in place yet.

Figure 8 orders the aspects from strongest to weakest and this clearly shows the strengths in the technical and policy areas and the weaknesses in more resource intensive education, training and engagement activities.

St Augustine's Catholic Primary School, Warwickshire

The school uses the monitoring and filtering system provided by the local authority and procedures are in place for the reporting of this data to the school. All stakeholders are aware of the monitoring that takes place and behave appropriately online. This behaviour is encouraged outside of the school. Hector the dolphin swims at the top of the screens in school and children understand when they should click on him. Mobile technology is being developed as a tool for learning. Everyone is aware of the procedures in place following an incident and any issues raised are logged in the report log, acted upon by the most appropriate person and dealt with according to the sanctions set down in the behaviour policy. Passwords are very strong and all pupils know they should keep a password to themselves, even when I asked one what their password was, they said they would not tell me!

Figure 7 - Average rating per aspect, ranked



More explicitly, the strongest aspects are:

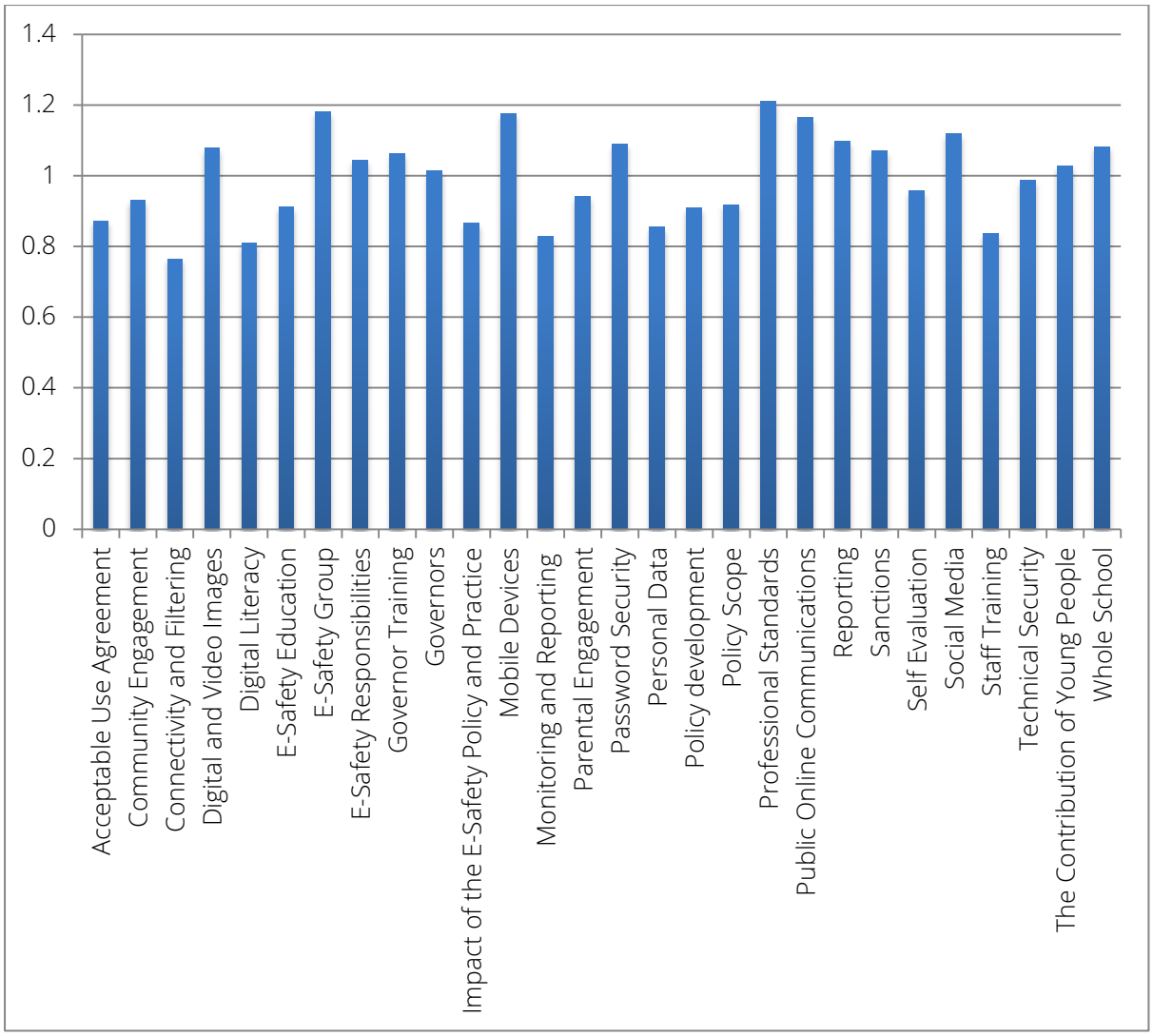
- Connectivity and Filtering (2.309)
- Policy Scope (2.406)
- Acceptable Use Agreement (2.554)
- Digital and Video Images (2.568)
- Policy development (2.642)

And the weakest are:

- Community Engagement (3.799)
- Impact of the E-Safety Policy and Practice (3.686)
- Governor Training (3.574)
- Staff Training (3.498)
- E-Safety Group (3.457)

If we take another statistical measure, we can look at the range of responses per aspect. Standard deviation defines how spread out a range of results are an in this case allows us to explore how diverse each aspect is in terms of school response, the higher the value, the greater the variability of response.

