



England Schools Online Safety Policy & Practice Assessment 2022

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

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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, Northern Ireland, Scotland and Wales¹. This annual analysis explores the data collected from over 13,000 schools across England who make use of this free tool which integrates online safety into school policy and the curriculum in a way that actively challenges school teachers and managers to think about the schools' 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, (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 time-saving approach 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' certificate, 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 may choose to purchase a formally assessment via inspection before being awarded the "Online Safety Mark". There are now over 450 schools in the country with this award (<https://360safe.org.uk/Accreditation/Accredited-Schools>).

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 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	A planned online safety staff training programme is being developed, which aligns with child protection and safeguarding training. Training needs are informed through audits
Level 3	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. There is clear alignment and consistency with other child protection/safeguarding training e.g. Prevent Duty The induction programme for new staff includes safeguarding training that includes online safety. The Online Safety Lead has received additional online safety training to support their role. 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

Level 2	<p>Building on Level 3:</p> <p>All staff are confident, informed and consistent in dealing with 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>

Given the 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	13221
Establishments who have embarked on the self review process	7372

Establishments with full profiles completed	4665
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Unsurprisingly, given their number across the country, the majority of the schools who have started their self review 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 will be discussed below the differences in online safety between primary and secondary schools is now far less pronounced than it once was.

N/A	999
Nursery	232
Primary	5736
Secondary	405

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. As the tool is used for school improvement there is no reason why an institution would become weaker in a certain aspect and there is no evidence of that in the tool data. Therefore, the strongest score will give us the most up to date picture on policy and practice in a given institution and nationally.

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 and allows us to reflect upon why this might be the case. As this is the eleventh time this evaluation has been performed,

we are clear that we have a very reliable and consistent set of data. We are also confident that the overall “shape” of policy and practice has been maintained over the years and, while there is consistently an improvement in performance, the strengths and weaknesses are consistent.

In considering how we classify the performance of each aspect in the database, the baseline rating for practice or policy for a given aspect is 3 – which means, as detailed above that they have achieved “Basic online safety policy and practice”. Therefore, in order to categorise aspect performance, we break them down as:

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
Filtering	Good
Online Safety Policy	Good
Monitoring	Good
Acceptable Use	Good
Digital and Video Images	Good
Professional Standards	OK
Mobile Technology	OK
Online Safety Education Programme	OK
Online Safety Responsibilities	OK
Online Publishing	OK
Social Media	OK
Technical Security	OK
Families	OK
Reporting and Responding	OK
Data Security	OK
Contribution of Young People	Cause for concern
Staff	Cause for concern
Online Safety Group	Cause for concern
Governors	Cause for concern

Impact of Online Safety Policy and Practice	Cause for concern
Agencies	Cause for concern

This is a very similar picture to last year's assessment², however, one improvement is that Data Security, which assesses whether an institution meets its data protection duties, is now categorised as "OK". However, as can be seen from the data presented in appendix B, it is only just "OK" and 25% of schools still fail to have basic data protection practices in place.

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 not surprising, as this has been the consistent picture for many years. And we should acknowledge this as positive because the absolute fundamental step in having effective online safety is that 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, having filtering and monitoring in place does not necessarily mean that all inappropriate and illegal internet content will be blocked. For further detail see the discussion toward the end of this document.

However, if we consider the six aspects that remain "cause for concern":

Contribution of Young People	How the school maximises the potential of young people's knowledge and skills in shaping online safety strategy for the
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² <https://swgfl.org.uk/assets/documents/uk-schools-online-safety-policy-and-practice-assessment-2021.pdf>

	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) remains consistently weak for over ten years, even though there are statutory requirements for all schools and colleges to have online safety training in place, which is expected to be scrutinised by boards of governors and trustees/owners.

In previous years, there were significant differences in policy and practice between primary and secondary schools. Traditionally primary schools would struggle with aspects that required specialist technical knowledge (such as Technical Security) or those which required long term investment such as; training and development, and long term performance monitoring. However, we have seen a "levelling up" of the two phases over the ten-year period and this year continues to show that trend, with very few significant differences between the two settings now. We can see similar with the evaluation of the ProjectEVOLVE data (see below), where primary schools are, in a lot of cases, far more engaged with online safety activities than their secondary counterparts. We can clearly see that the "levelling up" has resulted from primary schools increasing their performance while secondary schools stand still. Data and graphs related to the primary and secondary comparison are included in appendix B. that the data clearly discloses 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

more closely fit around the average value than those with a broad deviation. Put another way, a “good” aspect with a narrow standard deviation can be considered consistently good across the nation, an aspect that is “cause for concern” with a narrow standard deviation is even more worrying because it means there is reliably bad practice.

Given that standard deviation value of itself does not give us clear information about performance, because it is dependent upon the deviation around a strong or weak aspect, we do not present the statistics on their own. We categorise them against average scores for aspects.

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

If we initially explore the strongest aspects:

Aspect	Average	Standard Deviation
Acceptable Use	Good	Typical
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. We have no strong aspects that have a broad standard deviation.

