



UK Schools Online Safety Policy and Practice Assessment 2018

Annual Analysis of 360 degree safe self-review data

Report prepared by Prof Andy Phippen, January 2019.

Exec 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 8th review of the *360 degree safe* database presents both familiar and novel findings. We see a similar and consistent shape to the data – we continue to see that some areas, such as filtering and monitoring, and a number of policy aspects are growing in strength, which is encouraging as policy is needed as part of the foundation for effective and consistent online safety practice in schools.

Areas of strength are:

- Almost 70% of all establishments have at least coherent and embedded filtering and monitoring, which is encouraging given the statutory requirements on schools for these technical interventions
- Over 70% of establishments have at least coherent and embedded policy scope, which is encouraging as policy contributes toward clear and consistent practice in the setting.
- Over 80% of settings have at least basic policy around mobile devices in the school setting
- While Parental Engagement is a weak aspect, with a large number of schools only having “basic” practice in place, at least they have something in place and information about online safety is passed to parents in a lot of schools.

However, there are also areas of concern, primarily around training and the development of knowledge in the wider community:

- 50% have carried out no governor training around online safety issues with only a slight improvement on 2017
- 43% have no staff training to date around online safety, although this has improved on 47% in 2017. Staff training remains consistently one of the weakest aspects
- The majority (54%) of schools are not evaluating the impact of their online safety efforts.
- Whilst there has been a 2% improvement, it remains that 30% of schools have insufficient data protection provision.

The issue with training is something that continues to cause concern and we will continue to raise as this is the other part of the foundation of effective online safety practice. Without effective knowledge by staff, and those who scrutinize the staff, we cannot hope to have effective practice. We know from our work with young people that one of the things they call for is knowledgeable and understanding staff. If over 40% of schools have no staff training programme in place, not only are they failing in their statutory duties, but it is unlikely they would be able to effectively support young people in their care when addressing online safety incidents. 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.

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1. Introduction

360 degree safe (<http://www.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 10000 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. A full list of aspect descriptions is included in Appendix A and we will refer to definitions through the discussions in this report. 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 2-1 - 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 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 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 December 2018². Data for this year’s analysis was collected in December 2018, so presented here is an analysis based upon 12 months of progression from the previous one. Table 3-1 shows the basic statistics for establishment registrations drawn from the analysed dataset:

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>.

² UK Schools Online Safety Policy and Practice Assessment 2016 Annual Analysis of 360 degree safe self review data , Phippen A, <https://swgfl.org.uk/Uploads/ea/ea41575d-c6b3-4d0c-9bda-107e55e00782.pdf>

| | |
|---|-------|
| Establishments signed up to the tool on November 2017 | 10786 |
| Establishments who have embarked on the self review process | 7775 |
| Establishments with full profiles completed | 3843 |

Table 3-1 - Database baseline figures in November 2018

In the past 12 months there have been another 789 schools signed up to the tool. And a further 557 have embarked on self review. Note that there has also been a small migration of schools in Wales from this tool to the dedicated 360 Degree Safe Cymru self review too.

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, 3843 schools have now completed a full review, 212 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 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.

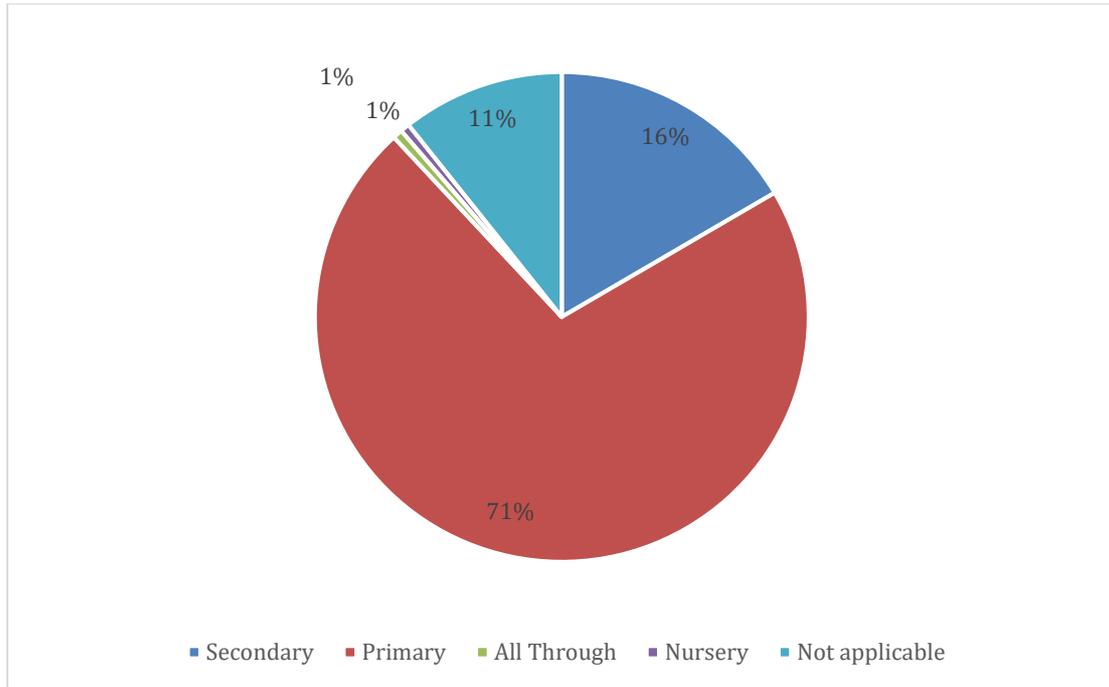


Figure 3-1 - Establishment phase

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 to tool isn't used.

