



UK Schools Online Safety Policy & Practice Assessment 2021

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

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360safe
the online safety self-review tool

 **SWGfL**
Safe, Secure, Online

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Executive Summary

This tenth analysis of the 360 Degree Safe database differs somewhat from previous years in that the structure of the data has been modified and we are avoiding direct comparisons with historical data from the tool. However, we can see a familiar pattern of strengths in areas such as:

- Online Safety Policy
- Filtering
- Monitoring
- Acceptable Use
- Digital and Video Images

Which generally relate to having policy or technology in place to tackle specific issues and, as such, do not require long term resource investment.

Weakness around those aspects that require more resource investment, such as

- Data Security
- Staff
- Impact of Online Safety Policy and Practice
- Agencies

All of which require a long term commitment to evaluation and update training, or, in the case of Data Security, an ongoing commitment to data protection compliance.

There are many positives to draw from this analysis – the vast majority of schools have strong policies in place and effective filtering and monitoring, fulfilling their safeguarding duties in these areas and ensuring school have a consistent response to online safeguarding incidents and ensuring students are not exposed to harmful and upsetting content.

However, there are some aspects that have serious cause for concern, with perhaps the most significant worry being that Staff (training) remains a core problem. Without well trained staff we cannot be confident that online safety education will be delivered consistently and effectively, and without knowledgeable scrutiny from governing bodies, we cannot have any assurance that schools are receiving effective challenge on the online safety practices or a clear steer on how they might improve them.

Moreover, schools who fail to deliver up to date and effective online safeguarding for all training are failing their statutory duties as set out in the Department for Education's Keeping Children Safe in Education safeguarding requirements. The fact that Data Security is also poor shows another area where a lot of schools are failing in regulatory duties. From the

analysis we can see that over 40% of schools have no staff training in place and just under 30% have no practice in place around data protection. Effective scrutiny by boards of governors and trustees is crucial in checking that schools are fulfilling their statutory duties but also to ensure that effective practice is taking place so the school is equipped to respond to online safeguarding incidents in a professional and rigorous manner. Further analysis for this year's report shows that schools with deficient professional development will generally have relatively poor overall performance across all aspects of the tool.

This year's report also further includes analysis and conclusions regarding the impact of the last 12 months and the Covid pandemic on schools, supplemented with interviews and information from other sources, highlighting key operational challenges for the education sector during this time.

Introduction

360 degree safe (<https://360safe.org.uk/>) was launched by SWGfL in November 2009 to allow schools to evaluate their own online safety provision; benchmark that provision against others; identify and priorities areas for improvement and find advice and support to move forward. There are now versions of the tool used in schools in England, Scotland and Wales¹. This annual analysis explores the data collected from almost 12,000 schools across England who use the free tool 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

¹ There are three versions of the tool available - 360safe.org.uk, used in England, 360safecymru.org.uk, used in Wales and 360safescotland.org.uk, used in Scotland

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 can be formally assessed via inspection before being awarded the "Online Safety Mark". There are now over 440 schools in the country with this award (<https://360safe.org.uk/Accreditation/Accredited-Schools>).

The 360 degree safe tool defines 21 aspects of online safety, and are defined in appendix A:

For each of these aspects the school is invited to rate their practice based upon five levels, generally defined as:

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

As well as generic definitions, for each aspect, the levels have clear descriptors to allow the school to make an informed judgement. For example, the Staff aspect, which relates to staff development around online safety, has levels are defined as:

| | |
|---------|---|
| Level 5 | There is no planned online safety training programme for staff. child protection/safeguarding training does not include online safety. |
| Level 4 | <p>A planned online safety staff training programme is being developed, which aligns with child protection and safeguarding training.</p> <p>Training needs are informed through audits</p> |
| Level 3 | <p>There is a planned programme of staff online safety training that is regularly revisited and updated annually in line with DfE statutory guidance ,Keeping Children Safe in Education, and staff needs.</p> <p>There is clear alignment and consistency with other child protection/safeguarding training e.g. Prevent Duty</p> <p>The induction programme for new staff includes safeguarding training that includes online safety.</p> <p>The Online Safety Lead has received additional online safety training to support their role.</p> <p>The Online Safety Lead has identified additional development opportunities for key staff in online safeguarding roles e.g. Designated Safeguarding Leads or Pastoral/Behavioural Leads</p> |
| Level 2 | <p>Building on Level 3:</p> <p>All staff are confident, informed and consistent in dealing with</p> |

| | |
|---------|---|
| | <p>online safeguarding issues affecting pupils/students.</p> <p>There is evidence that key members of staff (e.g. Designated Safeguarding Leads or Pastoral/Behavioural Leads) have received more specific training beyond general awareness raising.</p> <p>The Online Safety Lead can demonstrate how their own professional expertise has been sustained (e.g. through conferences, research, training or membership of expert groups).</p> |
| Level 1 | <p>Building on Levels 3 & 2:</p> <p>The school takes every opportunity to research and understand current good practice and training reflects this.</p> <p>The impact of online safety training is evaluated and informs subsequent practice.</p> <p>The culture of the school ensures that staff support each other in sharing knowledge and good practice about online safety.</p> <p>The Online Safety Lead is accredited through a recognised programme.</p> <p>Where relevant, online safety training is included in Performance Management targets.</p> |

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

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

| | |
|---|-------|
| Establishments signed up to the tool on December 2020 | 11891 |
| Establishments who have embarked on the self review process | 6956 |
| Establishments with full profiles completed | 4541 |

