

School Online Safety Audit & Risk Assessment

CURRICULUM, GENERAL APPROACH & COMMUNICATION

An effective whole-school approach requires consistency, a common understanding and clear communication. Unless everyone follows a common approach, you communicate clearly with all stakeholders, and staff know what others are doing, there will be gaps. The same will apply if policies do not reflect practice. And always remember, *online safety* = *online safeguarding* = *safeguarding*.

QUESTION	FULLY IN PLACE	PARTIAL / NEEDS REVIEW	NOT IN PLACE	<ul style="list-style-type: none"> Evidence/details (e.g. documents, training) & dates Any actions/by whom
APPROACH				
Approach: whole-school & safeguarding-driven - is online safety fully accepted as part of safeguarding and reflected in incident management logs and safeguarding reports?	√			
- does school demonstrate a whole-school approach to online safety, particularly advocated in Keeping Children Safe in Education (KCSIE), and subject guidance including Relationships and Sex Education and Health Education (RSHE) and Computing?	√			<ul style="list-style-type: none"> https://www.gov.uk/government/publications/teaching-online-safety-in-schools
- are all staff aware that any discussion of online safety, planned or ad hoc, by staff or visitors, may lead to a disclosure and must be dealt with in line with school safeguarding procedures?	√			
- does online safety have obvious involvement of the leadership team and governors?	√			
Approach: flexible, current curriculum - does the school combine an informed, proactive, planned approach with a flexible, reactive approach to ensure it meets changing pupil needs (e.g. as technology changes, trends develop, incidents occur in school, are they fed into curriculum design and staff training)?	√			<ul style="list-style-type: none"> https://www.gov.uk/government/publications/teaching-online-safety-in-schools https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education
- are staff comfortable with making the most of ad hoc opportunities to discuss and learn as online safety conversations arise as well as make changes to the scheduling and content of planned lessons to meet needs as they arise throughout the year	√			<ul style="list-style-type: none"> https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study

School Online Safety Audit & Risk Assessment

- are all the harms and issues and 'underpinning behaviours' mentioned in the RSHE guidance addressed throughout the year?	√			Monitored by RSHE Lead
- is particular consideration made for vulnerable students, e.g. those with SEND and other needs?	√			KE Need to carry out pupil voice, analyse and plan accordingly
- do you collate 'pupil voice' to ensure messaging addresses pupils' lived experiences?		√		
- do you ensure that positive experiences online are also celebrated (not just harms and negative aspects of life online)?		√		
Assessment				
- is the curriculum informed by and measured against clear outcomes	√			Education for a Connected World is available at gov.uk/government/publications/education-for-a-connected-world
- do you use formative and summative assessment to ensure you are aware of pupil knowledge and skills to inform teaching, and subsequently to measure progress		√		The SafeSkills online safety quiz tool is free for all UK schools to use and includes teacher stats safeskills.lgfl.net
Parental engagement				
- do you proactively engage parents/carers and are parents aware of the school's broad online-safety approach?	√			Resources from parentsafe.lgfl.net may be helpful here and scare.lgfl.net
- are parents aware of the latest harms and issues as well as encouraged to use safety settings on popular platforms, devices, games, apps and consoles?	√			Acceptable use policy E-safety week Info on filtering and monitoring Updates on safety alerts
External influences, resources and scares				
- are external resources always first assessed for appropriateness (age appropriate, etc)?	√			<ul style="list-style-type: none"> • scare.lgfl.net • gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes/harmful-online-challenges-and-online-hoaxes • UKCIS victim-blaming guidance • gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings
- are any external visitors vetted for expertise, appropriateness and safeguarding understanding?				
				LGfL provides signposting to a range of themed resources at https://saferesources.lgfl.net

School Online Safety Audit & Risk Assessment

POLICIES & PRACTICE				
Policies - do your policies govern all online behaviour, not just when using school devices or logged into school systems and platforms?	√			Several organisations provide customisable templates, including LGfL at https://safepolicies.lgfl.net
- do you have an online-safety policy (whether standalone or section within your safeguarding and child-protection policy, acceptable use policy and Home/remote learning policy)	√			
Content & review, policy v. practice - do you regularly review these policies and how do you check that policies are followed?	√			Reviewed annually or as needed, monitored by Computing lead
- are policies updated to reflect curriculum needs, behaviour and safeguarding risks and incidents in your school?	√			Annually or when needed
TRAINING				
Training & CPD - do all staff receive online safety training as part of the safeguarding training schedule (at induction and start of year or mid-year for new starters)?	√			Free training is available from LGfL at safetraining.lgfl.net And from most LSCPs (Local Safeguarding children Partnerships)
- are ALL staff made aware of and regularly updated on national/regional trends and those in school relating to general behaviour, harms or incidents which non-specialist/senior staff may not be aware of without explicit updates	√			Excellent paid training is available from many organisations such as NSPCC. Trends nationally are outlined in the LGfL template policy (see safepolicies.lgfl.net)

School Online Safety Audit & Risk Assessment

SAFE SCHOOL SYSTEMS

Schools have a duty to provide safe school systems – this may take the form of technology for safeguarding (e.g. filtering and monitoring) or safeguarding for technology (such as the safest settings on a particular device or platform), as well as the relevant behaviours.

It is important to remember that technology changes all the time, whether functionality, risks or appropriate settings, hence this section needs a thorough review each time you look at it. There is always a balance to be struck between safety precautions and ‘over-blocking’, which Keeping Children Safe in Education requires schools to avoid for filtering, but which is also relevant when you consider if a system is so locked down that it interferes with teaching and learning. The education element is therefore key, i.e. teaching children and young people what to do when they see or experience something worrying. This section is particularly key for the 2023/4 academic year given the changes to KCSIE from 1 September when it comes to filtering and monitoring roles, responsibilities and the new DfE Standards.