Figure 8 - Standard deviations per aspect



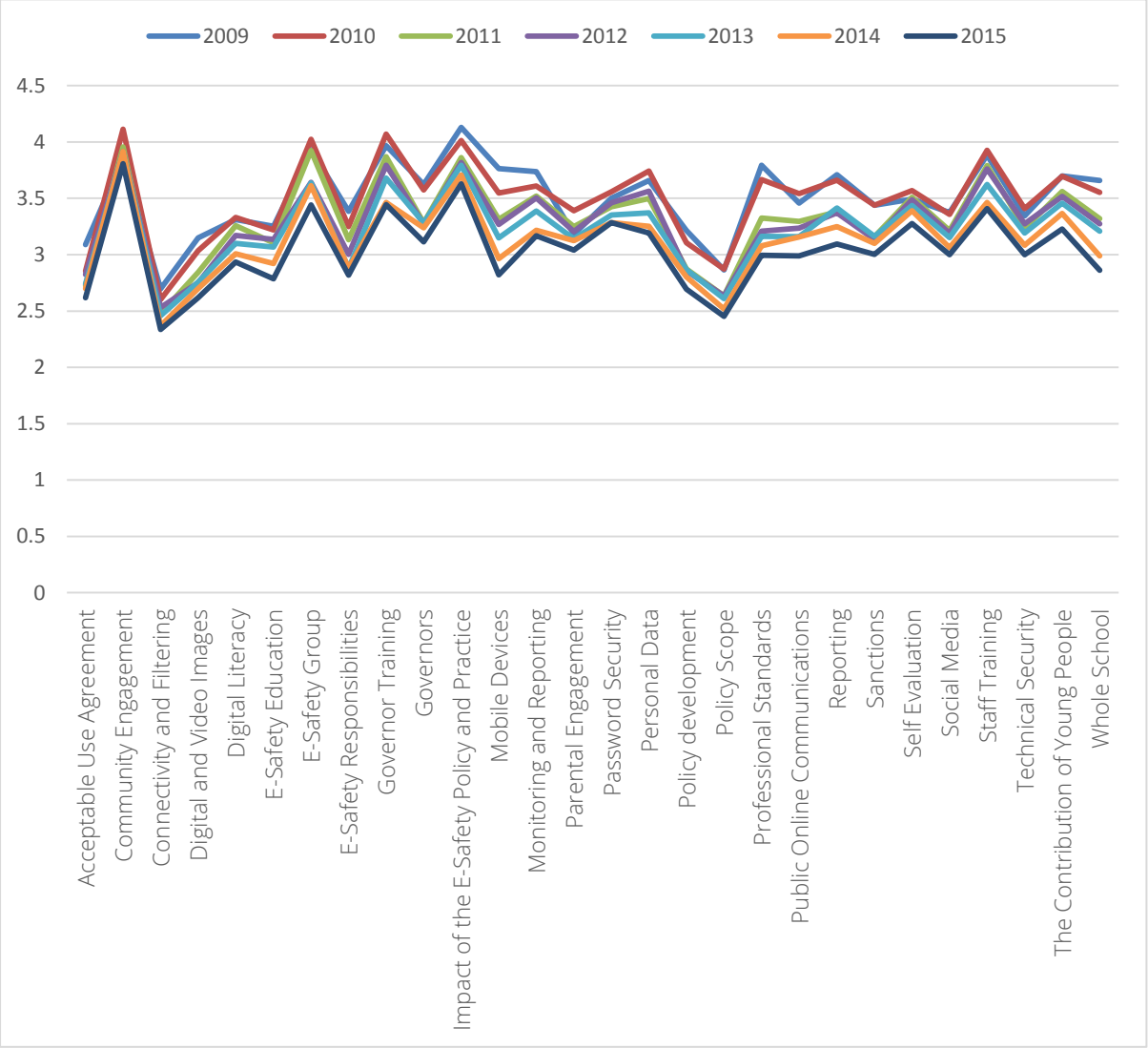
From these statistics we can see that in some areas of strength, such as Connectivity, there is consistency of strength. However, we can also see, with a standard deviation of 0.82, that a weak sea such as Staff Training, could be described a consistently weak. Community Engagement is also quite a narrow set of responses. Equally, if we look at an area such as Mobile Devices, which explores the quality of policy around the management of mobile devices in the school setting, we can see strength from the mean value (2.88) but with quite a broad standard deviation, which would suggest that some establishments are very strong on this area, where others are far weaker.

While the focus of this analysis lies in the "State of the Nation", so where school policy and practice around online safety is in 2015, it is also worth briefly considering the picture over time, given we have an archive of data related to the 360 Degree Safe tool going back 5 years.

St Margaret's Church of England Primary School, Sandwell

Strong leadership from the head teacher and SMT have placed e-safety as a priority. This has empowered the e-safety lead, governors, parents, pupils and staff to ensure all aspects of e-safety are embedded into good practice. The E-Safety committee is a very pro-active unit and the impact of their work is visible throughout the school. The e-safety lead has had an invaluable role in establishing and maintaining the activities of this group. They make a difference.

Figure 9 - Year on year aspect averages



In figure 9 we can see a very interesting pattern – even with the addition of a considerable number of new establishments year on year (particularly so in 2014 and 2015) the "shape" of online safety policy and practice has remained extremely similar over the years. While we can show a clear improvement over time, which is positive, in general there is no flattening out of aspect performance, the vast majority are improving at a similar rate.

Table 3 shows the top 5 aspects and their relative values over the last 5 years and again shows the consistency of strong aspects.

Table 3 - Strongest aspects over 4 years

	2010	2011	2012/13	2014	2015
Filtering	2.57	2.5	2.47	2.40	2.30
Acceptable Use Policies	2.78	2.71	2.69	2.66	2.55 (Acceptable Use Agreement)
Policy Scope	2.8	2.65	2.55	2.52	2.41
Digital and video images	2.93	2.83	2.74	2.67	2.57
Policy development	3.02	2.88	2.78	2.77	2.64

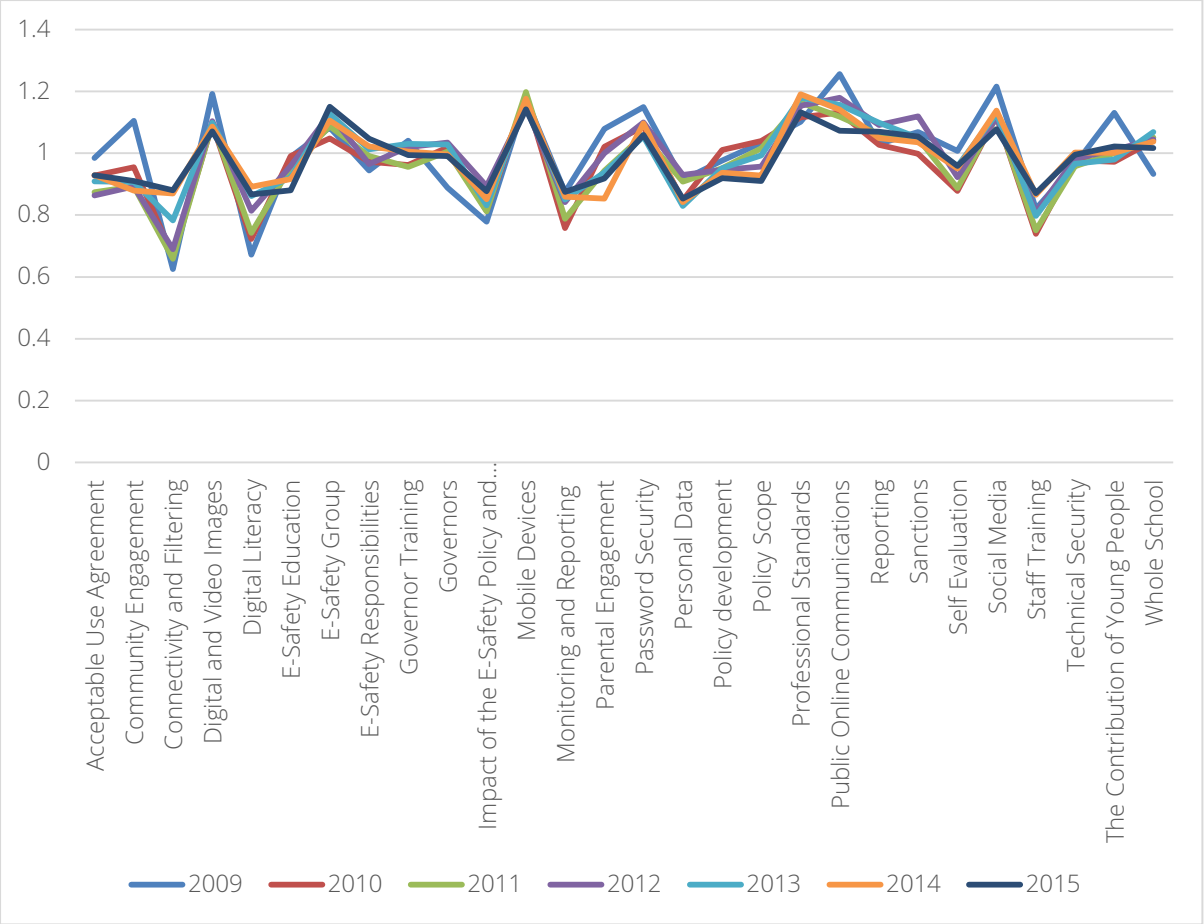
And, again, the weaker aspects have remained very similar:

Table 4 - Weakest aspects over 4 years

	2010	2011	2012/13	2014	2015
Community understanding	4.03	4	3.89		
Community Engagement				3.88	3.80
Governor training	4.03	3.93	3.82	3.69	3.57
Monitoring the impact of policy and practice	3.96	3.9	3.84		
Impact of Policy and Practice				3.77	3.69
E-Safety Committee or Group	3.94	3.82	3.64	3.6	3.46
Staff training	3.84	3.76	3.71	3.61	3.50

However, it is interesting to look at standard deviation over time, because this shows a far less consistent picture:

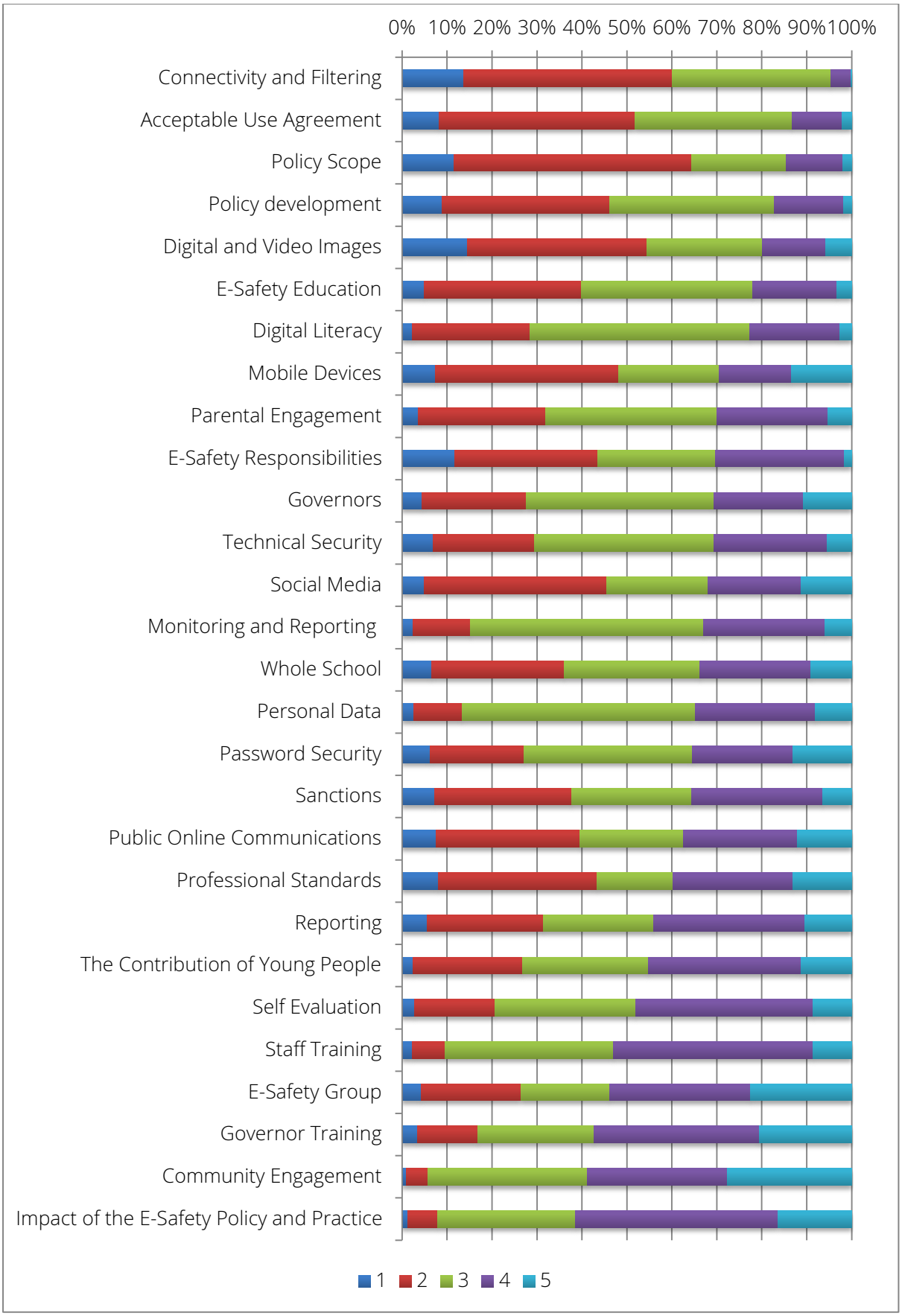
Figure 10 - Standard deviation change over time



If we consider change of time from figure 10, we see some areas, such as Connectivity, have broadened over time, whereas other areas such as Personal Data, has narrowed. However, overall the picture is that while overall performance in improving over time, variability in response would suggest on the whole practice is more diverse.

A final analysis of the overall dataset, which allows us to focus more specifically on spread of responses, is to quantify the percentage of responses in each aspect per rating value (i.e. percentage of institutions that consider themselves to be a "1", a "2", etc.). This is clearly illustrated in figure 11:

Figure 11 - Distribution of ratings per aspect



This allows our most detailed exploration of the state of the nation. For example, there are good things that can be drawn from areas around policy and technology in place to protect young people from harmful content:

- 60% of schools have excellent or good connectivity and filtering in place
- Over 50% have a detailed and effective Acceptable Usage Agreement in place
- Almost 50% have strong practice around the management of mobile devices

However, there are also statistics from this analysis that can cause grave concern:

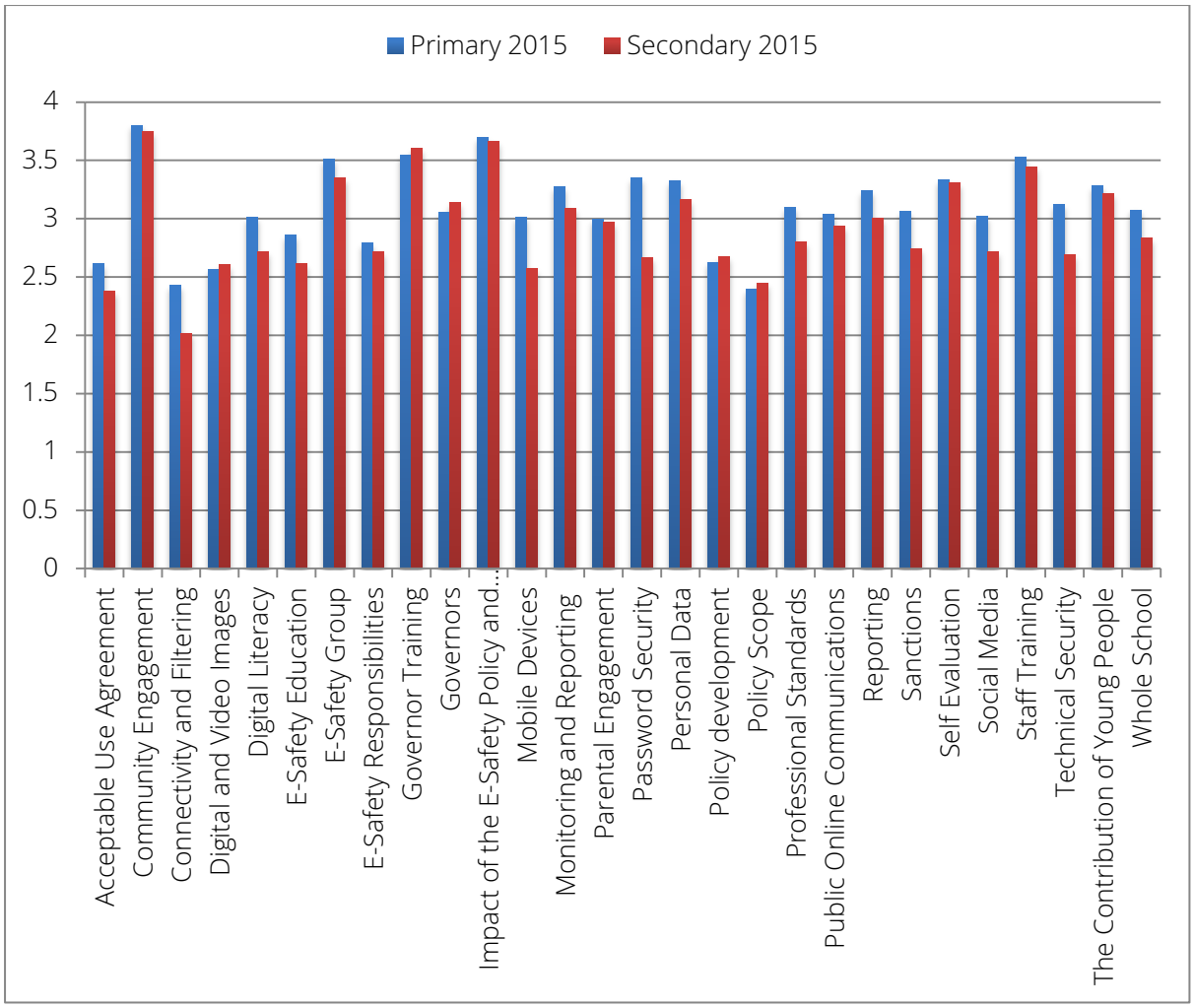
- Almost 60% of schools have no engagement with the community on online safety issues
- 55% have carried out no governor training around online safety issues
- Over 50% have no staff training to date around online safety
- 30% have no governor involvement in the development of online safety policy or practice

6. Comparing Primary and Secondary Establishments

Given the variability in practice from the whole dataset, a logical decomposition of this is to explore differences between primary and secondary schools. In previous analyses there has been some variability in the gap between the two phases of school, in some years they being a clear gap between the weaker primary schools and stronger secondary's. While this may, to a point, be expected, given the large resource base secondary schools can access with regard to technical issues and similar, it is less clear why primary schools would struggle more with secondary's around issues such as policy.

Looking at the 2015 data set, we can certainly see some difference between the two phases of school:

Figure 12 - Primary/secondary comparison 2015



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 different between primary and secondary practices is variable between aspects.

Table 3 - Primary and Secondary strongest aspects

Primary Strongest	Secondary Strongest
Policy Scope (2.396)	Connectivity and Filtering (2.018)
Connectivity and Filtering (2.429)	Acceptable Use Agreement (2.378)
Digital and Video Images (2.563)	Policy Scope (2.447)
Acceptable Use Agreement (2.615)	Mobile Devices (2.572)
Policy development (2.626)	Digital and Video Images (2.607)

So while the mean for Mobile Devices in primary schools is around 3, it is one of the strongest aspects in secondary's. Which would suggest that while secondary schools are getting to grips with issues around mobiles devices, primaries are doing so less effectively.

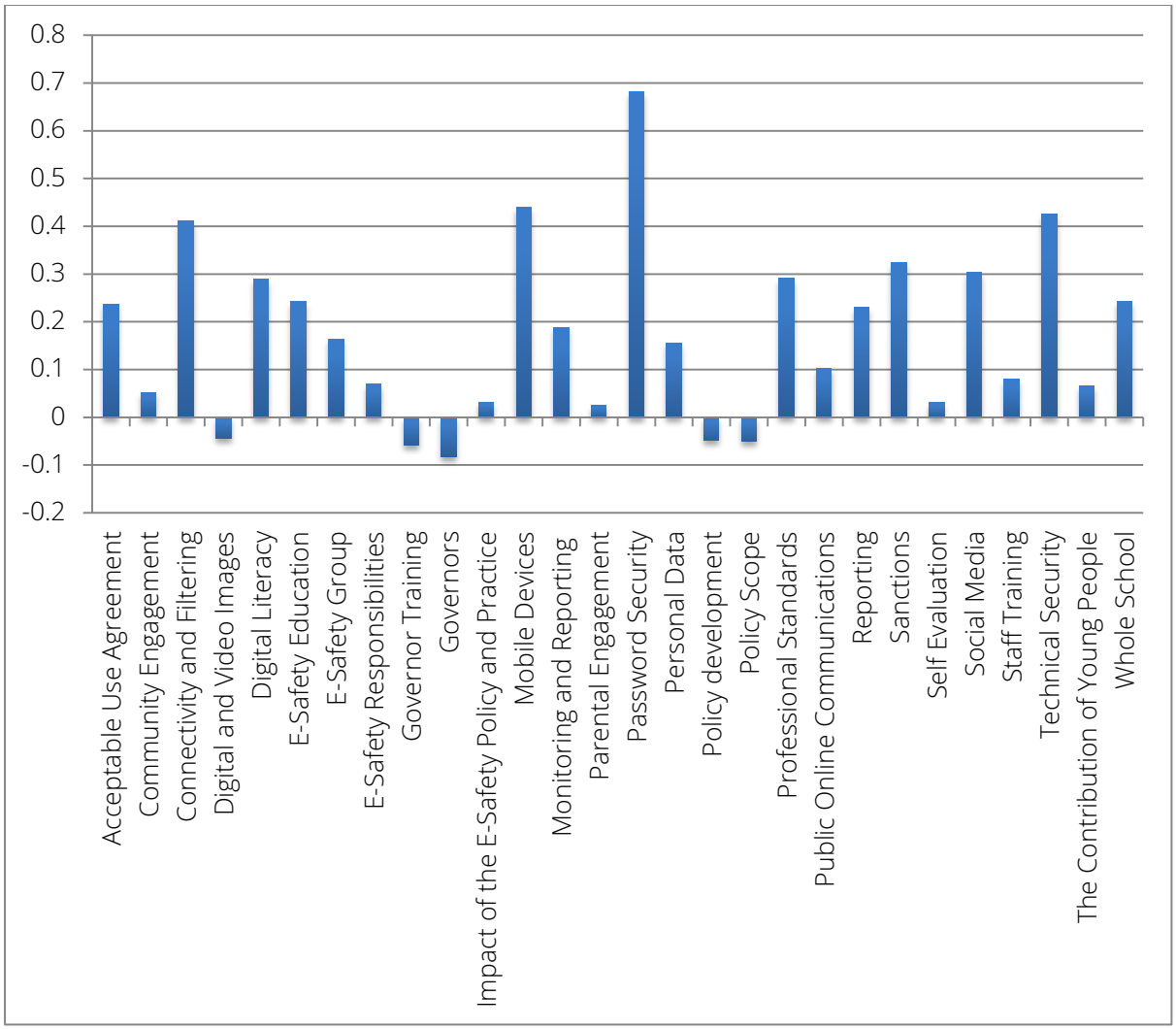
Table 4 - Primary and secondary school weakest aspects