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
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, we can see this more clearly when we consider aspect frequencies below. The three aspects that have both a narrow standard deviation and a poor average performance:

- Agencies
- 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. The fact that engagement with other safeguarding stakeholders (Agencies) and training (Staff) are, arguably, the weakest aspects in the data analysis, is clearly cause for concern, particularly given the statutory requirement for training by the government.

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 (6.2%)
- Monitoring (7.8%)
- Acceptable Use (9.2%)
- Online Safety Policy (10.5%)
- Digital and Video Images (12.63%)

For the weakest aspects, we have far great concerns:

- Agencies (52.5%)
- Impact of Online Safety Policy and Practice (48.5%)
- Governors (48.5%)
- Online Safety Group (46.2%)
- Staff (38.7%)

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 under 40% have no staff training in place. We will return to these points later in the evaluation when

considering statutory requirements of online safety. However, we can show in the data (see Appendix B (Poor Training Performance), that having poor training aspects reflects across the whole of the data set. On average a school with poor staff training will have a score 0.5 worse than mean performance across the whole data set. When compared to schools with good training (evaluated as 1 or 2), there are some very large differences between performance. Put simply, staff training drives effective online safety practice.

ProjectEVOLVE

ProjectEVOLVE³ is another platform provided by SWGfL in partnership with BBC Own IT, the Intellectual Property Office, Nominet and the Diana Award to provide resources and assessment strategies for teachers delivering online safety education.

ProjectEVOLVE was designed to support education professionals deliver effective online safety education and assess digital competencies across the whole school journey, informing everything from grass roots classroom activity to national policy. The platform provides teaching and learning resources (aspects) tailored to specific need across 8 strands of online safety and digital literacy, and assessments (knowledge maps) to allow classroom teachers to assess student knowledge across these strands.

ProjectEVOLVE's overarching objectives were designed to support effective online educative practice for educators and other children's professionals by:

- Establishing a national peer- agreed framework of digital competencies that are age and context appropriate; cover the full school age range and the expanding ecosystems in which children and young people operate
- Develop teaching and learning resources that support these competencies and are granular; build on prior knowledge; promote dialogue; provide clear and accurate information; guide users to positive outcomes and are easy to navigate and use.
- Support children's professionals in understanding the needs of those children in their care and choose interventions that address those needs whilst at the same time reducing teacher workload.
- Use anonymised global data from users to build a sophisticated national picture of digital competency to inform emerging additional strategies

This year's analysis of ProjectEVOLVE's use⁴ considered access to the resources and knowledge maps by 6617 schools in England, which showed resources downloaded 252680 times and 83667 different in class assessments of student knowledge. Aligning strongly with a number of aspects in the 360 Degree Safe self review (such as Online Safety Education Programme, Online Safety Group, Online Safety Policy and Contribution of Children and

³ <https://www.projectevolve.co.uk/>

⁴ <https://swgfl.org.uk/assets/documents/projectevolve-report.pdf>

Young People), the analysis shows that those schools who make use of ProjectEVOLVE adopt a holistic and embedded approach to online safety education, with key findings including:

- The most popular resources accessed links media literacy to wider PSHE/RSE issues – relating online safety issues to broader topics that young people can relate to their lives.
- The use of knowledge maps also has a focus on relationships and identity.

Of the 6617 schools who use ProjectEVOLVE, 2319 also use 360 Degree Safe. This means we can compare the performance of those schools against the national averages around online safety policy and practice. As illustrated in appendix B in detail, we can see if we compare schools who use both platforms with those who online use 360 Degree Safe, those who use EVOVLE as well perform consistently better than the national average. Which highlights, once again, the importance of a holistic approach to online safety policy and practice.

Implications – Test Filtering⁵

We can see in this report, and in all previous evaluations of the 360 Degree Safe tool, that Filtering and Monitoring are the strongest aspects of the self review. This is, generally, a very positive thing – fulfilling statutory duties as described in Keeping Children Safe in Education (see below). Filtering and monitoring providers allow schools to control access to the internet among their community, and to build effective monitoring of access and online discourse. However, we need to be mindful that all filtering systems are not equal.

SWGfL created a Test Filtering utility, which allows individuals and institutions to test the filtering of their connection against child sexual abuse imagery (via the Internet Watch Foundation list⁶), terrorist content⁷ and pornography (by testing access to Pornhub). TestFiltering returns an indication of the results of the utilities test.

The purpose of the utility is to disclose to schools gaps in their filtering solution, enabling schools to better challenge and understand the operational functionality of their solution an configuration. Since August 2020, the service has been used 24,018 times, with an overall failure rate of 31%. It is clear from the analysis of results on this service that schools cannot necessarily assume that, just because they have a strong filtering and monitoring strategy that will not have to put other measures in place, such as training, education and awareness, to ensure that they can mitigate the risks of their students accessing inappropriate or illegal material.