Safeguarding teams will wish to engage with their technical colleagues on this section – please ensure to review it together.

QUESTION	FULLY IN PLACE	PARTIAL / NEEDS REVIEW	NOT IN PLACE	<ul style="list-style-type: none"> Evidence / details and dates Any actions / by whom?
FILTERING AND MONITORING				
<p>Standard #1</p> <p>- are you satisfied that overall your school is complying with the new standards stated in KCSIE?</p>	√			<p>LGfL’s response to how it is appropriate is at the bottom of https://safefiltering.lgfl.net</p> <p>Safer Internet Centre submissions for other providers - https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/filtering-provider-responses</p> <p>YouTube guidance - https://youtube.lgfl.net</p> <p>Statement for filtering in general - https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-filtering</p> <p>Find the standards at https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges</p>
<p>- are there assigned roles and responsibilities to manage your filtering and monitoring systems, including governors, and do they understand their roles?</p>	√			<p>LGfL offers free templates for online safety policies and AUPs at https://safepolicies.lgfl.net</p>

School Online Safety Audit & Risk Assessment

<ul style="list-style-type: none"> - who are the internal and/or external technical support (setup, configuration, operation), and are they and all staff aware of them and their duties? 	√			Jasmine IT A.Robinson
<p>Standard #2</p> <ul style="list-style-type: none"> - is there an annual review of procedures, where are results logged and how are actions followed up on? how are these checks carried out, by whom and how often; where are these checks documents; how are the results fed back to the DSL and actions decided/followed up on? how are outcomes communicated with all staff? <p>(are the key things still blocked/allowed as we need/think they are? Are we overblocking in any way? Is filtering ACTIVE EVERYWHERE (all connections & devices & users)? Is Safe Search ENFORCED (can't be turned off) EVERYWHERE (as above)? Is the YouTube mode enforced as expected? Are there concerns about students bypassing blocks? Have we asked staff for feedback?)</p>	√			<p>Each incident is logged as it occurs and is reviewed annually internally, with Jasmine IT and governors</p> <p>You can find out more details ideas and a list of things to check from the slides for the regular checks video at https://safefiltering.lgfl.net</p>
<p>Standard #3</p> <p>your filtering system should block harmful and inappropriate content, without unreasonably impacting teaching and learnin “what does your system block/allow and why?”</p> <ul style="list-style-type: none"> - (is effective RSHE possible, including sex education and correct anatomical words possible to safely search for? - does your provider block the relevant illegal content lists? - do teachers confirm that teaching and learning is not impacted by overblocking? are staff, pupils and parents reminded that the internet can never be 100% safe and things will go wrong but as a school we will learn from it and improve, always provide a much safer environment than at home and empower school staff to use times when things go wrong as teachable moments 	√			<p>More info at https://youtube.lgfl.net and Check safe search status via https://safesearchcheck.lgfl.net</p> <p>See how LGfL filtering is appropriate via https://appropriate.lgfl.net (scroll to bottom) and for others via UK Safer Internet Centre website</p>
<p>Standard #4</p> <p>you should have effective monitoring strategies that meet the safeguarding needs of your school or college</p> <ul style="list-style-type: none"> - who checks logs and how when there is an incident that needs investigating? - do logs and reports from your system enable you to identify users? 	√			SLT/governors Termly
<p>Filtering training</p> <ul style="list-style-type: none"> - has your technical team attended training on your filtering platform/s to 	√			Tech training - https://lgfl.bookinglive.com/book/add/p/23

School Online Safety Audit & Risk Assessment

<p>understand exactly how it works, how it is set up and what the options are in order to inform a strategic filtering approach and implement DSL/SLT requirements?</p> <ul style="list-style-type: none"> - has your safeguarding team also attended training to know the questions they need to ask of their technical colleagues and to understand at a high level what filtering can/should do to inform the approach? 		√		<p>Safeguarding training (20 minute overview) - https://lgfl.bookinglive.com/book/add/p/5</p>
<p>Reporting and regular review</p> <ul style="list-style-type: none"> - do you receive reports to inform safeguarding/behaviour interventions and review use of the system to keep users safe and ensure you are not overblocking (also important to ensure access to teaching & learning sites)? - Are reports monitored for trends over time? 	√	√		<p>e.g. Viewing top blocked sites / categories monthly will highlight trends and changes that need to be investigated or addressed by talking to students.</p>
<p>Safe modes / search</p> <ul style="list-style-type: none"> - do you enforce safe search on search engines and block those which do not have a safe search? For YouTube, do you enforce one of the restricted modes as appropriate for your needs? 	√			<p>YouTube mode checked via https://youtubemode.lgfl.net</p> <p>YouTube settings overview at https://youtube.lgfl.net</p> <p>Check at the top right of the search page if Google safe search</p>
<p>Devices at home</p> <ul style="list-style-type: none"> - have you applied filtering to school devices when sent home with students? - do you remind parents about how to set controls on their home internet/phones/devices etc? 	√	√		<p>Web filtering for school devices at home is available from various providers including LGfL – those solutions which also have Chrome extensions can also protect children if they access a school profile on a family device</p> <p>See https://parentsafe.lgfl.net for support with parental control settings and other ways parents can keep their children safe online</p>
<p>Linked to the curriculum and safeguarding landscape</p> <ul style="list-style-type: none"> - is your filtering set up and updated to reflect the online-safety messages you teach and safeguarding concerns/cases in school and is learning from filtering findings used to inform the curriculum? 	√			