	Primary Weakest	Secondary Weakest
Community Engagement	3.801	3.749
Impact of the E-Safety Policy and Practice	3.695	3.663
Governor Training	3.545	3.604
Staff Training	3.524	3.445
E-Safety Group	3.512	3.348

For the weakest aspects, it is interesting to note that while they share the same five aspects, in the same order, there are still differences in averages, with all but Governor Training being worse in primary schools.

The differences are more clearly illustrated in figure 13, where a value below zero indicated between values coming from the primary data set are stronger and above the line showing strength in secondary schools:

Figure 13 - Difference in average ratings between primary and secondary schools



In figure 13 we can see that, as previously mentioned, areas of technical security (Technical Security, Connectivity and Filtering, Password Security) all have great strength in secondary schools. This is to be expected given the generally larger resources these schools have in terms of network managers, technicians, etc. However, it is less clear why issues such as Professional Standards and Sanctions are considerably weaker. It is also interesting to note that as well as considerable difference between phases in Mobile Devices, there is also a reasonable difference with Social Media. Both of these aspects are policy based and might suggest that given what one might refer to as received wisdom that these sorts of issues are based in the secondary setting, reports such as the Media Literacy reports coming from

OFCOM[7] would suggest that increasingly these are issues that should be thought about in primary schools.

Figure 14 shows the percentage breakdown per aspect between primary and secondary schools on the follow page which highlights the differences in practice between primary and secondary schools. For example:

- Almost 35% of primary schools have no policy around mobiles
- Over 40% of primary schools have only basic filtering in place, with 6% still not having any
- Over 60% of primary schools have no evaluation of impact of online safety incidents
- 54% of staff in primary schools have received no staff training around online safety
- Over 50% of secondary schools have strong policy around mobile devices.
- 30% of secondary do nothing with the community on online safety matters
- There are no secondary schools who demonstrate aspirational or innovating practice in engagement with the wider community
- In both phases over 50% of schools have no form of governor training around online safety in place
- Schools place more effort on parental engagement compared to staff professional development

Primary School - Bishop Henderson C of E Primary School - Somerset

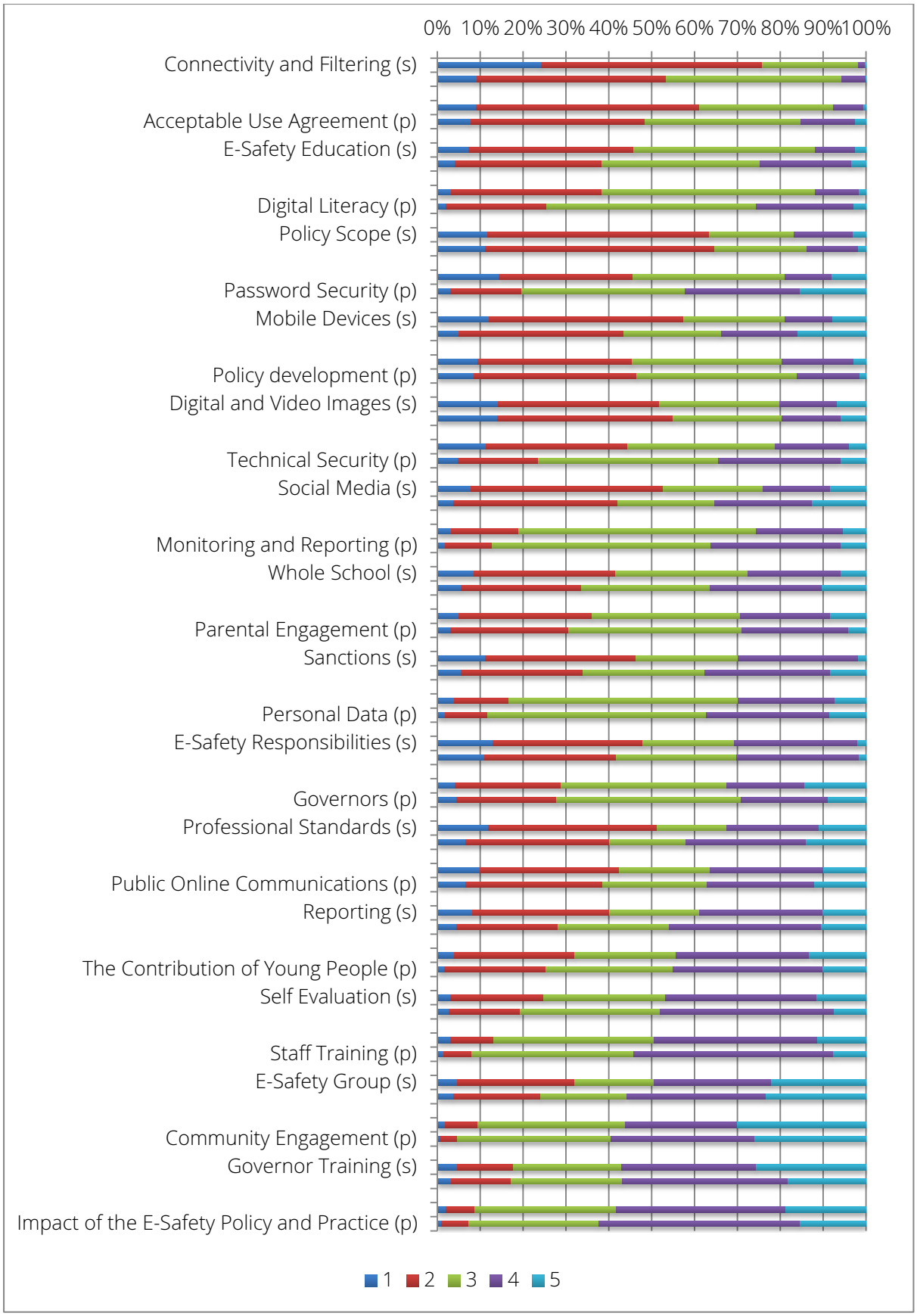
The children were very up to date with online safety and were able to tell me about PEGI ratings, age limits for social media and practical ways in which they should behave. They were aware of ChildLine and CEOP and made use of Hector and Cyber Café resources depending on their age group. The Year 6 Digital Leaders support the school and are able to feed back about recent trends including new websites and issues that may have been encountered. They were very confident in their knowledge and approach to e-safety education, and were clear about reporting arrangements and their responsibilities within the school. They are currently working on an assembly which they will perform to both KS1 and KS2 as well as parents.