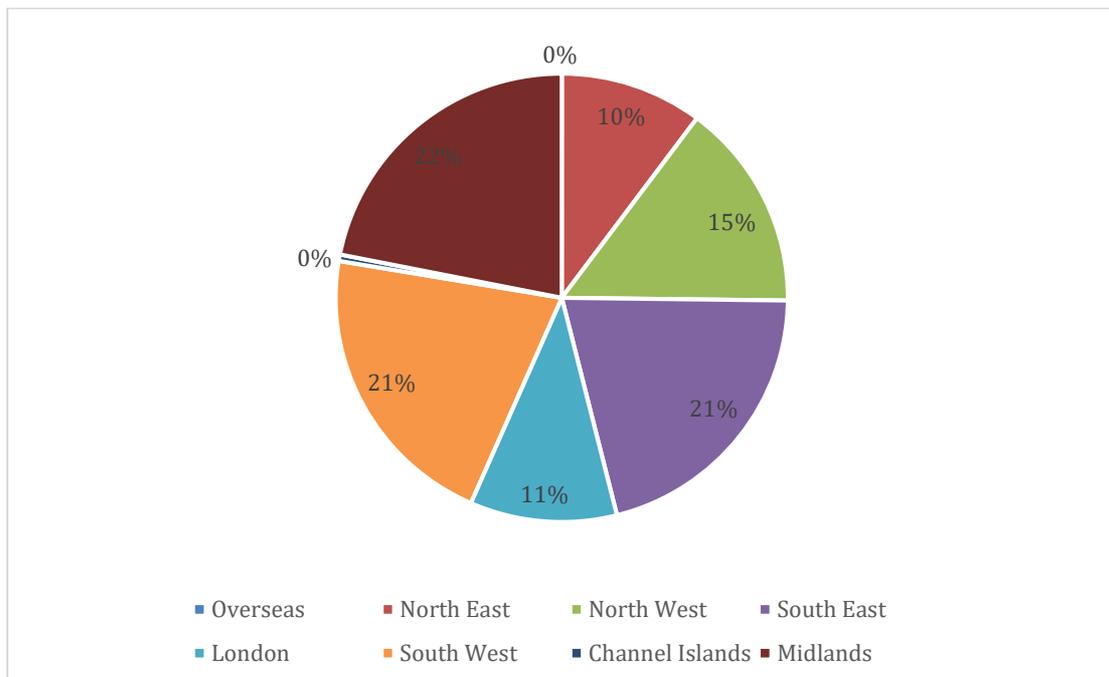


Figure 3-2 - Location of establishments across England

4. Activity on 360 degree safe

This and the following section go into far more detail about the tool’s use and the data presented. 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 literally how many times in a given month a new post is made to the database from any registered school on any aspect. This measure is a direct indication of how the tool is used by schools. In figure 4-1 there is a graph that shows this activity – it presents us with an interesting measure of how online safety is being tackled in schools and how the tool is used to support this.

As is typical with this activity analysis, 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. This is a trend that continues this year, having been first identified last year. As more establishments are added to the database we would expect activity to continue to grow in scale. However, this is not the case.

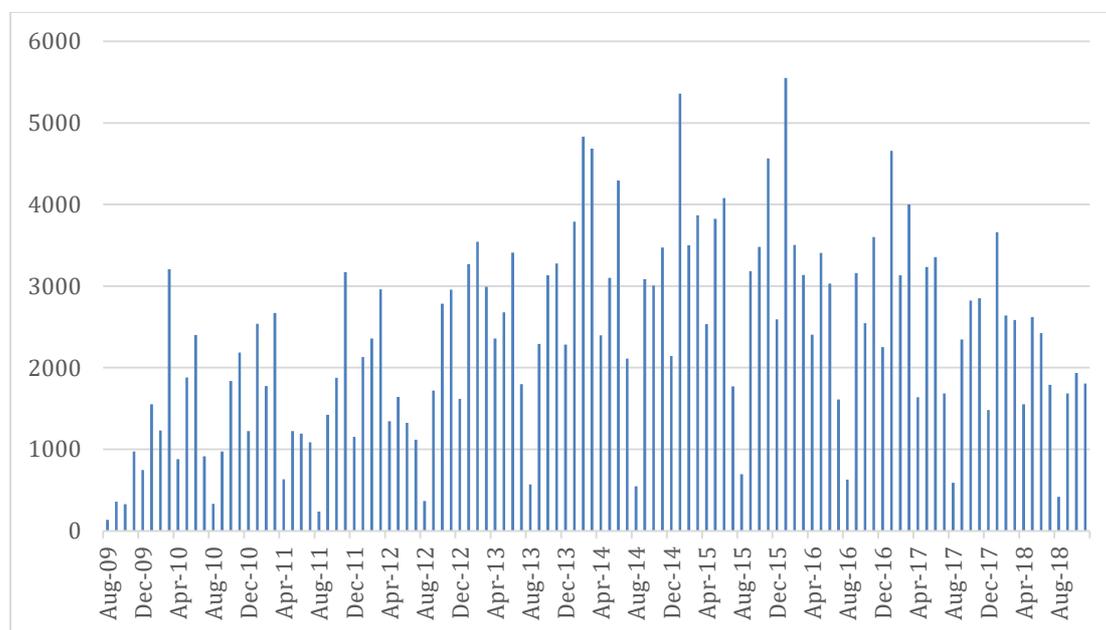


Figure 4-1 - Activity per month

However, we should stress that this is not necessarily a bleak picture of online safety policy and practice in England, just that activity with the tool is dropping. Given the volume of establishments now registered to use the tool, we would anticipate many would have now conducted review and are using this for school improvement. While

activity has dropped, there were still almost 25000 entries to the database in the last 12 months.

5. Analysis of the Dataset – State of the Nation 2018

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 per aspect. It therefore allows us to understand what at the areas of strength and what are the areas of weakness across the nation. As we have been conducting this review now for eight years we can also compare current performance with that previously, to see where aspect performance is improving, or if there are any cases where, overall, performance is reducing.

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 picture of strength and weakness in online safety policy and practice across all schools in the database to show us performance across the country as a whole. While we also conduct regional analyses and comparisons, these are outside of the school of this report.

Figure 5-1 illustrates overall averages across aspects:

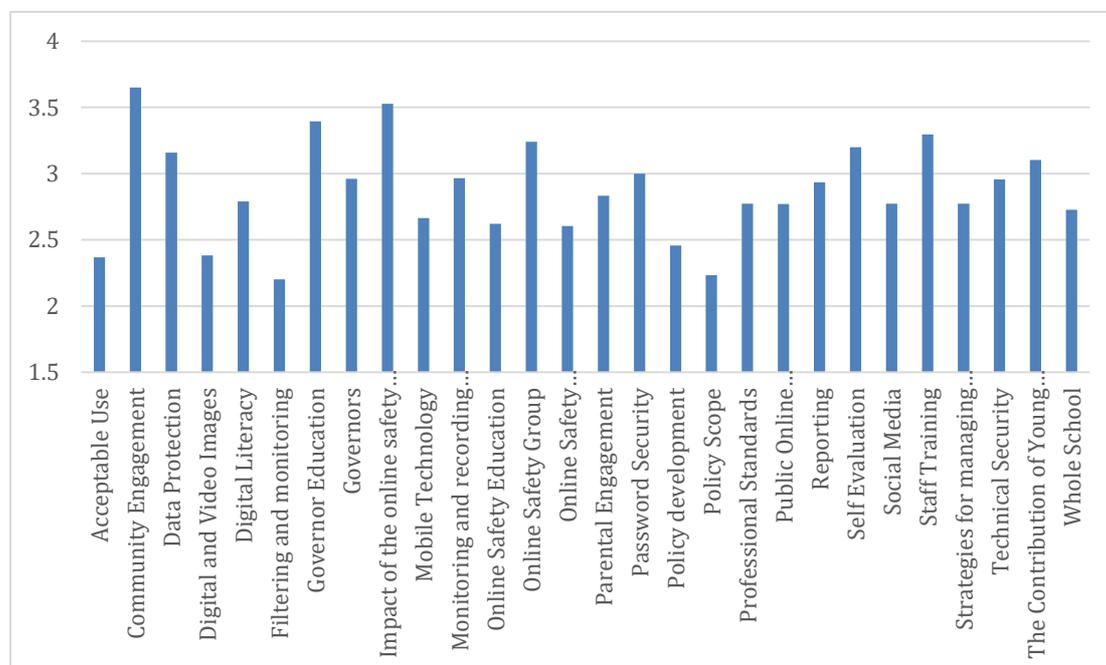


Figure 5-1 - Average rating per aspect

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 one that does not require buy in from multiple stakeholders in the setting) or technical aspects, that can be provided by third parties or have dedicated staff to manage them (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.

