



School: The Glebe

Date of assessment: 26 June 2018

Assessor: Roisin Kushoro

Headteacher: Keith Seed.

School Contact Person: Will Hamblin

Element A – Policy and Leadership

There is clear and consistent leadership of online safety, with obvious commitment from the Head teacher, Mr Keith Seed, senior leaders and Governors. The Online Safety Coordinator, Will Hamblin has taken on this additional responsibility as a “whole school” role and has been effective in establishing structures and developing policy and practice. The online e-safety committee supports his fulfilment of this with representation at all levels, staff, governors and pupils. There was strong evidence pointing to the fact that designated persons are responsible for monitoring incidents and also ensuring that any observed trends are reflected in the education of the school community and drives policy amendments where needed.

Acceptable Use Agreements are in place for the school community. Due to the needs of the cohort of the school, this is reinforced daily each time the pupils log on to their computers as they are reminded of their responsibility for safe online behaviours which the pupils say is very useful for them in helping them remember how to behave online.

The pupil leadership team of e-safety ambassadors are clear that the school is strict in monitoring and applying the e-safety policy. The school’s good practice has ensured that there are minimum sanctions applied although the school community are aware such sanctions exist and will be adhered to if and when necessary.

The school community are aware of the clear lines of reporting e-safety incidents and are confident that these will be dealt with appropriately. There are daily early mornings briefings led each morning which allow for open communication amongst all staff within the school. It is at this point that real time e-safety/safeguarding incidents will be shared with all staff, as appropriate, so that they can act accordingly or just be aware of any upcoming issues which may influence teaching and learning within the school on a real time daily basis. These are treated with great sensitivity and confidentiality as needed.

The school has clearly understood and accepted policies relating to the use and publication of digital and video images. Parental permissions are gained when publishing personal images on the website or other publications. All members of the school understand the policy and what they need to do to uphold it. However, it is important to acknowledge that this does not exclude pupils from taking part in published videos productions about how to keep safe online as the school goes to great digital lengths to ensure such pupils are not identified. The assessor acknowledges that few school provide the financial investment needed to produce such as high quality creative and innovative videos which allow meet all learning styles for pupils.

There are many opportunities for staff, parents and pupils to provide feedback through surveys and these have contributed to the ongoing development of policy and practice – a good example being the changes made to parents’ IAP days as a result of feedback. This allows parents to



have half hourly workshops being run which provides e-safety guidance to parents which is clear and concise.

Element B – Infrastructure

All users have clearly defined access rights to school systems. The school through its leadership and education has ensured that members of its community have good knowledge of secure password management.

Internet access is filtered for all users but differentiated internet access is available for staff with customised filtering changes available but regulated and monitored through a robust system. There is a clear route for reporting and managing changes to the filtering system. The school's computer infrastructure appears to be secure and not open to misuse or malicious attack.

Technical support is provided by the ICT Support Team. All users told us that the infrastructure is robust and well supported by the team. The use of Impero has been instrumental in supporting this, alongside LGFL as an effective system for filtering. Filtering logs are regularly monitored and issues reported.

The school has a Personal Data policy and staff know and understand their responsibilities to ensure that personal data is kept safe. Clear policies about the secure handling, transfer and disposal of data (passwords, encryption, and removable media) are known, monitored, understood and adhered to by respective members of the school community.

Element C – Education

E-safety education is bespoke and has been developed to fit the needs of the pupils and the school which is in line with the nature of the cohort of the school.

This is cross curricular within ICT however Personal, Social and Emotional education is a core thread which runs through this. The emphasis is about developing safe online behaviours, how pupils can self-regulate their own online behaviours and most importantly, for this potentially vulnerable cohort, who to turn to should they need help.