⁵ <http://testfiltering.com/>

⁶ <https://www.iwf.org.uk/our-technology/our-services/url-list/>

⁷ <https://www.gov.uk/government/publications/online-harms-interim-codes-of-practice/interim-code-of-practice-on-terrorist-content-and-activity-online-accessible-version>

Implications - Keeping Children Safe in Education⁸

Finally, we can consider the implications of this analysis against the statutory safeguarding requirements of all schools in England and Wales, as defined in the Keeping Children Safe in Education document.

We have seen from the discussion that many schools who use 360 Degree Safe have no staff training in place. This is particularly concerning given this is a statutory requirement of all schools, as stated in paragraph 14 of the document:

14. All staff should receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

It should also be noted that governing bodies have a statutory duty to scrutinise this training and ensure it is fit for purpose:

123. 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 any advice from the safeguarding partners.

Given we can show, again, that Governor training is one of the weakest aspects with almost 50% of schools providing no training at all. Therefore, we do not have confidence the governors, in a lot of cases, will be sufficiently knowledgeable to provide effective scrutiny on both the training, and also the appropriateness of online safety education, again set out in the document:

128. Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

Furthermore, it is also up to the governing body to ensure filtering and monitoring is “appropriate”:

140. Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies and proprietors should be doing all that they reasonably can to limit children’s exposure to the above risks from the school’s or college’s IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place and regularly review their effectiveness.

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1077101/KCSIE_2022.pdf

Again, we have little confidence effectiveness can be reviewed given the likely low level of knowledge in governors. The data from the Test Filtering service shows that schools cannot simply assume that illegal and inappropriate content is being intercepted and schools need to be mindful of the statutory duties in this regard. How many schools, for example, would be able to document governor scrutiny of their filtering and monitoring services?

Finally, Keeping Children Safe in Education makes it clear that schools should review their approach to online safety and evidence this through a risk assessment.

144. Technology, and risks and harms related to it, evolve, and change rapidly. Schools and colleges should consider carrying out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face. A free online safety self-review tool for schools can be found via the 360 safe website.

Again, we know from the analysis that “Impact of Online Safety Policy and Practice” is one of the weakest aspects in the data, and that almost 50% of schools have no practice in place for this.

Conclusions

In this eleventh analysis of the 360 Degree Safe database we can, once again, show that schools are continuing to show strengths around online safety policy and practice, with the vast majority of schools having effective policy in place and in a lot of cases strong technical interventions. The pattern of data remains as expected, strengths in policy, filtering and monitoring. And we can see that the weakest areas remain around training, wider school community, and effective evaluation.

We have, for the first time, flagged concerns that while having strong filtering is important, it should not be assumed as 100% effective. Drawing upon data from the Test Filtering service, we can see that failures occur, and not all filtering products are equal.

We have also shown that those schools who use the ProjectEVOLVE platform for online and digital literacy education tend to perform better across the database than those who do not.

However, once again we would flag our most serious concerns around the lack of staff training in a lot of schools, and can show that those schools who have weak (level 4 or 5) staff training perform far worse across the whole range of online safety aspects. It is essential that effective staff training is put in place to ensure students in school’s care can be effectively safeguarded against online risks.

We also note that schools are falling short of statutory expectations. Should inspectors explore the requirements from Keeping Children Safe in Education around online safety a lot of schools would be found to be lacking.

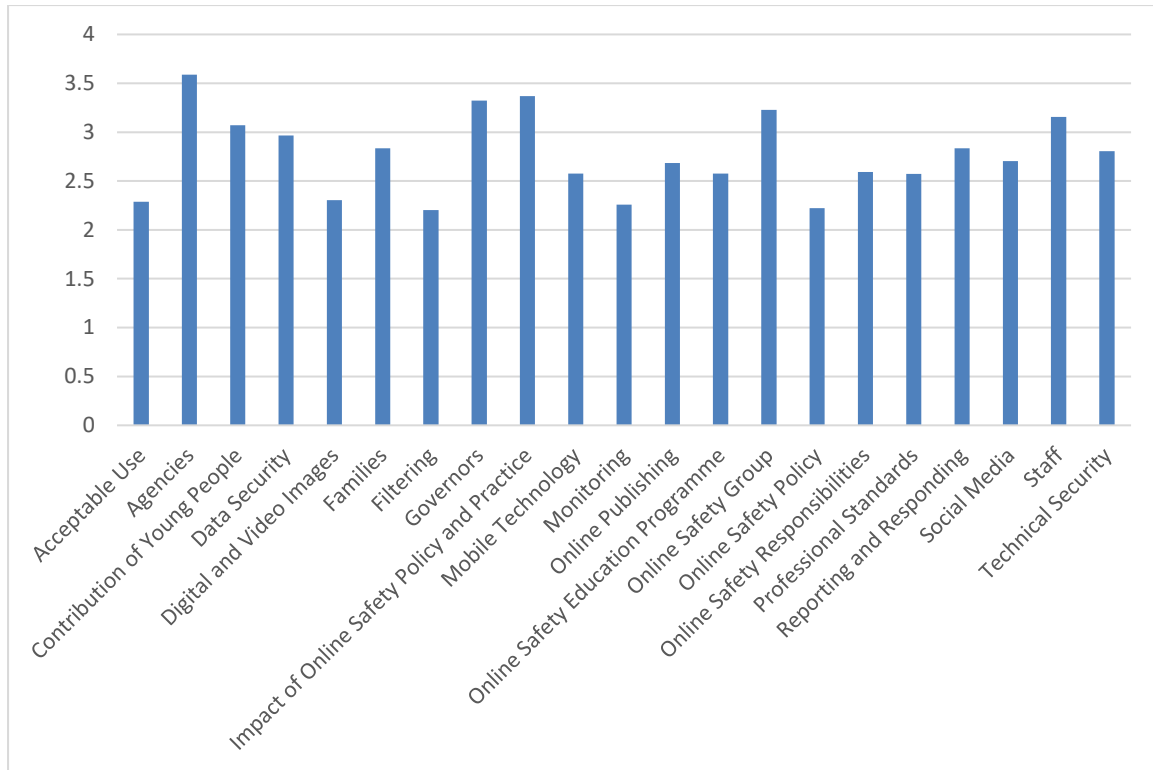
Appendix A – 360 Degree Safe Aspect Definitions