[7] http://stakeholders.ofcom.org.uk/market-data-research/media-literacy/

Castledyke Primary School, North Lincolnshire

E-safety education is prominent and embedded throughout the school, it is re-visited often during lessons, assemblies, and internet safety week. Furthermore the school have the 'Buddies'; a number of children are empowered much akin to a peer mentor system. This appears to work very well and it is something that the collaborative trust have adopted to roll out across the other schools. All the children get involved in a range of activities including poster competitions, empowering other children, and the school even took part in a highly successful European-wide e-safety video. It is worthy of note that Castledyke Primary School is the only primary school that is in this video. It is pleasing to see that every teacher fits elements of e-safety into the curriculum.

Figure 14 - Comparison of distribution per aspect by phase



7. Considering Findings Against OFSTED Inspection Data 2015

During March 2015 a survey on online safety practice was carried out during all HMI-led S5 school inspections in 84 schools across England (39 primary and 45 secondary schools). During their inspection inspectors discussed online safety issues in the school with:

- senior leaders
- groups of teachers
- governors
- groups of students

And the results of this survey were published in July 2015[8]. Pertinent points from this analysis were drawn together in an infographic by the UK Safer Internet Centre, which is reproduced in this report in figure 15. While some of the findings from this survey are outside the scope of this report, there are a number of points made that are highly pertinent, and provide a validation of the findings from the 360 Degree Safe data analysis, namely:

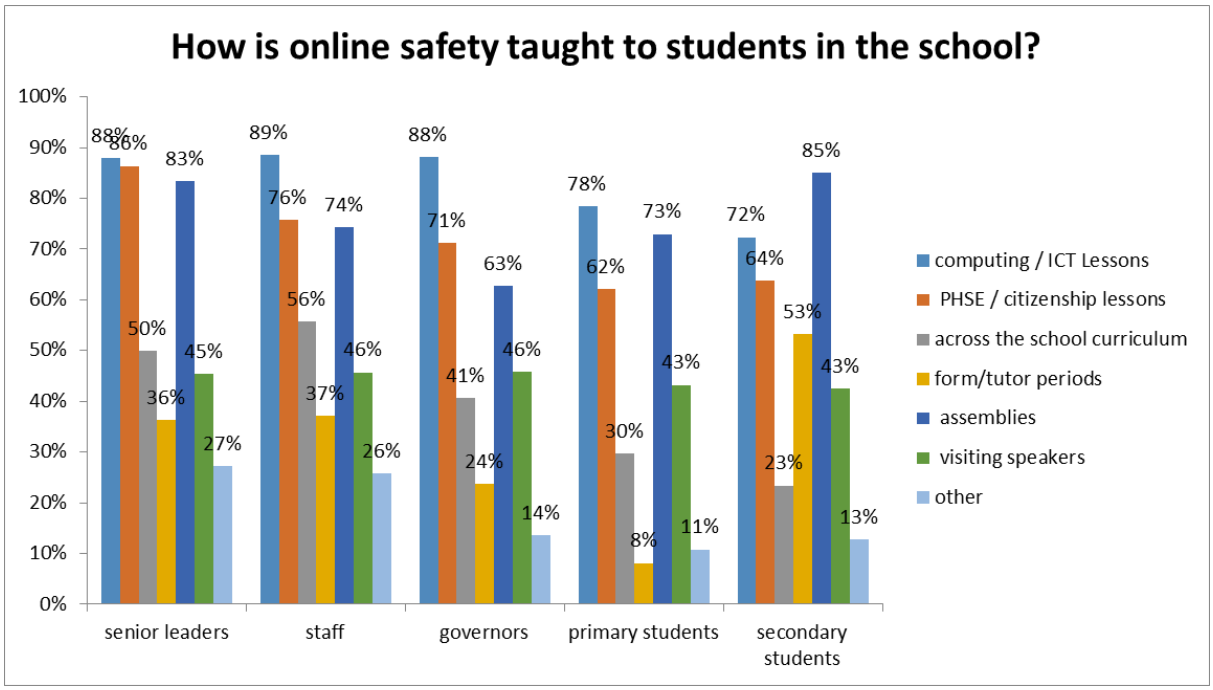
- Reporting is poorly understood and inconsistent
- Governors are a consistent weak link in the stakeholders around online safety policy and practice in schools
- Staff training is consistently weak in schools and in some cases poorly understood
- Online safety education can be variable

[8] http://www.slideshare.net/Ofstednews/childinternetsafetysummitonlinesafetyinspection

Figure 15 - UK Safer Internet Centre Infographic from OFSTED inspection data

Looking more specifically at a couple of these aspects, the data from the OFSTED analysis showed the disparities between senior management, staff, students and governors, for example:

Figure 16 - OFSTED data, how is online safety taught in schools



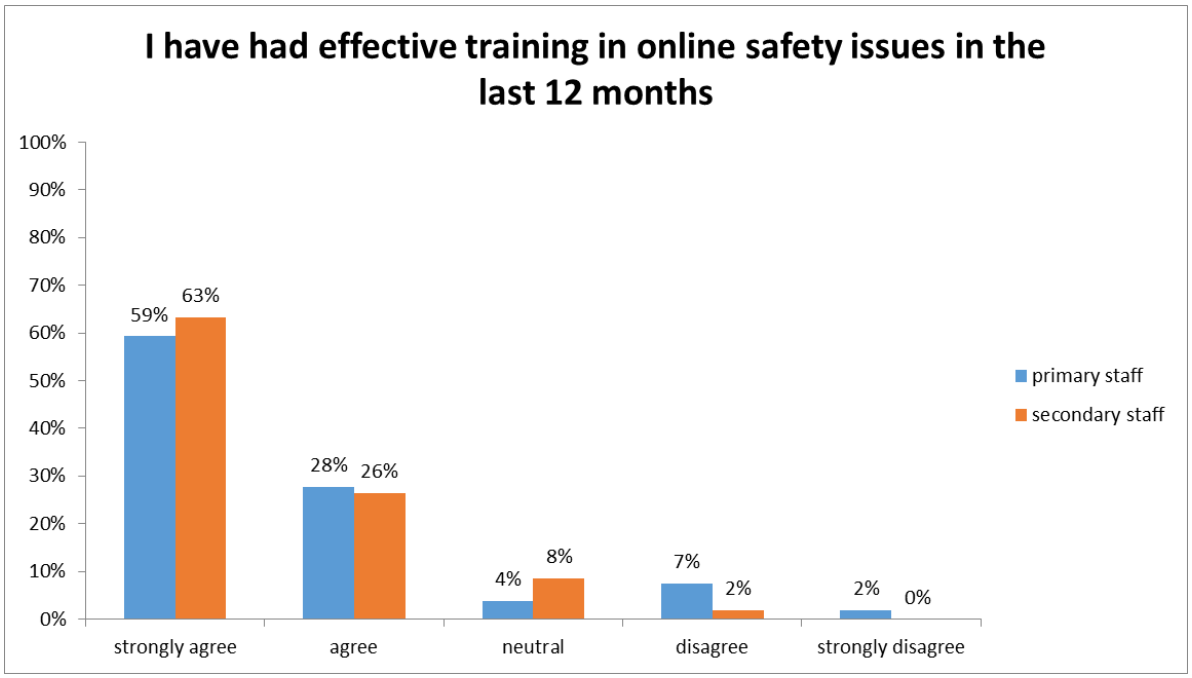
In figure 16 there are a number of points to raise. First of all, the differences in delivery of online safety education. Compared against stats on e-Safety education while there is a considerable amount of good practice among both secondary and primary schools (between 40% and 45% rated 1 or 2) the majority still only claim "basic" practice in place and in some cases (approx. 10% in secondary's and 25% in primary's) no practice in place. What comes from this combined picture is the variability of education, and also the disparity between what staff might see as online safety education but it is not viewed as such by young people. What also comes out of the graph in figure 16 is that governors have a different view on where things are being delivered, showing their lack of engagement in the subject.