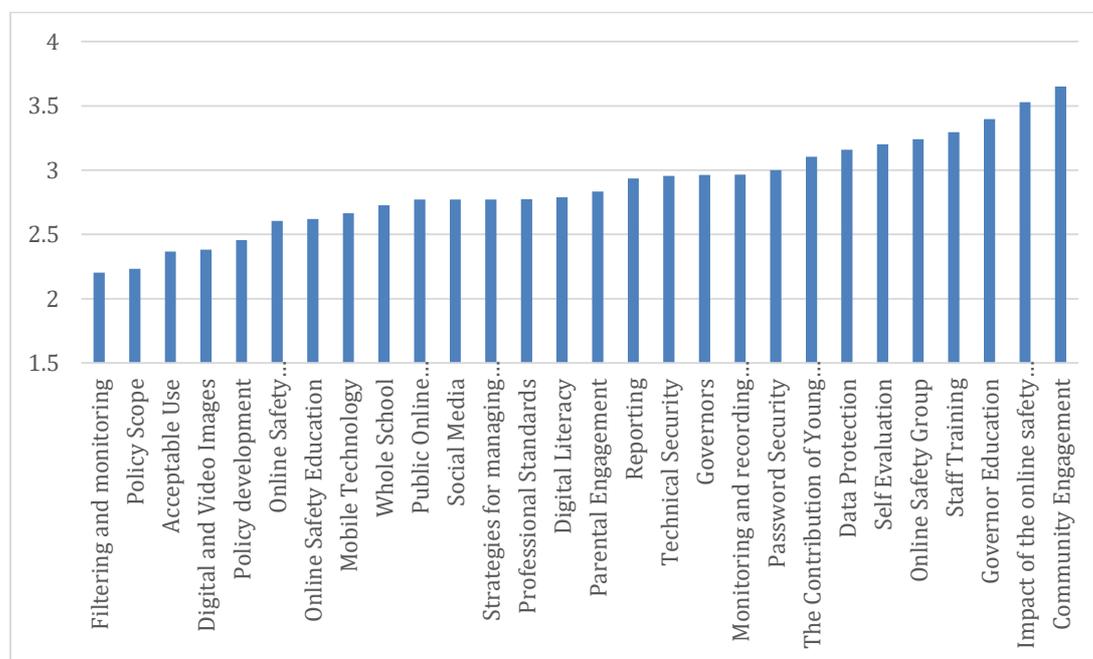


Figure 5-2 - Average rating per aspect, ranked

In the 2018 analysis, the strongest aspects, including their aspect definitions, are:

| Aspect | Aspect mean |
|--|-------------|
| Filtering and monitoring <i>This aspect describes how the online safety policy is consistent with school expectations in other relevant policies / safeguarding practices and vice versa e.g. behaviour, anti-bullying, Prevent Action Plan; PHSE, Child Protection / Safeguarding and computing policies. There is evidence that the policy is embedded across the school.</i> | 2.20 |
| Policy Scope <i>This aspect considers policy content; its breadth in terms of technology and expectations around behaviour and its relevance to current social trends and educational developments.</i> | 2.23 |
| Acceptable Use <i>This aspect considers 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.</i> | 2.37 |
| Digital and Video Images <i>This aspect describes how the school manages the use and publication of digital and video images in relation to the requirements of the Data Protection Act.</i> | 2.38 |
| Policy development | 2.46 |

| | |
|---|--|
| <i>This aspect describes the process of establishing an effective online safety policy: the stakeholders involved and their responsibilities; consultation, communication, review and impact.</i> | |
|---|--|

Table 5-1 - Strongest aspects and means

All but one of these aspects is policy based, and the other is technical. The values associated with these aspects are extremely high, reflecting “coherent and embedded” practice, as defined at level 2 with the tool. Given the high averages, we are very confident that, in general, schools in the database have strong policy related to a broad manner of online safety aspects and have effective policy development processes.

The weakest in the database are:

| Aspect | Aspect Mean |
|--|-------------|
| Community Engagement <i>This aspect describes how the school communicates and shares best practice with the wider community including local people, agencies and organisations.</i> | 3.651 |
| Impact of the online safety policy and practice <i>This aspect covers the effectiveness of a school’s online safety strategy; the evidence used to evaluate impact and how that shapes developments in policy and practice.</i> | 3.528 |
| Governor Education <i>This aspect describes the school’s provision for the online safety education of Governors to support them in the execution of their role.</i> | 3.396 |
| Staff Training <i>This aspect describes 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.</i> | 3.295 |
| Online Safety Group <i>This aspect describes how the school manages their online safety strategy, involving a group with wide ranging representation.</i> | 3.24 |

Table 5-2 - Weakest aspects and means

As reported in previous analyses, this collection of weak aspects comes as no surprise. All of these are activities which require long term investment of time and resources. All of these values, on average, show that practice with these aspects is either “basic” or “planned”, so in many cases, given expected distribution of responses, we will know that schools have no strategy for either staff training or governor education, two aspects we would argue would underpin effective online safety practice in schools. Community Engagement continues to be the weakest aspect by some distance and shows also that schools struggle to engage their wider community with online safety practice and messages.

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.

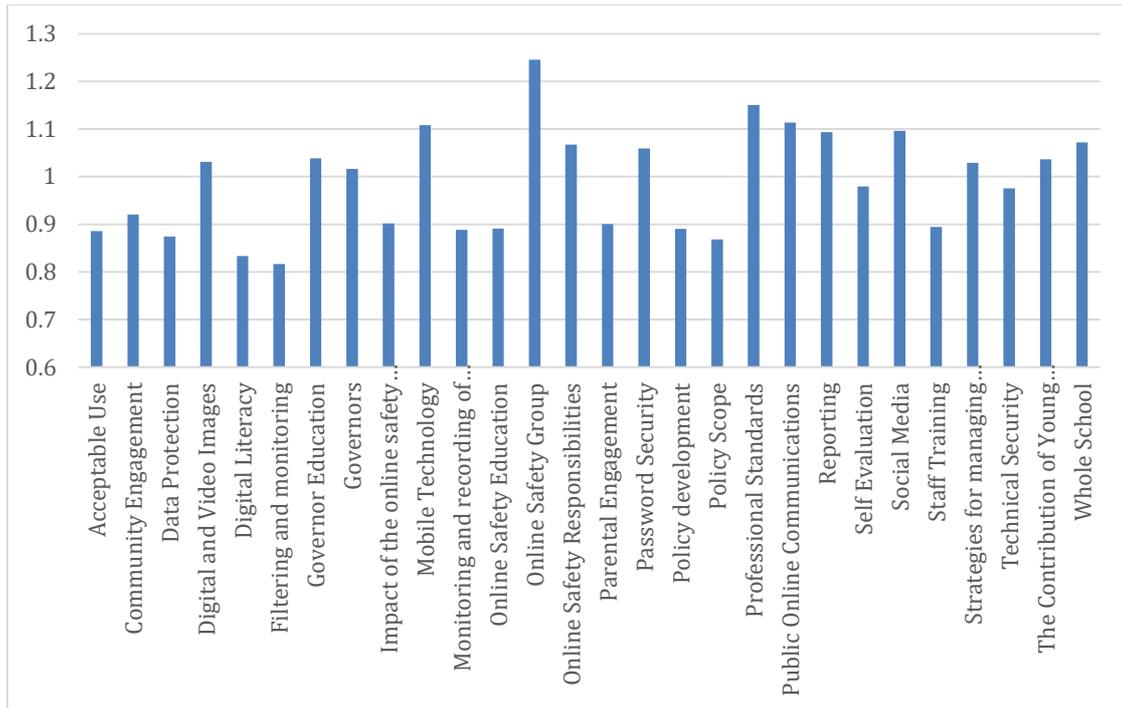


Figure 5-3 - Standard deviations per aspect

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.