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.

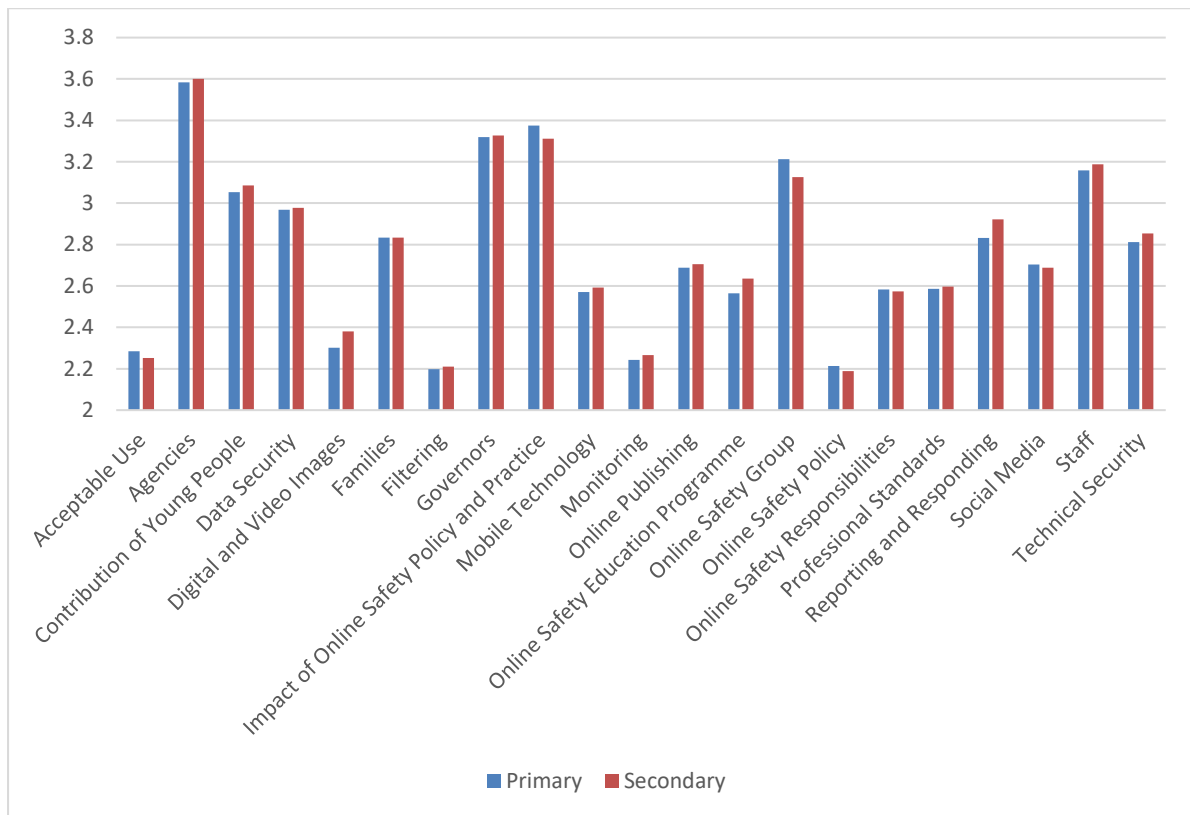
Online Safety Group	How the school manages and informs their online safety strategy, involving a group with wide representation that builds sustainability and ownership.
Online Safety Policy	Effective online safety policy; its relevance to current social and education developments; its alignment with 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 – Graphs