Unsurprisingly, given their number across the country, the majority of the schools are from the primary setting. 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 on primary and secondary schools, as they comprise the vast majority of establishments in the database and allow a comparison of two consistent types of establishment (i.e. the variation of institutions in the “not applicable” proportion means that comparing practice in these settings would not provide a consistent picture). However, as discussed above the differences between primary and secondary schools is now far less pronounced than it once was.

| | |
|-----------|------|
| N/A | 1345 |
| Nursery | 353 |
| Primary | 9635 |
| Secondary | 648 |

Average Ratings

This report considers the findings from analysis of the data disclosed by thousands of establishments who use the 360 Degree Safe Tool. It also considers the implications of these findings. It is intended to present the discussion in an accessible format, with this part of the report being mainly discursive in detail without too much presentation of tabular or graphical representations of the data. More detail on the data, in both tabular and graphical format, can be found in appendix B.

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. Given that each establishment can store multiple values on each aspect, particularly when they are on a school improvement journey using the 360 Degree Safe tool, we focus on the strongest evaluation an establishment has disclosed for a given aspect. We then apply basic statistical measures of average and standard deviation to consider the performance of each aspect to give an overall picture of the “state of the nation” regarding online safety policy and practice. Given each value for assessment is equally weighted, taking an average score of every aspect gives us a picture of strength and weakness in online safety policy and practice across all schools in the database. Ranking these aspects then allows us to see national strengths and weaknesses regarding online safety. Given the baseline rating for some practice being in place in the 360 degree safe classifications is level 3, we present a breakdown of aspects below based upon the following ratings:

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

The full numerical breakdown of averages can be found in appendix B.

| Aspect | Rating |
|-----------------------------------|--------|
| Online Safety Policy | Good |
| Filtering | Good |
| Monitoring | Good |
| Acceptable Use | Good |
| Digital and Video Images | Good |
| Online Safety Education Programme | OK |
| Online Safety Responsibilities | OK |

| | |
|---|-------------------|
| Mobile Technology | OK |
| Professional Standards | OK |
| Online Publishing | OK |
| Social Media | OK |
| Families | OK |
| Reporting and Responding | OK |
| Technical Security | OK |
| Data Security | Cause for concern |
| Contribution of Young People | Cause for concern |
| Online Safety Group | Cause for concern |
| Staff | Cause for concern |
| Governors | Cause for concern |
| Impact of Online Safety Policy and Practice | Cause for concern |
| Agencies | Cause for concern |

If we consider the outcome of this classification, we can see both positive and troubling results. Firstly, if we consider the 360 Degree Safe definitions from the strongest five aspects:

| | |
|--------------------------|---|
| Acceptable Use | How a school communicates its expectations for acceptable use of technology and the steps toward successfully implementing them in a school. This is supported by evidence of users' awareness of their responsibilities. |
| Digital and Video Images | How the school manages the use and publication of digital and video images in relation to the requirements of the Data Protection Act 2018 |
| Filtering | A school's ability to manage access to content across its systems for all users. |

| | |
|----------------------|---|
| Monitoring | How a school monitors internet and network use and how it is alerted to breaches of the acceptable use policy and safeguards individuals at risk of harm. |
| Online Safety Policy | Effective online safety policy; its relevance to current social and education developments; its alignment with other relevant school policies and the extent to which it is embedded in practice. |

We can see that both broad policy and technical measures are generally sound in the schools returning self-review with the tool. This is encouraging because schools need to have effective policies to ensure consistent practice across their settings. It is also encouraging to see technical interventions such as filtering and monitoring being in place and strong, because this will help keep their students from accessing upsetting and inappropriate material, and raise alerts in the event of students at risk of online harm.

However, if we consider the seven aspects that we have classified as “cause for concern”:

| | |
|------------------------------|---|
| Data Security | Describes the school’s compliance with Data Protection legislation and how it manages personal data. It describes the ability of the school to effectively control practice through the implementation of policy, procedure and education of all users from administration to curriculum use. |
| Contribution of Young People | How the school maximises the potential of young people’s knowledge and skills in shaping online safety strategy for the school community and how this contributes positively to the personal development of young people. |
| Online Safety Group | How the school manages and informs their online safety strategy, involving a group with wide representation that builds sustainability and ownership. |
| Staff | The effectiveness of the school’s online safety staff development programme and how it prepares and empowers staff to educate and intervene in issues when they arise. |
| Governors | The school’s provision for the online safety education of Governors to support them in the execution of their role. |

| | |
|---|---|
| Impact of Online Safety Policy and Practice | The effectiveness of a school's online safety strategy; the evidence used to evaluate impact and how that shapes improvements in policy and practice. |
| Agencies | How the school communicates and shares best practice with the wider community including local people, agencies and organisations. |

We can see that the aspects that are a cause for concern are generally those aspects that require a longer term resource investment, or relate to training. Perhaps most concerning is the fact that awareness/training across different online safety stakeholders (staff, governors and the wider school community) is consistently weak. This is something we will return to later in this report.

In previous versions of this evaluation we have considered primary and secondary schools and there were significant differences in policy and practice between them. However, we have seen a “levelling up” of the two phases over the previous ten-year period and this year continues to show that trend, with very few significant differences between the two settings now. This is possibly as a result of far greater national coordination from both the Department for Education and the regulator stating their expectations of schools around online safety. We are also aware from our work in schools that online safety is considerably more embedded in school culture than it was when 360 Degree Safe was first released in 2009. Data and graphs related to the primary and secondary comparison are included in appendix B. However, we can state that practice between primary and secondary schools is now very consistent with little difference between settings.