Primary Federation – Bentley Federation – Walsall

Governors were involved in the development of policies and these have changed as new technologies have been introduced. Staff training took place at a whole school level and in addition, some staff received 'ThinkuKnow' training and formed a team who could respond to incidents in the schools if they arose. Additional training was offered from the Federation to other schools in the area strengthening links with our wider school community. Various strategies are employed to work with parents/carers and in response to requests in parent surveys, an information page was created on both school websites. During this time E-Safety took a much higher profile in the schools, with trained pupil Digital Ambassadors providing advice to pupils and reporting back to staff.

However, an interesting conflict in the data comes from figure 17, where staff asked whether they had received training around online safety in the last 12 months said that they had. This clearly conflicts with the 360 Degree Safe data which shows a far weaker picture around staff training, and something that has been consistently weak since the inception of the tool. While further analysis of the OFSTED data, as described in the UK Safer Internet Centre infographic, highlighted the inconsistencies in perspectives on training, it does perhaps raise the issue of staff telling inspectors what they believe they want to hear, rather than the reality of the situation.

Figure 17 - OFSTED data, staff training delivered inspected schools



Primary School – Laurel Avenue Community Primary School – Durham

All these groups and stakeholders have been and continue to be involved in supporting and developing E-Safety in the school. The links to the Community Centre, on the same site, whose leader is a parent and a governor allow the school to see the effects of its work throughout the community, not just in school. Such is the influence of the good practice in the school, that younger children attending the youth groups at the Community Centre are helping older children from other schools to stay safe on-line. The headteacher and E-Safety lead work closely with all staff to provide support to the staff on a regular basis. This includes breakfast club and after school club staff, who in recent months have been able to pass on information that has resulted in staff being able to intervene to help pupils in difficulties. The stability of the governing body has been important in ensuring that all governors, most of whom live in the community are up to date and proactive in distributing the messages from school about safety. The pupil E-Safety council is active in its own right, and there are a number of further initiatives pending.

Ormiston Horizon Academy, Stoke on Trent (Secondary)

There is a real commitment from the Principal and other leaders to ensure that all students and staff are safeguarded against online safety risks. The provision is well led by the E-Safety Lead. Policy and practice are well communicated and understood by the whole academy community and online safeguarding is embedded in the culture of the academy. There is a real commitment to the role of the E-Safety Group in this leadership of online safeguarding.

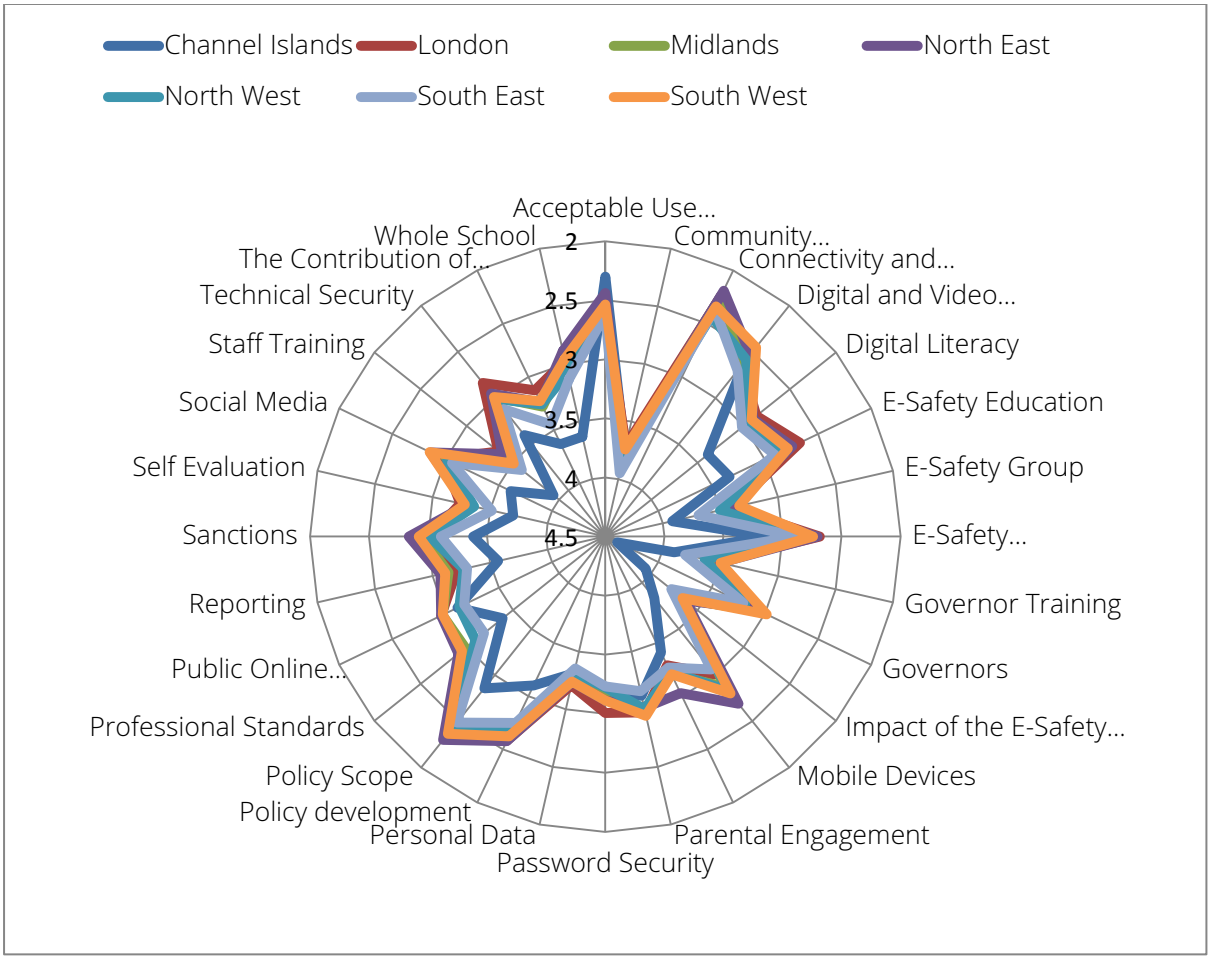
This is a "journey" and one in which the academy continually reviews and improves its practice. Good examples are the adaptation of the SWGfL Whisper anonymous reporting tool and the statement by a student "e-safety is all around the academy now".