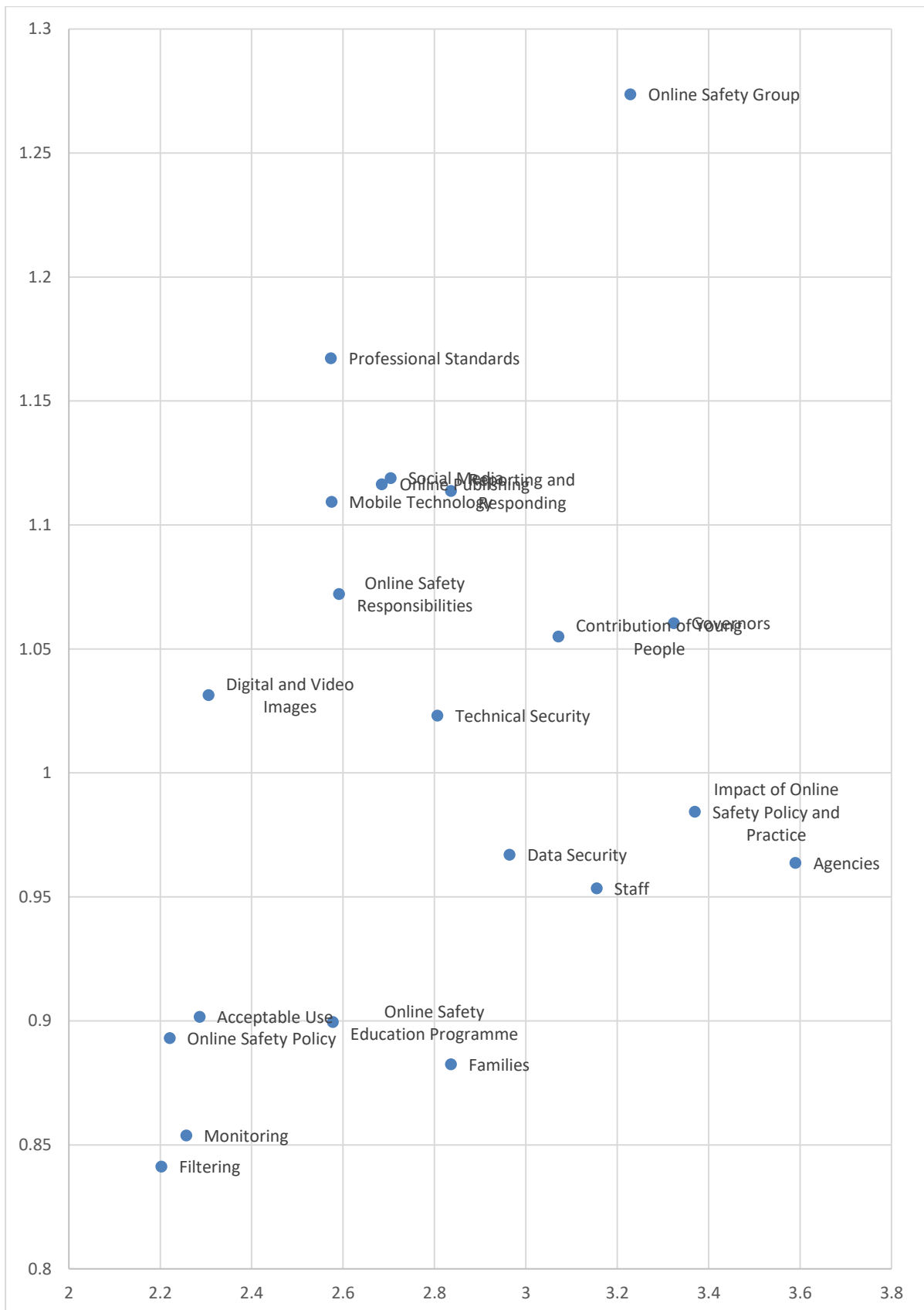
Aspect Averages



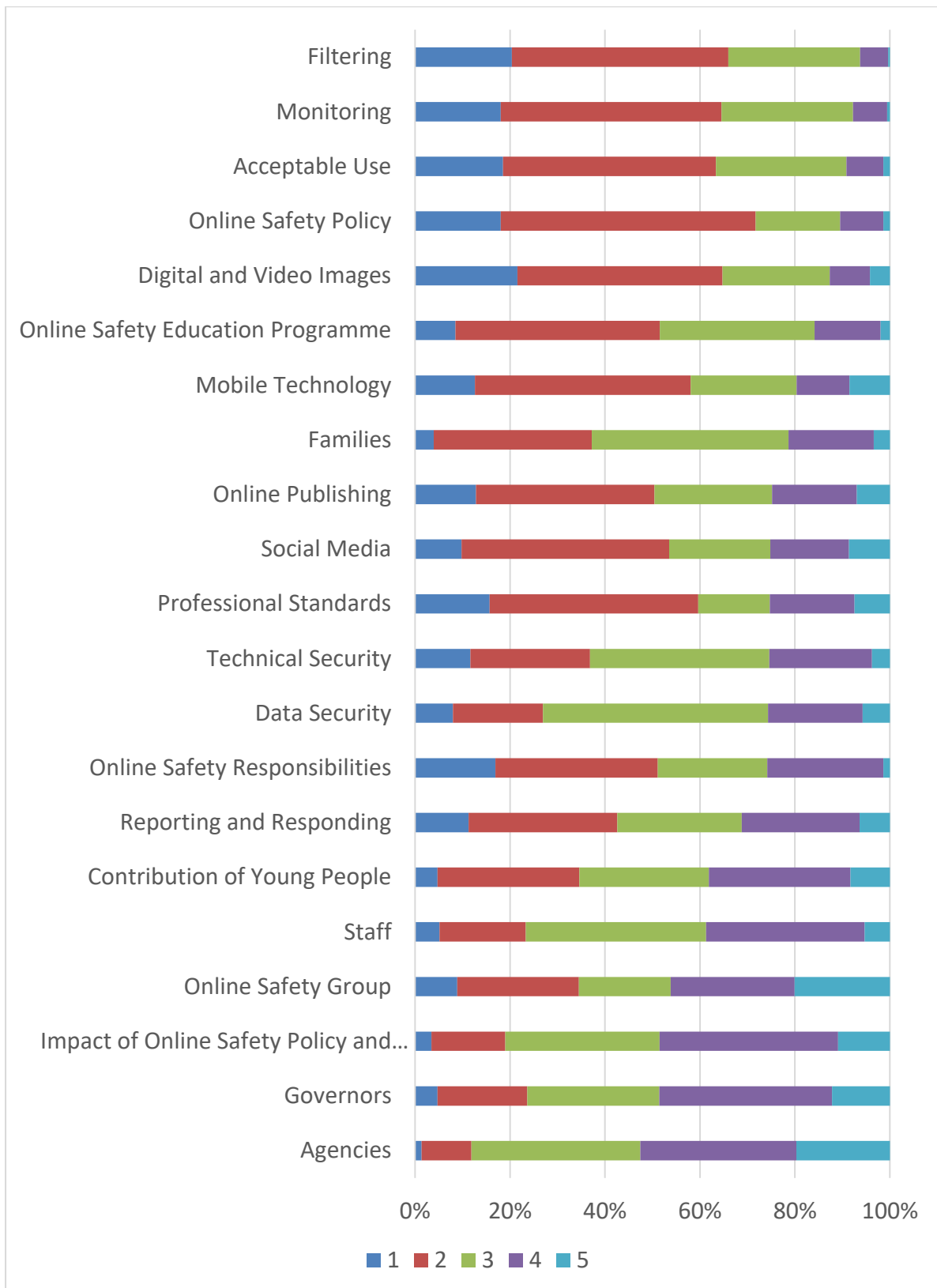