Standard Deviation

A further measure of the national picture can be taken by considering the standard deviation of each aspect. Standard deviation is a simple statistical measure that allows us to see the amount of variation around an aspect – a high standard deviation means a lot of variation, a lower one less so. Therefore, for aspects with a low standard deviation, most institutions will fit around the average value. Put another way, a “good” aspect with a narrow standard deviation can be considered consistently good across the whole population, an aspect that is “cause for concern” with similar is even more worrying because it means there is consistently bad practice.

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

| Aspect standard deviation score | Rating |
|---------------------------------|---------|
| Less than 0.99 | Narrow |
| Between 1-1.19 | Typical |
| 1.2 or higher | Broad |

Classification purely by standard deviation tells us little about aspect effectiveness, as it simply shows how distributed the responses are. However, if we consider the distribution against the already established mean values, we can see a more useful evaluation. Firstly, if we explore the strongest aspects:

| Aspect | Average | Standard Deviation |
|--------------------------|---------|--------------------|
| Acceptable Use | Good | Narrow |
| Filtering | Good | Narrow |
| Monitoring | Good | Narrow |
| Online Safety Policy | Good | Narrow |
| Digital and Video Images | Good | Typical |

We can see from the “good” aspects that most have a narrow standard deviation, which means that these aspects are consistently good across the whole population. We can be confident that these aspects in the majority of schools are done well.

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

| Aspect | Average | Standard Deviation |
|---------------------|-------------------|--------------------|
| Online Safety Group | Cause for concern | Broad |
| Agencies | Cause for concern | Narrow |
| Data Security | Cause for concern | Narrow |

| | | |
|---|-------------------|---------|
| Impact of Online Safety Policy and Practice | Cause for concern | Narrow |
| Staff | Cause for concern | Narrow |
| Contribution of Young People | Cause for concern | Typical |
| Governors | Cause for concern | Typical |

For these weaker aspects, we have a more varied picture. For Online Safety Group, the broad standard deviation suggests that while, overall, this is an aspect that is cause for concern, there is a variety of practice across schools. The four aspects that have both a narrow standard deviation:

- Agencies
- Data Security
- Impact of Online Safety Policy and Practice
- Staff

Can be considered the weakest of the weak aspects, because they are consistently poor across our population.

Aspect Frequency Distribution

As a final measure of assessing the performance of schools in the database, we can look at the distribution of levels per aspect – this means per aspect considering the proportion of schools who are rated level 1, level 2, etc.

Appendix 2 contains the detailed data regarding this distribution in graphical and tabular form. Here we consider a particular measurement – the proportion of schools that have an aspect rated as either 4 or 5. This is an important assessment because from level 3 to level 1, there is at least some practice in place at the setting. If a school considers itself level 4 or level 5 for a given aspect, it means they have no practice in place, they are either planning to implement this aspect, or they have given it no thought at all.

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

- Filtering (6.8%)
- Monitoring (7.2%)
- Acceptable Use (9.7%)
- Online Safety Policy (10.7)

- Digital and Video Images (13.7)

For the weakest aspects, we have far great concerns:

- Agencies (54.2%)
- Impact of Online Safety Policy and Practice (51.8%)
- Governors (49.6%)
- Online Safety Group (45.7%)
- Staff (41%)

Stated simply, this evaluation shows that fewer than 1 in 2 schools have any wider community engagement around online safety, almost half do no governor training and just over 40% have no staff training in place. Clearly there are serious implications for this.

Implications - Keeping Children Safe in Education

The Department for Education's Keeping Children Safe in Education (KCSiE) statutory guidance², details the expectations of all schools in England and Wales regarding safeguarding policy and practice. While a lot of the focus of the document falls outside of the scope of this evaluation, there is clear delineation of the expectations of schools around online safety in this document. The majority of expectations in the document regarding online safety are expressed as "School should" have these practices in place, meaning that it is the expectation of the Department for Education that:

the advice set out should be followed unless there is good reason not to.

We will consider a number of salient points in turn. Firstly, relating to the delivery of education around online safety, the current documentation states:

93. 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.

94. This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which was made compulsory in September 2020. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects....

² [Keeping Children Safe in Education - Updated January 2021.pdf](#)

95. 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.

We can see from the 360 Degree Safe data that the majority of schools are achieving this requirement. We have shown at length that filtering and monitoring are consistently strong in schools, showing that the vast majority have appropriate levels of both in place. While we have no expressly discussion the Online Safety Education Programme aspect in detail above, we can see from the data presented in Appendix B that on average it is rated at 2.6, with a narrow standard deviation. This means, on average there is good practice around Online Safety Education. Overall only 16.2% of schools have rated themselves at either level 4 or 5 for this aspect. We can therefore, on the face of it, consider that this requirement is well achieved in schools.

The requirements also state:

92. As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place.

And we can see throughout the evaluation that both these aspects are extremely effective in most schools, which is a positive response to the requirements set out in the document.

However, there are other aspects that raise concerns given our evaluation. The document sets out requirements for staff training around safeguarding, including online safety:

89. 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.

90. 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.

91. 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.