Looking at standard deviations on their own does not show us whether a narrow distribution is a good or bad thing. However, when comparing deviations to the strongest and weakest aspect according to mean, we have a more interesting analysis.

| Aspect | Standard Deviation | Aspect Mean |
|--------------------------|--------------------|-------------|
| Filtering and monitoring | 0.82 | 2.20 |
| Policy Scope | 0.87 | 2.23 |
| Acceptable Use | 0.89 | 2.37 |
| Digital and Video Images | 1.03 | 2.38 |
| Policy development | 0.89 | 2.46 |

Table 5-3 - Strongest aspects with standard deviations

For the strongest aspects we generally see fairly narrow deviations, meaning that these aspects are performing similarly across different establishments. The only one that is significantly larger than the others is Digital and Video Images, which can vary depending on school culture.

| Aspect | Standard Deviation | Aspect Mean |
|---|--------------------|-------------|
| Community Engagement | 0.92 | 3.65 |
| Impact of the online safety policy and practice | 0.90 | 3.53 |
| Governor Education | 1.04 | 3.4 |
| Staff Training | 0.89 | 3.3 |
| Online Safety Group | 1.25 | 3.24 |

Table 5-4 - Weakest aspects with standard deviations

We have a similar picture with the weaker aspects, for example, Staff Training is one of the smallest standard deviation across the whole data set. Which means not only is staff training weak, but it is consistently weak, across our establishments. Similarly Community Engagement is fairly consistent with its weak performances. Governor Education has a larger standard deviation, which would suggest there is more variable practice in this aspects, and Online Safety Group is very broad which would suggest that, while weak, there are some establishments who do it well.

We can also compare the means with the previous year’s analysis to consider improvements to aspects over the last year. We can see in figure 5-4 that there are improvements across all aspects in the last year. However, they are reducing in the proportion year on year.

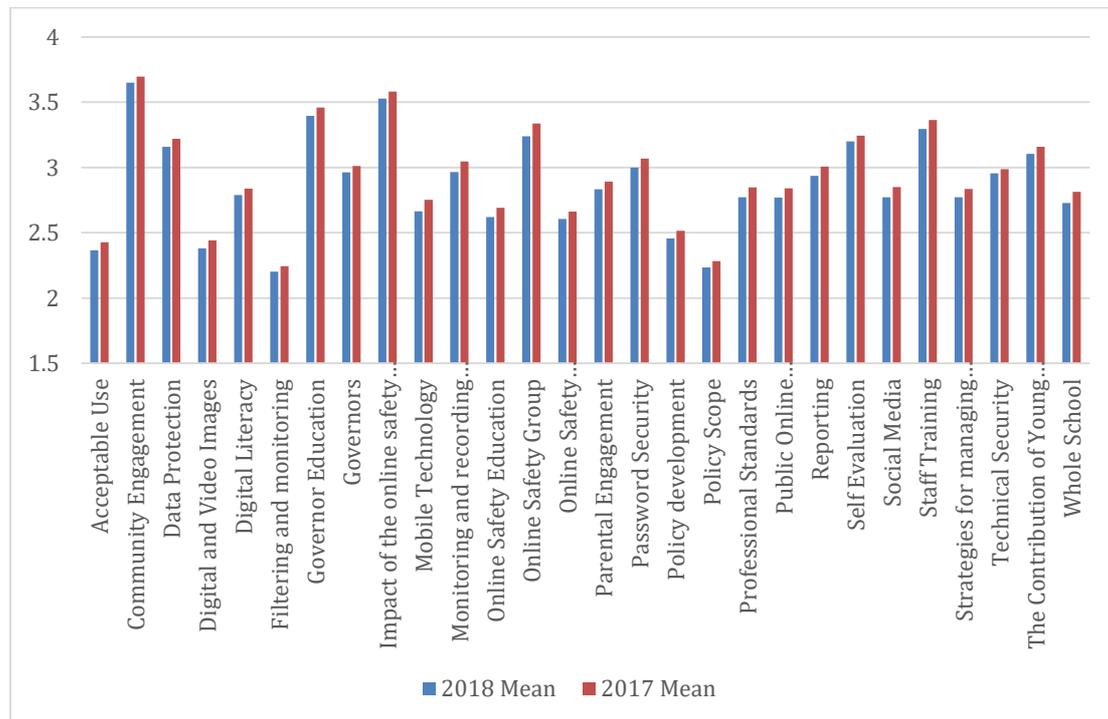


Figure 5-4 – Comparison of 2017 and 2018 means

If we order these changes based upon the difference between the 2017 and 2018 means (figure 5-5), we can see how small these improvements are:

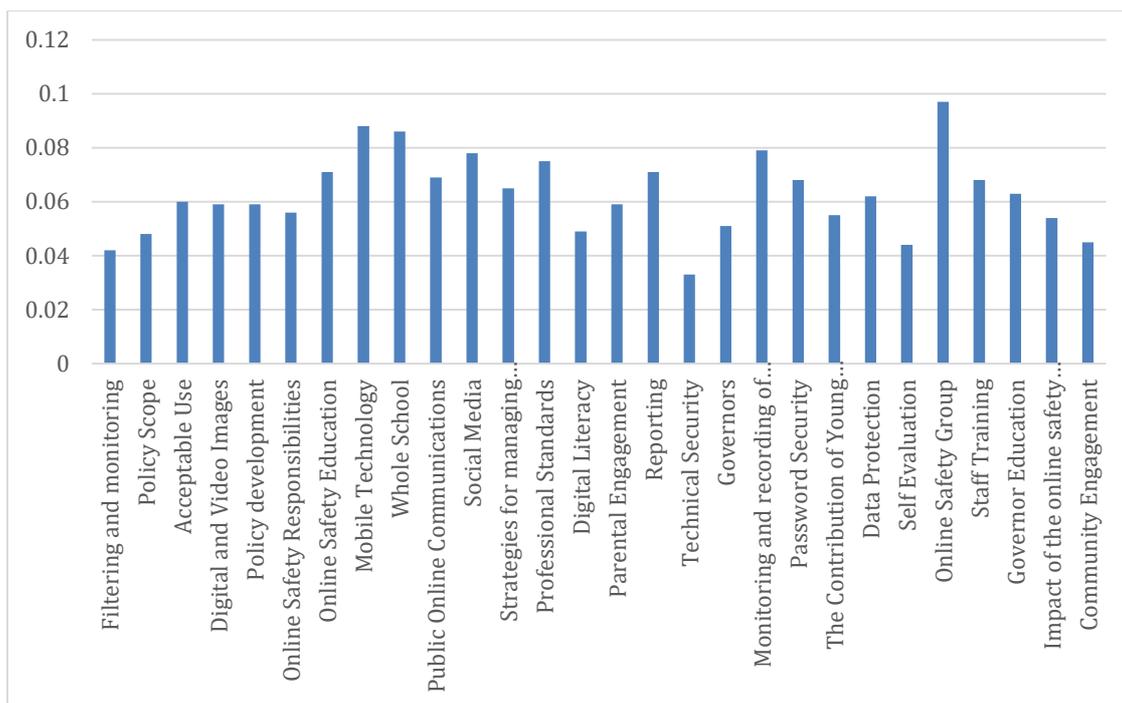


Figure 5-5 - Difference between 2017 and 2018 means

A further, very interesting, analysis of the overall dataset breaks down the proportion of each aspect where establishments have evaluated themselves per level – that is, the percentage of establishments who rate themselves at 1, 2, 3 4 or 5 for a given aspect. While descriptive statistics such as mean and standard deviation allow us to look generally at an aspect, this aspect distribution allows us to visually see the proportion of each establishment at a level per aspect. While this compliments the other measures, it also allows more detail on whether average, or strong, practice is impacting on the aspect means. 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 |

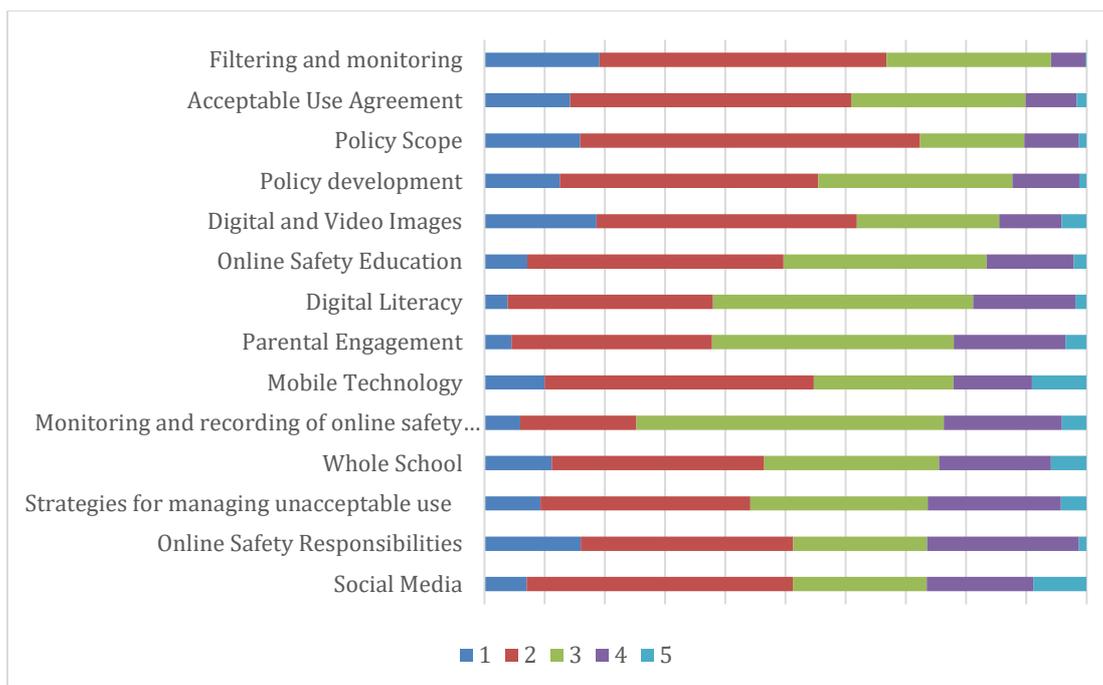


Figure 5-6 - Distribution of ratings per aspect – stronger aspects

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 at least coherent and embedded filtering and monitoring, which is encouraging given the statutory requirements on schools for these technical interventions³
- Over 70% of establishments have at least coherent and embedded policy scope, which is encouraging as policy contributes toward clear and consistent practice in the setting.
- Over 80% of settings have at least basic policy around mobile devices in the school setting
- While Parental Engagement is a weak aspect, with a large number of schools only having “basic” practice in place, at least they have something in place and information about online safety is passed to parents in a lot of schools.

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

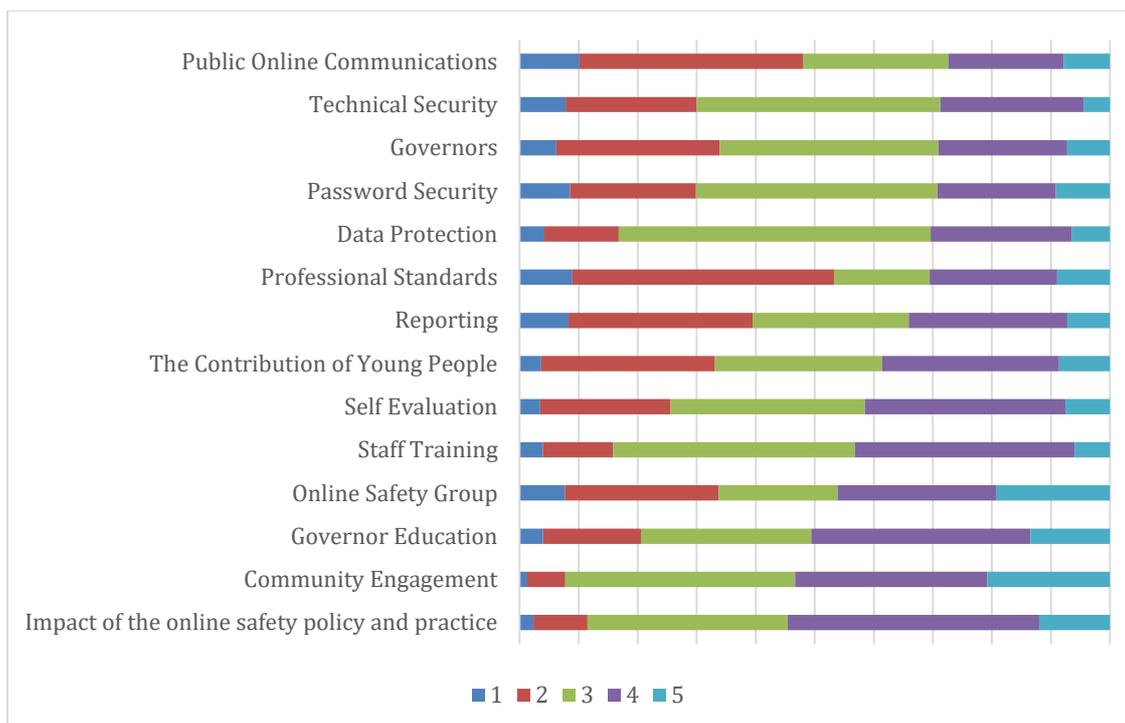


Figure 5-7 – Distribution of ratings per aspect - weaker aspects

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

- It remains that 50% have carried out no governor training around online safety issues with only a slight improvement on 2017
- 43% have no staff training to date around online safety, although this has improved on the 47% in 2017
- The majority (54%) of schools are not evaluating the impact of their online safety efforts.
- Whilst there has been a 2% improvement, it remains that 30% of schools have insufficient data protection provision
- Almost 55% of schools have no engagement with the community on online safety issues

6. Comparing Primary and Secondary Establishments

A further comparison of the data can be seen by comparing performance of primary and secondary establishments. Over previous analyses we have 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, since 2016, primary schools had begun to outperform secondary schools in some areas.