Primary and Secondary Averages



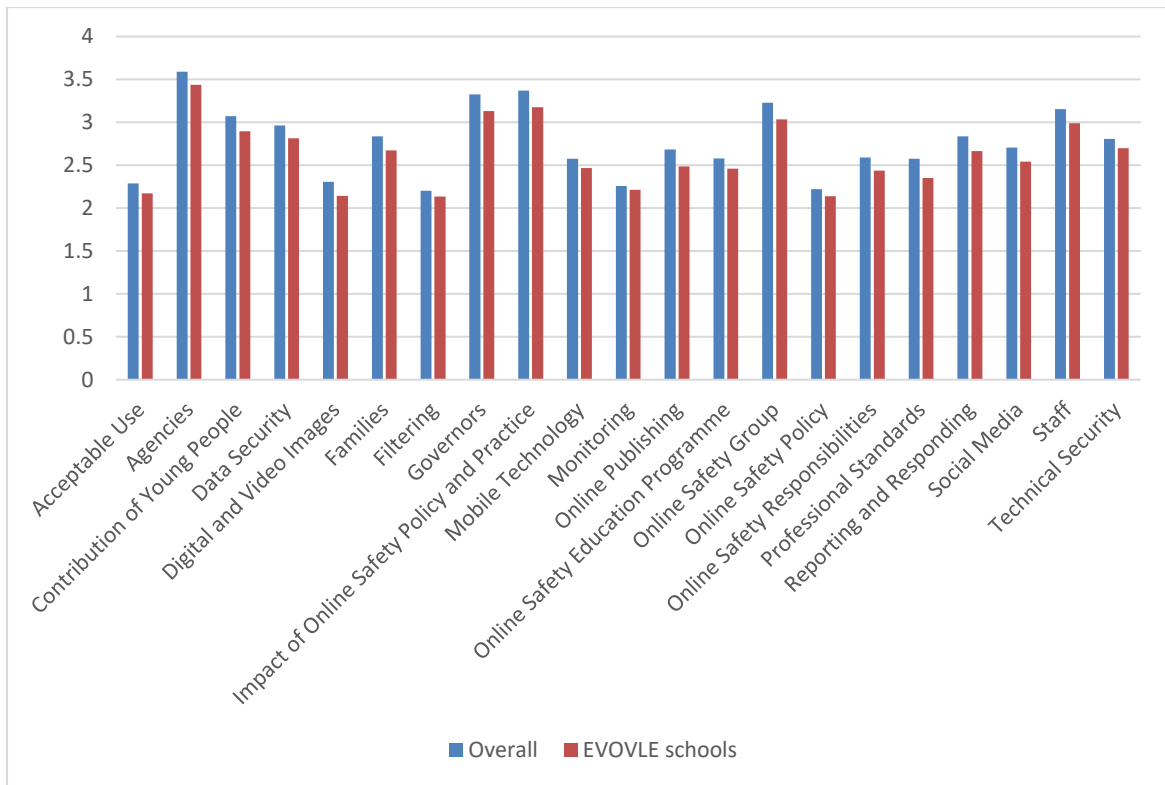
Averages and Standard Deviations