There are two fundamental areas of concern here given our evaluation. Firstly, as stated above, over 40% of schools have no staff training in place. Therefore, we can show that just over 40% of schools are failing their statutory duties around ensuring staff training (covering online safety) is being addressed. However, there are wider concerns with this – while we have stated above that Online Safety Education is delivered in the vast majority of schools, the guidance states that governors and proprietors are responsible for ensuring the education programme is delivered and how it is discharged. We would suggest that untrained staff delivering online safety education will not result in the education delivered being effective. Furthermore, we know that the **Impact of Online Safety Policy and Practice is a consistently weak aspect, therefore we can state confidently that the majority of schools will not know if, for example, their education programme is effective because they do not evaluate or evidence impact. We can also see that the lack of staff training might have an impact on safeguarding reporting, specified as:**

274. As per Part one of this guidance, all staff should be trained to manage a report. Local policies (and training) will dictate exactly how reports should be managed. However, effective safeguarding practice includes:

- where the report includes an online element, being aware of searching, screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable...*

The Reporting and Responding aspect has 32.9% of schools at level 4 or 5. With a lack of confidence in staff training compounding this issue, we would expect a large number of schools to be found lacking inspection around good practice for responding and reporting on online safeguarding incidents.

However, perhaps the most concerning aspect that arises from an exploration of KCSiE is one that cuts across all of these statements – the oversight of policy and practice related to online safety is generally designated as being the responsibility of the governors of the school. We know from the evaluation of the 360 Degree Safe data that the Governors aspect is one of the weakest – on average 3.36 across the whole population, with a fairly broad standard deviation suggesting a wider variability in training and awareness. When considering the proportion of schools who rate their “Governors” aspect as either 4 or 5 (meaning no practice in place), we can see that this is the case for almost 1 in 2 schools.

We would strongly suggest that having poorly training and knowledgeable governors is one of the key failings in schools being able to properly scrutinise their online safety policy and

practice. If we consider the profile of schools who have “poor” staff or governor training around online safety – which we define as level 4 or 5 – we can see that there is consistently poor performance across all aspects. This is not an isolate case of weakness in one area having no repercussions on others. On average, a school that has staff training at 4 or 5 will have all other aspects just over half a level lower than the national profile. Clearly this has further repercussions – we can see that poor staff training can have impacts on online safeguarding decisions in schools as the school is less likely to have effective policies in place to know how to respond, and a lack of scrutiny of the responses. And given that almost 50% of schools using the 360 Degree Safe tool fall into the category, it is serious cause for concern.

Reflections on a Year in Lockdown and Online Delivery

As a final comment on the implications of the findings from the 360 Degree Safe analysis, we can consider how the online safety policy and practice in schools over the last year has been affected by COVID-19 and lockdown experiences, in particular the delivery of teaching online. While Keeping Children Safe in Education has specifically been updated this year to reflect more remote and online delivery, and safeguarding, for schools, we can also draw from a couple of other sources of information to consider the impact of this unusual year.

We should first state that while there has been wide speculation in the press and online for a regarding whether young people were more at risk of online harms as a result of being online more during lockdowns, we will be producing a broader report on this later in the year. However, preliminary data³ would suggest that these fears were not borne out in reality.

However, drawing upon the experiences of two helplines run by SWGfL:

- Professionals Online Safety Helpline⁴
- Reporting Harmful Content⁵

We can consider how changes in the needs of professionals around online safety, and the wider population encountering concerning content online, as a result of lockdown raise either positive or negative responses when considered against the 360 Degree Safe data.

Feedback from helplines first of all suggested that there has not been an increase in online harms to young people as a result of the lockdown. The helplines certainly did not experience

³ [COVID briefing 13.pdf](#)

⁴ [Saferinternet.org.uk - Professionals Online Safety Helpline](#)

⁵ [reportharmfulcontent.com](#)

an increase in calls related to concerns by professionals about the wellbeing of students⁶. The Professionals Online Safety Helpline certainly saw an increase in calls from professionals with calls about data protection and professional practice, such as privacy concerns when delivering lessons from home and the expectations of their employers to use personal devices for delivery.

The Reporting Harmful Content helpline saw a rise in contact about political posting – for example, Black Lives Matters in the summer of 2020, and more recently the Everyone's Invited website, that hosting disclosures from victims of sexual abuse. They also reported there was an increase in reports of pornographic content over the lockdown period.

Our evaluation of the 360 Degree Safe data allows us to consider school's readiness to address these issues. As previously stated, KCSiE was amended over the lockdown period to consider the provision of online services for students learning at home, and whether appropriate levels of filtering and monitoring were in place to protect students from exposure to harmful or upsetting content. While we can draw no conclusions or causations, we can suggest that the increase in disclosures to the Reporting Harmful Content might have been, in part, down to the reduced application of filtering tools in the home compared to the school environment.

The issues around data protection and privacy are also complex – a number of calls raised concerns about the storage of sensitive data on personal devices, and others were concerned about protections of privacy for staff. We can see from the 360 Degree Safe data that Data Security is not one of the strongest aspects of response from schools, with around 28% of respondents rating their practice around data protection as either level 4 or 5. With the weaknesses around staff and governor knowledge also highlighted by analysis of the tool, we would suggest that schools may have experienced some concerns in keeping data safe and fulfilling the data protection duties.

Conclusions

This tenth analysis of the 360 Degree Safe database differs somewhat from previous years in that the structure of the data has been modified and we are avoiding direct comparisons with historical data from the tool. However, we can see a familiar pattern of strengths in areas such as policy and technical countermeasures, and weakness around those aspects that require more resource investment, such as training and evaluation.