Looking at the 2018 data set, we can certainly see some difference between the two phases of school and the continued improvements in primary schools :

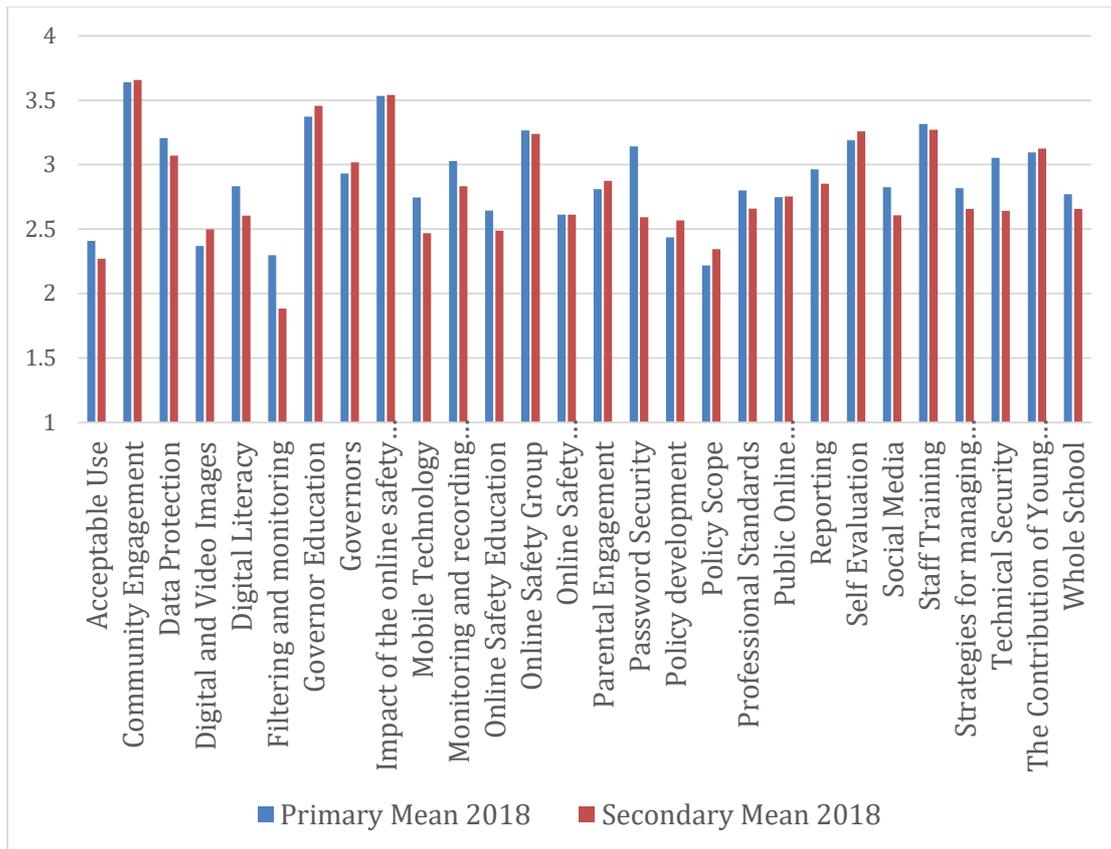


Figure 6-1 - Primary/secondary comparison 2018

While we used to see a clear gulf between primary and secondary schools this is certainly not the case anymore. We can see that the differences are generally slight, and in an increasing number of cases primary schools are performing more effectively than their secondary counterparts.

A clearer illustration of this is in figure 6-2, which shows the difference in value between primary and secondary schools. A positive values means the secondary school has better performance, a negative one means primaries are more effective.

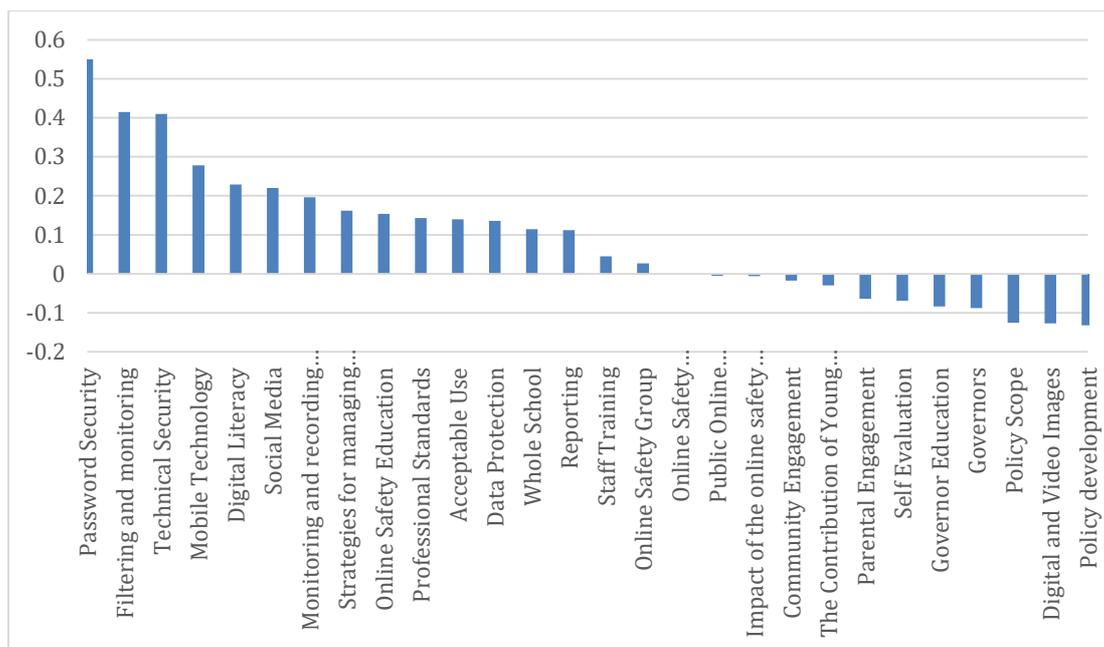


Figure 6-2 – Primary/Secondary differences

We can see from figure 6-2 that primary schools now outperform secondaries on a number of aspects, and more than ever (in the previous report primary schools outperformed secondary schools in 9 aspects, it is now 11). While differences are slight in most cases, it shows a trend in primary schools engaging more with online safety while secondary schools perhaps do not do so as they once did. Policy Development, Digital and Video Images, Policy Scope, Governors, Governor Education, Self Evaluation, Parental Engagement, the Contribution of Young People, Community Engagement Impact, and Public Online Communications. 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 where they have generally either outsourced practice or have dedicated resource to deal with this. Clearly the once obvious gulf between the two settings related to online safety has now gone.