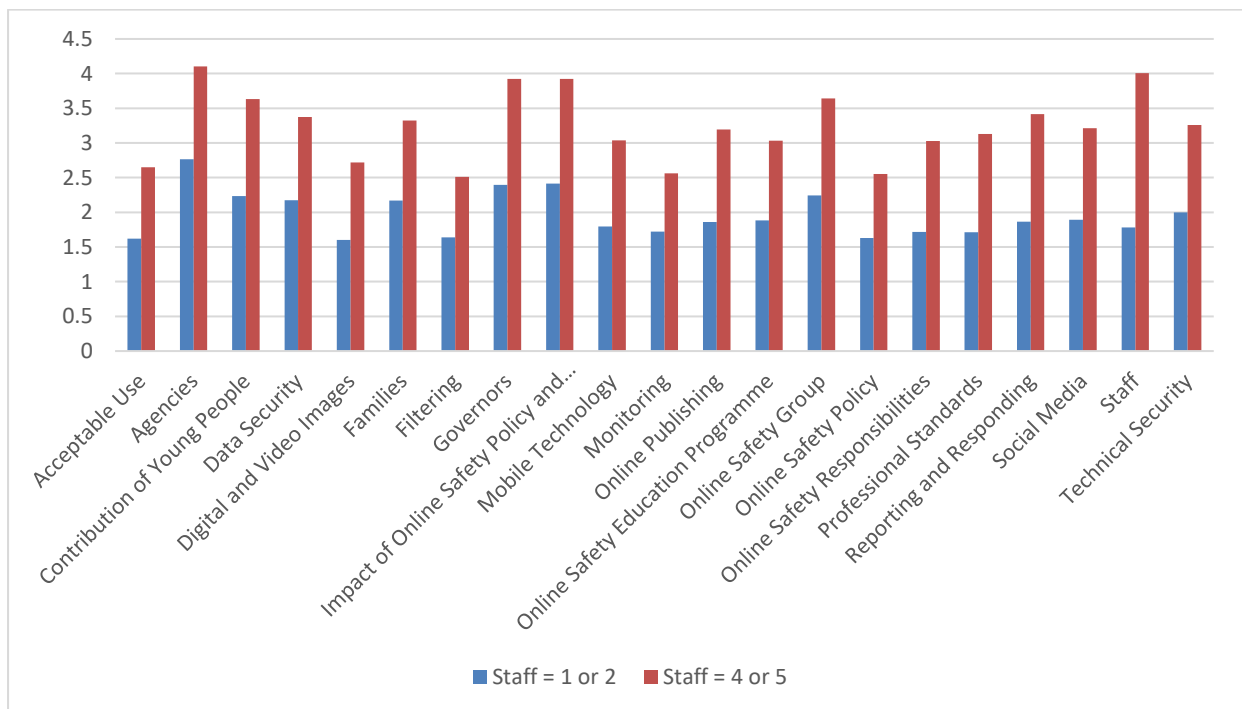
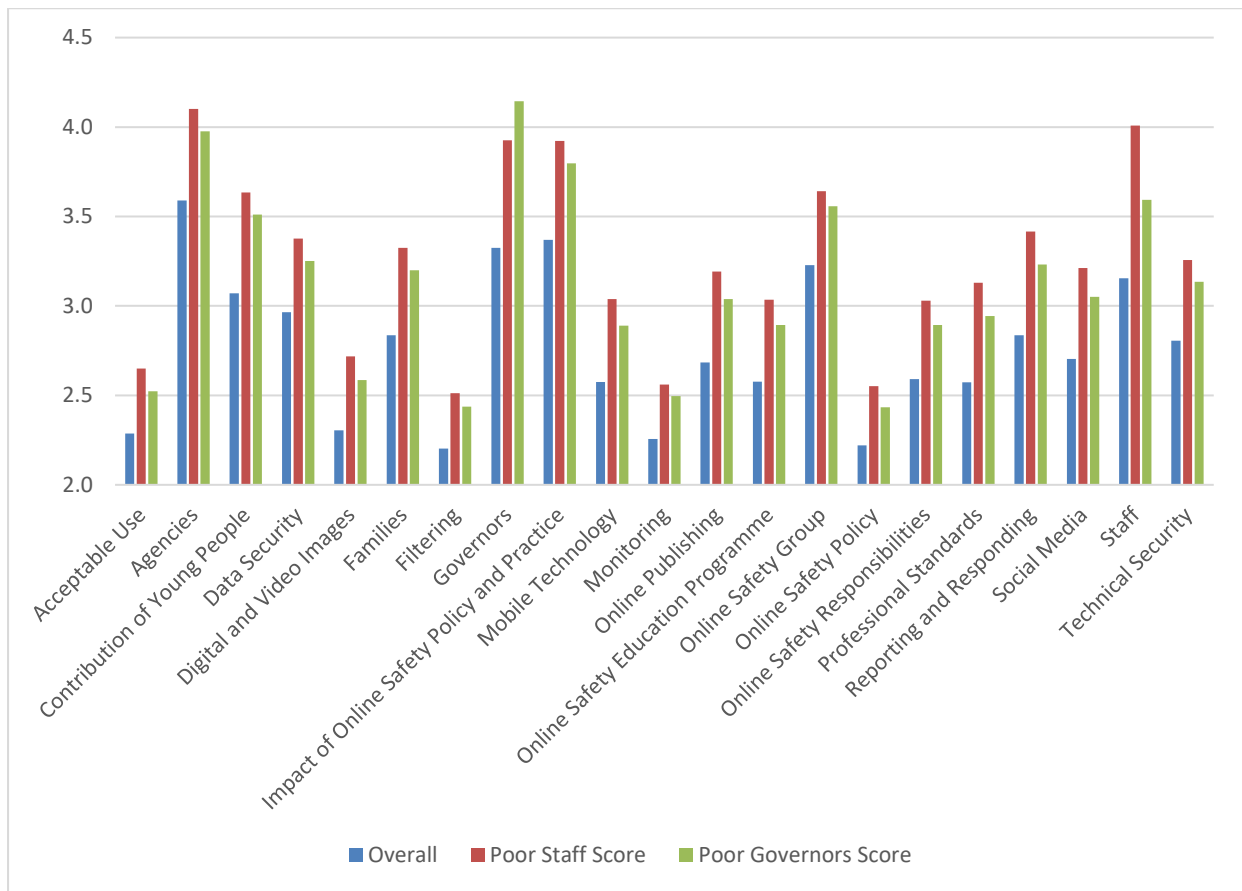
Aspect Level Frequencies