⁶ However, the Revenge Porn helpline has reported a significant increase in calls during lockdown, suggesting a strong link between image based abuse and domestic violence - [2020 Hindsight](#)

There are many positives to draw from this analysis – the vast majority of schools have strong policies in place and effective filtering and monitoring, fulfilling their safeguarding duties in these areas and ensuring schools have a consistent response to online safeguarding incidents and ensuring students are not exposed to harmful and upsetting content. Training, however, remains a core problem with online safety practice in schools. Without well trained staff we cannot be confident that online safety education will be delivered consistently and effectively, and without knowledgeable scrutiny from governing bodies, we cannot have any assurance that schools are receiving effective challenge on the online safety practices or a clear steer on how they might improve them.

The 360 Degree Safe remains both a unique source of data on online safety policy and practice in schools, and also an invaluable tool in helping schools improve in this area. However, effective scrutiny by governing bodies is crucial in ensuring this at a school level.

Appendix A – 360 Degree Safe Aspect Definitions

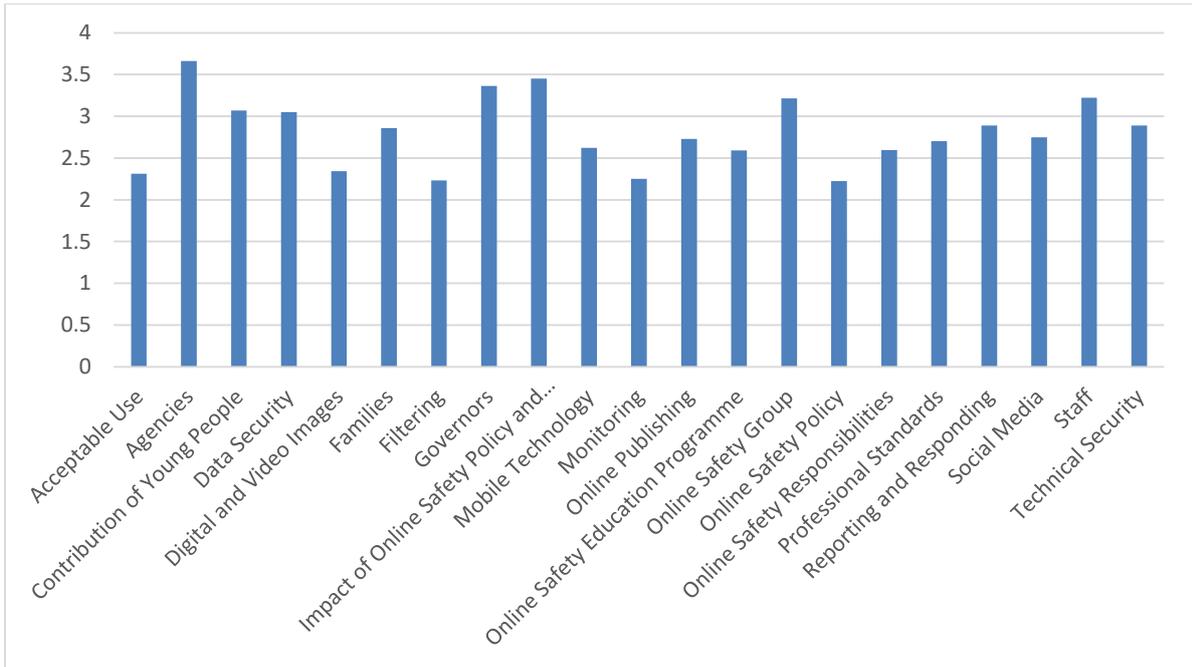
| | |
|---|---|
| Acceptable Use | How a school communicates its expectations for acceptable use of technology and the steps toward successfully implementing them in a school. This is supported by evidence of users' awareness of their responsibilities. |
| Agencies | How the school communicates and shares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