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.



fulfilling this requirement, with the majority of schools having at least “coherent and embedded” filtering (with almost 20% achieving level 1 – aspirational and innovative).

Education in school is also, in general well covered if we consider the data reported in our database. The requirement is:

85. Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.

87. Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Within the tool, the aspect most closely aligned to this requirement is, unsurprisingly, Online Safety Education, which is defined in the tool as:

This aspect describes how the school builds resilience in its pupils / students through an effective online safety education programme.

This aspect is one of the stronger one in the reported data, with a mean of 2.62 and a standard deviation of 0.89, meaning that in general schools are reporting at least basic practice in place around online safety education. Almost 50% of institutions report their education being at a level 1 (7.1%) and level 2 (42.5%), with a further 34% being at level 3. This still means that over 15% of schools report that there is no online safety education in place, but overall this is a strong aspect.

However, when we consider the relationship between the governing body and staff knowledge, which would be a major contributing factor in effective online safety education, and the scrutiny thereof, there is more cause for concern.

We have reported since the first evaluation that staff training and governor education are poor aspects, generally two of the weakest across the data set. The statutory document clearly details the need for staff training and that governors are required to scrutinize this:

81. Governing bodies and proprietors should ensure that all staff undergo safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. Induction and training should be in line with advice from the local three safeguarding partners.

82. In addition, all staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

83. Governing bodies and proprietors should recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

Staff training has a mean of 3.3 and a standard deviation of 0.89. Not only is it consistently one of the weakest areas, but it is consistently weak across the dataset. While the requirements are that all schools have trained staff to address safeguarding, including online safety, which is timely and up to date, only approximately 16% have either level 1 or 2 training for staff. While the majority have some staff training, with 41% of schools reporting level 3 for staff training, it should be noted that level 3, as defined in the tool:

There is a planned programme of staff online safety training that is regularly revisited and updated. There is clear alignment and consistency with other Child Protection / Safeguarding training and vice versa.

Training needs are informed through audits and the induction programme for new staff includes online safety. There is evidence that key members of staff (e.g. Online Safety Officer, Child Protection Officer, Data Officer) have received more specific training beyond general awareness raising.

The Online Safety Officer can demonstrate how their own professional expertise has been sustained (e.g. through conferences, research, training or membership of expert groups).

Is not as rigorous as required by the guidance, with nothing specifically requiring input from external partners. More worrying, however, that that over 40% of schools report level 4 or 5 in staff training, meaning they have nothing in place (level 4 simply states a staff training programme is in development).

However, perhaps of most concerning is the data reporting on Governor Education. The statutory guidance hinges on the knowledge of the governing body to provide challenge and scrutiny to the senior staff at the school, related to technical measures, education and training. Therefore, we would expect the governing body to have sufficient knowledge to provide this challenge (otherwise how can they know the practice is effective). However, the data reported shows Governor Education to be one of the weakest in the database, with a mean of 3.4 and a standard deviation of 1.04. Only 20% of schools report level 1 or 2 for governor education, and 29% have this aspect at level 3. The majority of schools have no governor training in place, with 37.1% at level 4 (under development) and 13.5% at level 5 (nothing in place). Which does raise the question – how can governors provide sufficient scrutiny of the online safety practice in schools across the country if they have no knowledge of the subject themselves?

However, we finish on a reflective note. While there is still a way to come for a lot of schools to even meet their statutory requirements, we have come a long way from

the start of the tool being used in 2009. With 8 years of progress since 2009, we can clearly see that we have made great progress in online safety policy and practice:

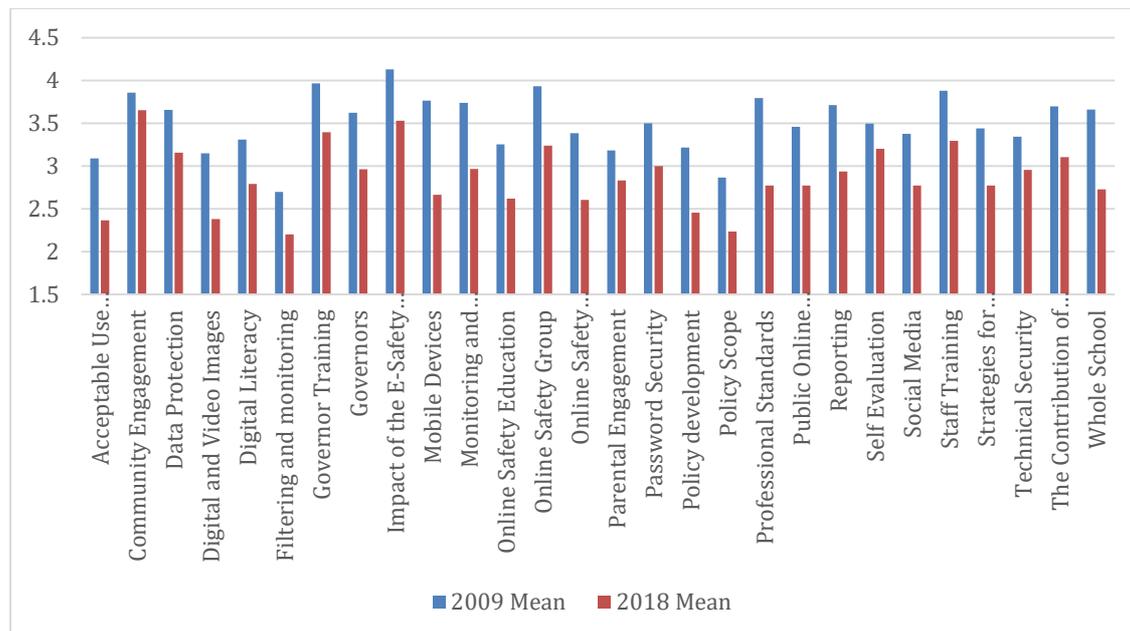


Figure 8-1 - Comparing 2009 means to 2018

All aspects have improved considerably since the start of the tool’s use. If we order these improvements from “least improved” to “most improved”:

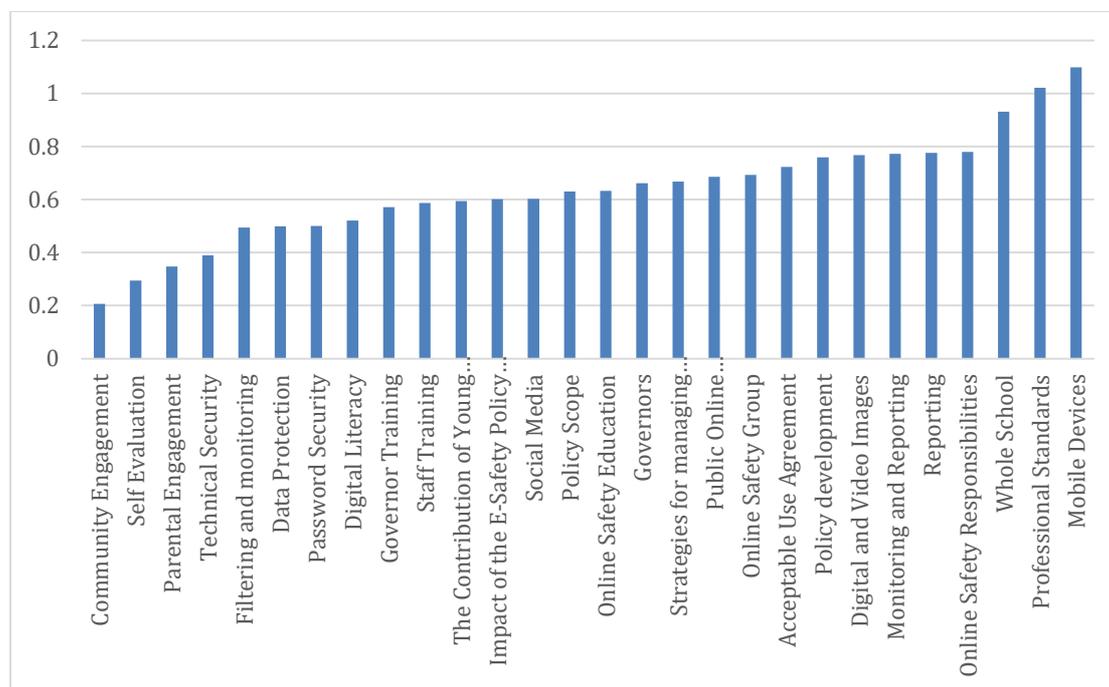


Figure 8-2 - Least to most improved aspects since 2009

We can see that all aspects have improved to some degree. It is interesting to note the improvement in Mobile Devices, which reflects the importance of this policy aspect no compared to in 2009, where there were far less students bringing devices to school. While some aspects without such improvements have always been strong

(such as Technical Security and Filtering and Monitoring) we see, once again, that the weaker aspects, like Staff Training and Governor Education, are not improving as much as others. However, in general, we can show the online safety landscape is in far better shape than it was in 2009, and the tool is certainly invaluable to help schools on their online safety journeys.

9. Conclusions

This 8th 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 and a reduction in activity.

Nevertheless, the tool is used by increasing numbers of schools across the country, and still used in great numbers to help schools self review their online safety policy and practice, and build on their performance through the years. We continue to see that some areas, such as filtering and monitoring, and a number of policy aspects are growing in strength, which is encouraging as policy is needed as part of the foundation for effective and consistent online safety practice in schools.

The issue with training is something that continues to cause concern and we will continue to raise as this is the other part of the foundation of effective online safety practice. Without effective knowledge by staff, and those who scrutinize the staff, we cannot hope to have effective practice. We know from our work with young people that one of the things they call for is knowledgeable and understanding staff. If over 40% of schools have no staff training programme in place, not only are the failing in their statutory duties, but it is unlikely they would be able to effectively support young people in their care when addressing online safety incidents. 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.

However, we can conclude, as with previous years, that online safety policy and practice continues to improve year on year and the tool provides a great deal of support and advice for those schools who wish to improve performance.

Appendix A – Aspect Descriptions

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| Acceptable Use | This aspect considers 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. |
| Community Engagement | This aspect describes how the school communicates and shares best practice with the wider community including local people, agencies and organisations. |
| Contribution of Young People | This aspect describes how the school maximises the potential of young people’s knowledge and skills in shaping online safety strategy for the school community and how the benefits contribute to young people personal development. |
| Data Protection | This aspect describes the ability of the school to be compliant with the current Data Protection Act and Freedom of Information legislation (which includes the General Data Protection Regulation compliance). It describes the ability of the school to effectively control practice through the implementation of policy, procedure and education of all users. To reflect the changes that schools are required to make under the new legislation, the benchmark level for this aspect will be increased to level 2 in early 2019. |
| Digital and Video Images | This aspect describes how the school manages the use and publication of digital and video images in relation to the requirements of the Data Protection Act. |
| Digital Literacy | This aspect describes how the school develops the ability of young people to find, evaluate, use, share, and create digital content in a way that minimises risk and promotes positive outcomes. |
| Filtering and Monitoring | This aspect describes how the online safety policy is consistent with school expectations in other relevant policies / safeguarding practices and vice versa e.g. behaviour, anti-bullying, Prevent Action Plan; PHSE, Child Protection / Safeguarding and computing policies. There is evidence that the policy is embedded across the school. |
| Governor Education | This aspect describes the school’s provision for the online safety education of Governors to support them in the execution of their role. |
| Governors | This aspect describes Governors’ (or those in a similar position e.g. a Board of Directors) online safety accountabilities and how the school ensures this influences policy and practice. |
| Impact of the online safety policy and practice | This aspect covers the effectiveness of a school’s online safety strategy; the evidence used to evaluate impact and how that shapes developments in policy and practice. |
| Mobile Technologies | This aspect considers the benefits and challenges of mobile technologies; their use in a school environment and beyond; the effective management of devices, apps and services and the implementation of an effective safeguarding strategy. This includes not only school provided technology, but also personal technology e.g. “BYOD”. |
| Monitoring and Reporting on Online Safety Incidents | This aspect covers a school’s effectiveness in monitoring and recording online safety incidents; its response to those incidents and how they inform online safety strategy. |

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| Online Safety Education | This aspect describes how the school builds resilience in its pupils / students through an effective online safety education programme. |
| Online Safety Group | This aspect describes how the school manages their online safety strategy, involving a group with wide ranging representation. |
| Online Safety Responsibilities | This aspect describes the roles of those responsible for the school's online safety strategy |
| Parental Engagement | This aspect describes 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. |
| Password Security | This aspect covers the ability of the school to ensure the security of its systems and data through good password policy and practice. It addresses the need for age appropriate password practices and for the school to implement password records, recovery and change routines. |
| Policy Development | This aspect describes the process of establishing an effective online safety policy: the stakeholders involved and their responsibilities; consultation, communication, review and impact. |
| Policy Scope | This aspect considers policy content; its breadth in terms of technology and expectations around behaviour and its relevance to current social trends and educational developments. |
| Professional Standards | This aspect describes how staff use of technology complies with both school policy and professional standards. |
| Public Online Communications | This aspect describes how the school manages its public facing online communications, both in managing risk and disseminating online safety advice, information and practice. |
| Reporting | This aspect describes the routes and mechanisms the school provides for its community to report abuse and misuse. |
| Self Evaluation | This aspect describes how the online safety self-evaluation process builds on and aligns with other self-evaluation mechanisms the school might use. |
| Social Media | This aspect covers the use of social media in, by and, where appropriate, beyond the school. It considers how the school can educate all users about responsible use of social media. |
| Staff Training | This aspect describes 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. |
| Strategies for Managing Unacceptable Use | This aspect considers the actions a school may take and the strategies it employs in response to misuse. There is evidence that responsible use is acknowledged through celebration and reward. |
| Technical Security | This aspect describes the ability of the school to understand and ensure reasonable duty of care regarding the technical and physical security of administrative and curriculum networks (including Wi-Fi) and devices and the safety of its users. |
| Whole School | This aspect describes how the online safety policy is consistent with school expectations in other relevant policies / safeguarding practices and vice versa e.g. behaviour, anti-bullying, Prevent Action Plan; PHSE, Child Protection / Safeguarding and computing policies. There is evidence that the policy is embedded across the school. |