All staff receive regularly updated and differentiated training and are confident in applying their e-safety knowledge and expertise.

8. Location Analysis

As a final piece of analysis on the data, which is included to illustrate the validity of the data and also raise questions around the relationship between activity in a region and impact on school policy and practice. A breakdown of the data into the different English regions presents us with a very interesting graph, as detailed in figure 18:

Figure 18 - Regional variation



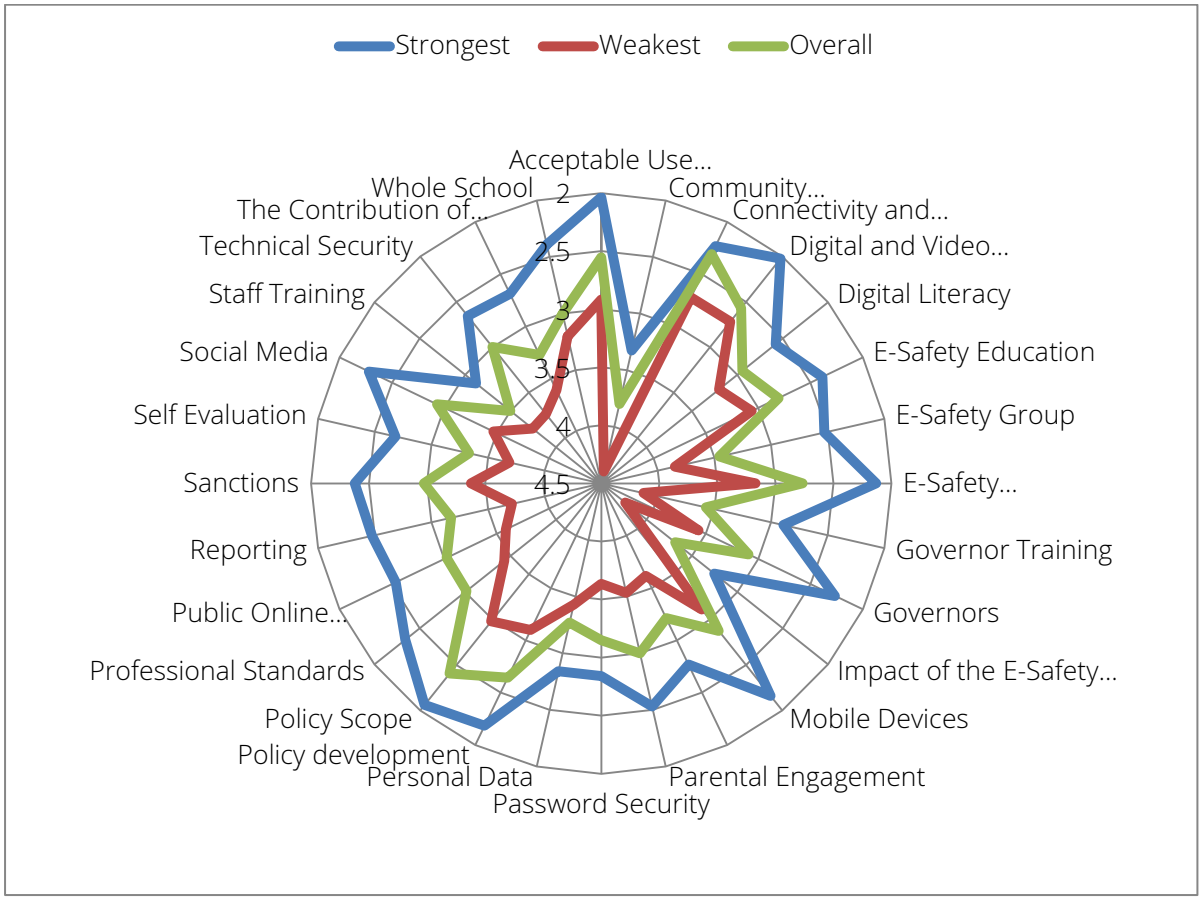
What is of particular interest with this graph, if we are to for a moment disregard the Channel Islands data, which represents a small sample compared to the other regions (as detailed in figure 2) is the consistency of shape once again around policy and practice. Even with this decomposition to a finer granularity and sampling we see a very similar pattern of practice which further increases our confidence in the robustness of the data.

We can further decompose to a local authority level, which maintains the shape of practice. While the volume of data now means that a meaningful graphical representation of all local authority regions is different, one illustration which does allow us to highlight the impact of

"on the ground" school improvement is shown in figure 19. We have taken the strongest and weakest local authority regions, based upon cumulative average of all aspects across local authorities with 20 or more full profiles, as well as adding the overall pattern.

In this comparison we see a great variability practice while still maintaining the same overall shape – while the best and average share similarities the "weakest" profile shows far greater troughs in the weak areas with only filtering being a clear strength anywhere near the values of either the average or strongest profile. What is particularly interesting is that in the "strongest" local authority our own knowledge of the locale has highlighted a great deal of on the ground school improvement with local consultants and advisors, which does highlight the importance of, and the need for, local advice for schools.

Figure 19 - Comparison of "strongest" and "weakest" local authority areas compared to average



First School – St Bartholomew's First School – Somerset

Staff training is a particular strength of the school. The turnover of staff in recent years has had the positive consequence of ensuring that the school has revisited e-safety regularly, and built it into staff induction processes. Teaching staff and teaching assistants receive up-to-date external training on an annual basis, ensuring that they are aware of trends and risks both personally and professionally. Midday supervisors have also been trained to support learners, and the headteacher provides e-safety training for student teachers. The e-safety lead shares updates with staff, ensuring that there is a regular flow of information and advice.

9. Conclusions

This fifth "state of the nation" analysis of the 360 degree safe database has shown, on the one hand, an overall improvement of schools online safety policy and practice compared to previous years, but an improvement that still does not bring up the usual weak aspects to higher levels. While schools, both primary and secondary, show awareness of online safety issues through the development of effective policy and technical infrastructure such as filtering, they are still far weaker on issues such as staff and governor training, and the evaluation of the policies they have developed, as well as engaging with the wider school community on online safety matters. Clearly these issues raise concerns, given the ever evolving nature of online safety it is important that schools staff and those involved in the development and management of school governance have up to date knowledge related to ensuring children in their care are kept safe online.