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

Appendix B – Data tables and Graphs

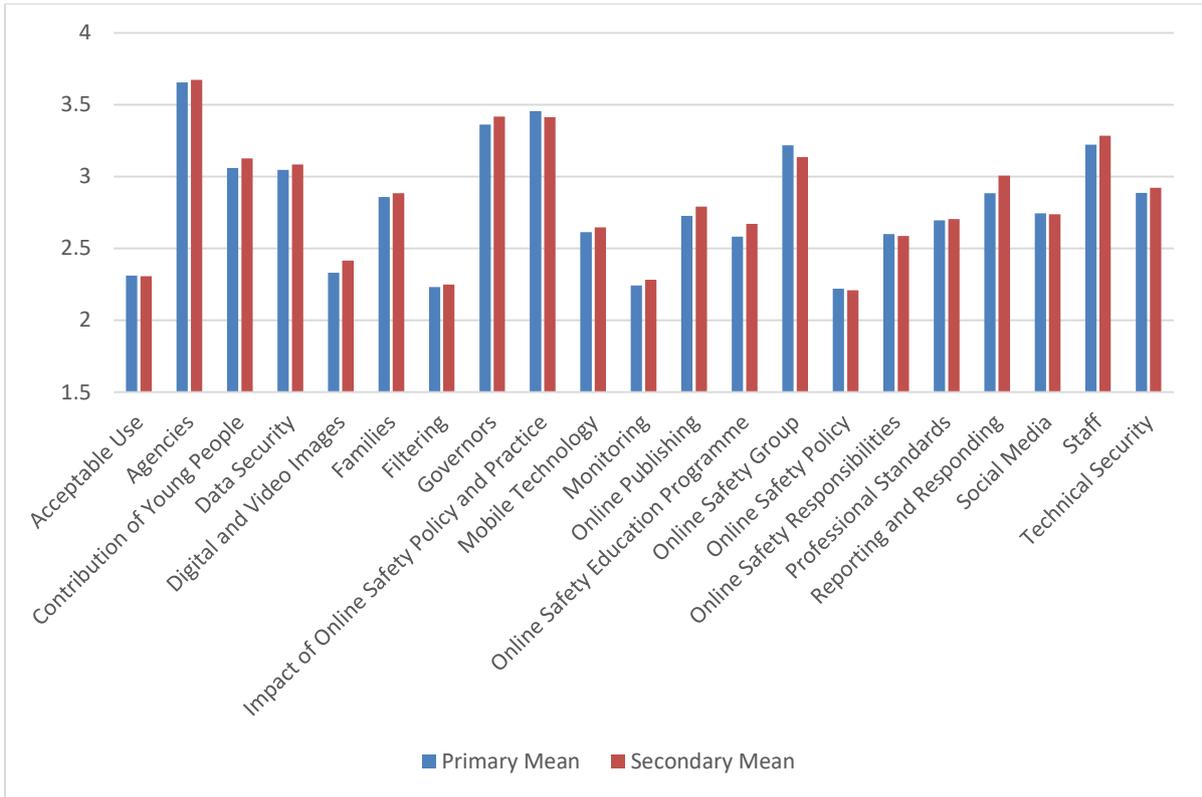
Aspect Averages

| Aspect | Mean |
|---|-------------|
| Acceptable Use | 2.313885267 |
| Agencies | 3.660786194 |
| Contribution of Young People | 3.06907466 |
| Data Security | 3.052059497 |
| Digital and Video Images | 2.341365462 |
| Families | 2.857629686 |
| Filtering | 2.233856582 |
| Governors | 3.36377739 |
| Impact of Online Safety Policy and Practice | 3.453146308 |
| Mobile Technology | 2.623531415 |
| Monitoring | 2.249464286 |
| Online Publishing | 2.728914606 |
| Online Safety Education Programme | 2.590481264 |
| Online Safety Group | 3.214718737 |
| Online Safety Policy | 2.222709552 |
| Online Safety Responsibilities | 2.596271439 |
| Professional Standards | 2.700750305 |
| Reporting and Responding | 2.889358823 |
| Social Media | 2.74752217 |
| Staff | 3.221870343 |
| Technical Security | 2.890082956 |