Pupils were very keen to talk about how e- safety education is delivered not just within the 'formal' learning time but also pastorally in form groups and assemblies. The e-safety ambassadors take their role very seriously and describe themselves as E-safety Moderators who are safe friends for other pupils. Pupils describe how they enjoy their digital literacy lessons which are progressive from producing newspaper articles, leaflets, apps, comics, script development and filming. The uniqueness of this curriculum is that it fits the needs of the cohort and will focus on their interests such as superheroes and marvel characters in order to deliver the message of developing safe online behaviours. The pupils value their PSE lessons which focus on personal safety, lifestyle choices, cyber bullying, pressures from social media, peer pressure and conflict within an online/virtual world. For the older pupils this extends to relationships online and the dangers of inappropriate online material.

The school provides regular opportunities for parents to receive information or education about e-safety through publications, its website and bulletins. It was evident that communications in terms of e-safety was effective. The school had a clear understanding of the importance of the



role of parents and carers in its drive to promote e-safety education and in the monitoring of the children's on-line experiences (particularly out of school). There are clear routes for parents to report issues. The parents interviewed were confident that the school can support them with online safety issues and/or signpost additional support and advice. Parents are aware of the Pupil Acceptable Use Agreement and shared its ethos with their children.

Element D – Standards and Inspection

There are effective monitoring and reporting procedures in place and the school is reflective in how it interprets these and amends policy and practice as a result. The assessor was told of many examples of where policies, procedures and education programmes were updated in light of awareness of trends / incidents.

Areas of Strength and Good Practice

Leadership of online safety is excellent.

- There is commitment from the Head teacher, Governors and senior leaders which has allowed the online E-safety Coordinator to effectively develop online safety policy and practice with the support of the online e- safety committee. The effectiveness of this leadership is then seen in the way that online safety is embedded across the school. For example the head teacher has provided significant financial investment in order to prioritise the education of e-safety. He has invested in teaching and learning resources to ensure that staff have the tools they need in order to teach e-safety education creatively and innovatively to suit the cohort of his pupils. The focus on this education is making e-safety cross curricular, fun and engaging in order to motivate and capture the interest of this very unique group of wonderful pupils. The drama studio has equipment such as green screens which enable the pupils to produce e-safety video guidance for the wider school community. This is ably led by the ICT teacher and the media technician who has a wealth of experience and knowledge in video production and use of media as an effective tool for learning. The assessor recognises that the media technician, Samantha Dunne, is a valuable resource for The Glebe.
- The introduction of the new software Impero has been an essential and critical tool in supporting monitoring effectively, the school moves swiftly to address any issues which have been identified as a result of using this tool. All stakeholders, including the e-safety ambassadors, are clear that this is a helpful tool in safeguarding the school community.
- The parent workshops are a strength of the school and parents find this very helpful and useful. This parent questionnaires play a part in guiding the actions of the school in terms of school development of parental education.
- The e-safety ambassadors are a strength of the school. They describe themselves as good e-safety friends and describe themselves as e-safety moderators within the school community. The pupils are active in their approach to developing good online behaviours and have produced videos and leaflets to get their message across. These are available on the school website for the school community to review.



Areas for Further Development

- The school may wish to consider how to further visually impact on raising the profile of the e-safety ambassadors throughout the school community. The e-safety ambassadors have planned to do this through making their profile more visible within the entrance area of the school office.
- The school may also wish to consider how extending the use of individual passwords on the school network will demonstrate good practice to older children and help to prepare them for progression into adulthood.
- The school has an area of excellence in its use of their media technician who is very able in her e-safety work through media productions and they may wish to consider how she can be used to develop good practice with their feeder schools.
- The school may wish to investigate how the extended safe use of mobile devices can provide educational benefits and subsequently whether the introduction of a BYOD scheme – as a pilot scheme with older children – could lead to additional benefits, as relevant to the school community, ethos and culture.

Additional Comments

The school has developed, through effective and professional consultation, an appropriate e-safety culture and ethos which will hopefully be adapted to meet the needs of its community over the coming years. The school leadership have worked extensively in order to ensure that the e-safety culture permeates throughout the school community and may wish to extend its good practices to other schools of similar cohorts.

Assessor's Recommendation

The school has reached the standards required to be awarded the Online safety Mark