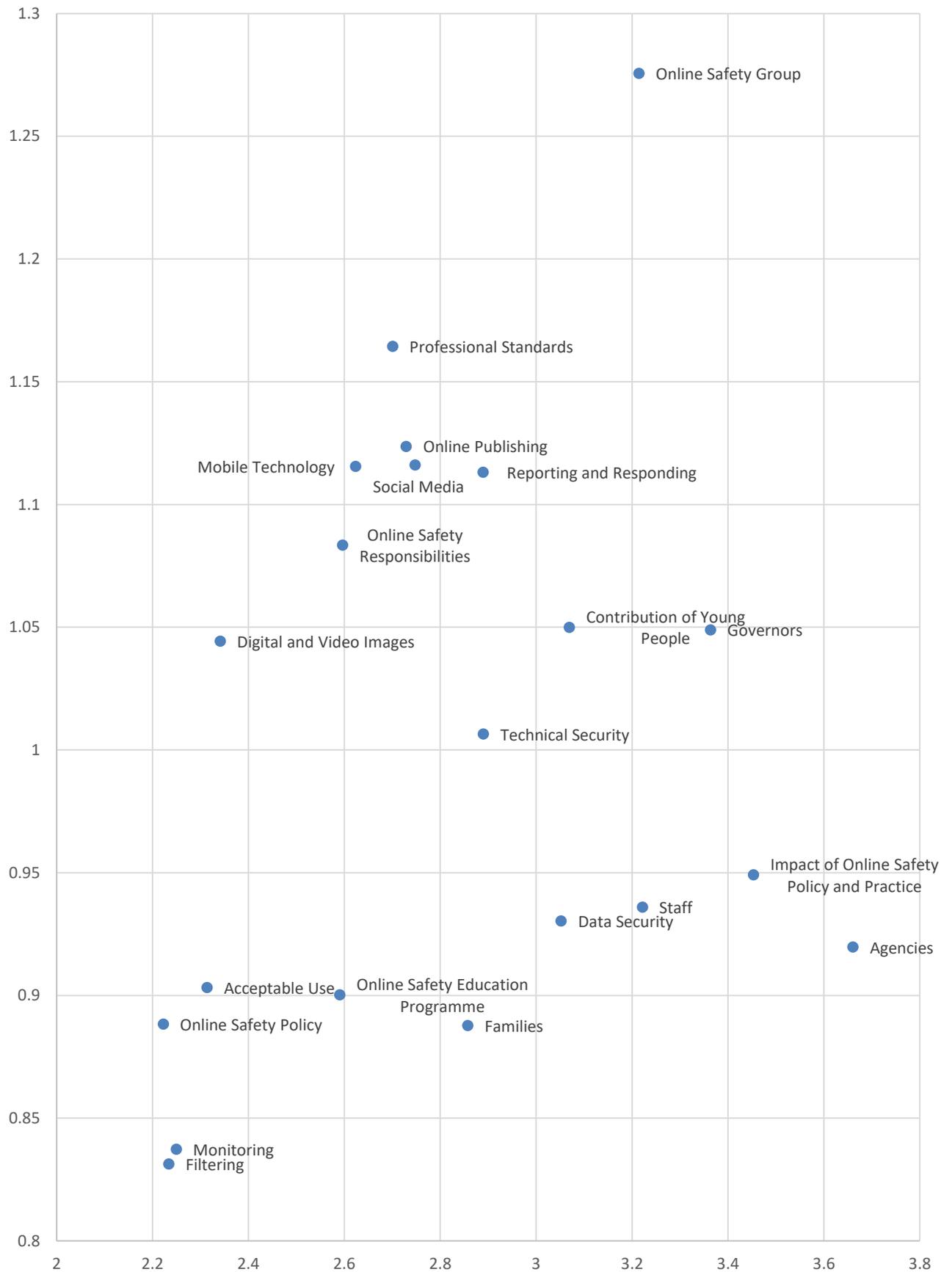
Primary and Secondary Averages

| Aspect | Primary | Secondary |
|---|------------|------------|
| Acceptable Use | 2.31160154 | 2.30612245 |
| Agencies | 3.65513126 | 3.67218543 |
| Contribution of Young People | 3.05889172 | 3.12662338 |
| Data Security | 3.0455408 | 3.08496732 |
| Digital and Video Images | 2.33152056 | 2.41538462 |
| Families | 2.85697455 | 2.8852459 |
| Filtering | 2.23023979 | 2.24923077 |
| Governors | 3.36273562 | 3.41750842 |
| Impact of Online Safety Policy and Practice | 3.45536148 | 3.41275168 |
| Mobile Technology | 2.61227513 | 2.64741641 |
| Monitoring | 2.24277457 | 2.28307692 |
| Online Publishing | 2.72715348 | 2.79012346 |
| Online Safety Education Programme | 2.58162138 | 2.67080745 |
| Online Safety Group | 3.21625392 | 3.13589744 |
| Online Safety Policy | 2.22074253 | 2.20809249 |
| Online Safety Responsibilities | 2.59911243 | 2.5862069 |
| Professional Standards | 2.69638973 | 2.7037037 |
| Reporting and Responding | 2.88352991 | 3.00593472 |
| Social Media | 2.74361195 | 2.73700306 |
| Staff | 3.22096252 | 3.28387097 |
| Technical Security | 2.88734713 | 2.92282958 |



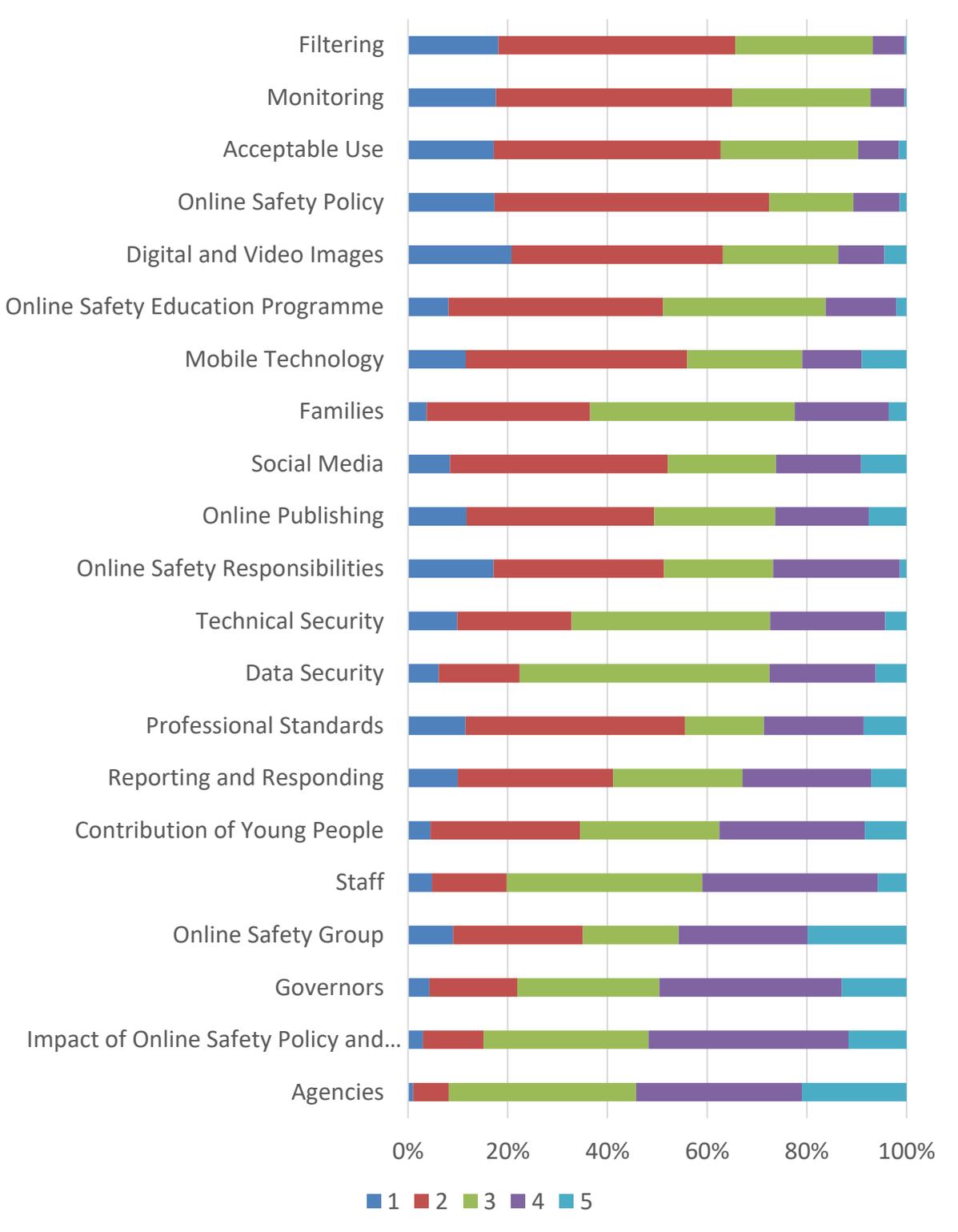
Averages and Standard Deviations

| Aspect | Mean | Std Dev |
|---|-------------|------------|
| Acceptable Use | 2.313885267 | 0.90319015 |
| Agencies | 3.660786194 | 0.91968259 |
| Contribution of Young People | 3.06907466 | 1.04998633 |
| Data Security | 3.052059497 | 0.93033336 |
| Digital and Video Images | 2.341365462 | 1.04429826 |
| Families | 2.857629686 | 0.88777058 |
| Filtering | 2.233856582 | 0.83133577 |
| Governors | 3.36377739 | 1.04888776 |
| Impact of Online Safety Policy and Practice | 3.453146308 | 0.94912283 |
| Mobile Technology | 2.623531415 | 1.11554714 |
| Monitoring | 2.249464286 | 0.83735323 |
| Online Publishing | 2.728914606 | 1.1236777 |
| Online Safety Education Programme | 2.590481264 | 0.90025054 |
| Online Safety Group | 3.214718737 | 1.27563152 |
| Online Safety Policy | 2.222709552 | 0.88830986 |
| Online Safety Responsibilities | 2.596271439 | 1.08340521 |
| Professional Standards | 2.700750305 | 1.16436555 |
| Reporting and Responding | 2.889358823 | 1.11309706 |
| Social Media | 2.74752217 | 1.11606113 |
| Staff | 3.221870343 | 0.93598697 |
| Technical Security | 2.890082956 | 1.00647586 |



Aspect Level Frequencies

| Aspect | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---------|---------|---------|---------|---------|
| Acceptable Use | 17.194 | 45.502 | 27.575 | 8.181 | 1.548 |
| Agencies | 0.997 | 7.133 | 37.622 | 33.289 | 20.959 |
| Contribution of Young People | 4.506 | 30.013 | 27.928 | 29.175 | 8.378 |
| Data Security | 6.121 | 16.228 | 50.191 | 21.243 | 6.217 |
| Digital and Video Images | 20.779 | 42.396 | 23.153 | 9.254 | 4.418 |
| Families | 3.711 | 32.828 | 41.026 | 18.856 | 3.578 |
| Filtering | 18.106 | 47.538 | 27.578 | 6.422 | 0.357 |
| Governors | 4.285 | 17.607 | 28.524 | 36.61 | 12.973 |
| Impact of Online Safety Policy and Practice | 2.961 | 12.157 | 33.1 | 40.171 | 11.611 |
| Mobile Technology | 11.578 | 44.407 | 23.089 | 11.936 | 8.99 |
| Monitoring | 17.607 | 47.5 | 27.661 | 6.804 | 0.429 |
| Online Publishing | 11.696 | 37.664 | 24.303 | 18.727 | 7.61 |
| Online Safety Education Programme | 8.116 | 42.994 | 32.658 | 14.189 | 2.042 |
| Online Safety Group | 9.009 | 26.054 | 19.244 | 25.842 | 19.851 |
| Online Safety Policy | 17.349 | 55.084 | 16.91 | 9.259 | 1.397 |
| Online Safety Responsibilities | 17.166 | 34.169 | 21.894 | 25.414 | 1.357 |
| Professional Standards | 11.534 | 44.059 | 15.774 | 20.066 | 8.567 |
| Reporting and Responding | 9.964 | 31.128 | 25.985 | 25.85 | 7.072 |
| Social Media | 8.433 | 43.679 | 21.701 | 17.075 | 9.111 |
| Staff | 4.806 | 14.959 | 39.27 | 35.171 | 5.794 |
| Technical Security | 9.842 | 22.945 | 39.857 | 23.077 | 4.28 |



Poor Training Performance

| | Overall | Poor Staff Training | Poor Governor Training |
|---|---------|---------------------|------------------------|
| Acceptable Use | 2.31 | 2.72 | 2.58 |
| Agencies | 3.66 | 4.18 | 4.07 |
| Contribution of Young People | 3.07 | 3.71 | 3.56 |
| Data Security | 3.05 | 3.5 | 3.37 |
| Digital and Video Images | 2.34 | 2.8 | 2.65 |
| Families | 2.86 | 3.41 | 3.27 |
| Filtering | 2.23 | 2.57 | 2.48 |
| Governors | 3.36 | 4.03 | 4.26 |
| Impact of Online Safety Policy and Practice | 3.45 | 4.04 | 3.92 |
| Mobile Technology | 2.62 | 3.14 | 2.98 |
| Monitoring | 2.25 | 2.58 | 2.5 |
| Online Publishing | 2.73 | 3.3 | 3.13 |
| Online Safety Education Programme | 2.59 | 3.11 | 2.95 |
| Online Safety Group | 3.21 | 3.7 | 3.57 |
| Online Safety Policy | 2.22 | 2.59 | 2.47 |
| Online Safety Responsibilities | 2.6 | 3.1 | 2.93 |
| Professional Standards | 2.7 | 3.29 | 3.12 |
| Reporting and Responding | 2.89 | 3.52 | 3.32 |
| Social Media | 2.75 | 3.3 | 3.13 |
| Staff | 3.22 | 4.14 | 3.7 |
| Technical Security | 2.89 | 3.39 | 3.27 |