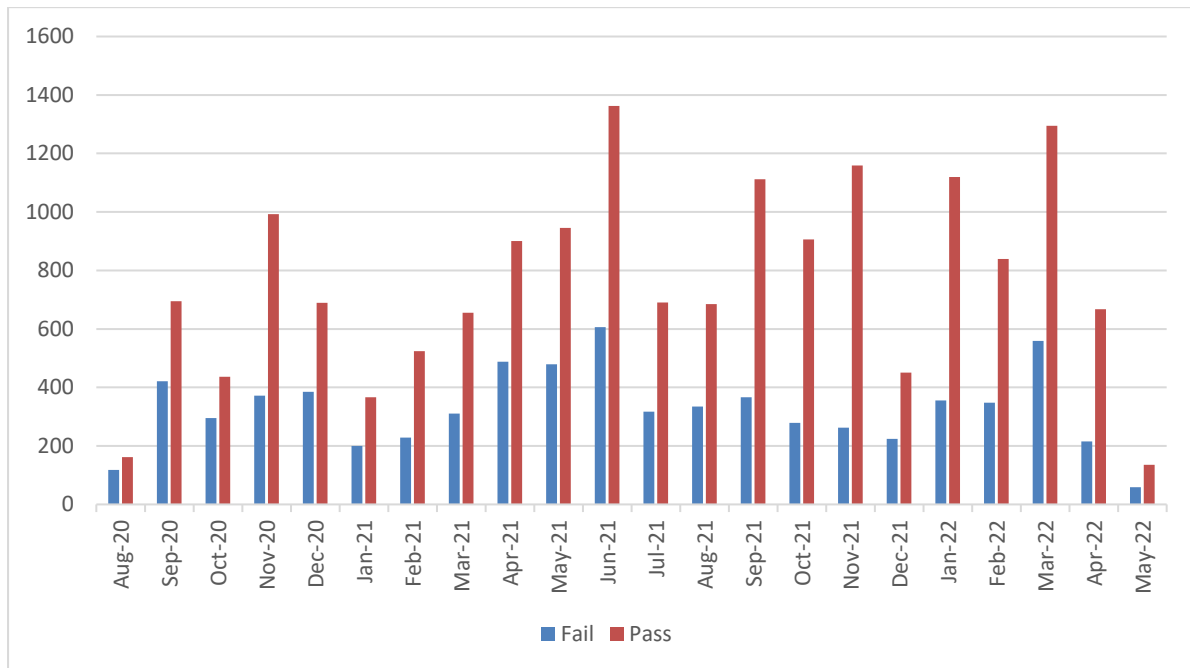
EVOLVE Schools



Poor Training Performance



Test Filtering – Overall



Appendix C – Data Tables

Aspect Averages

Aspect	Mean
Acceptable Use	2.286215845
Agencies	3.589835361
Contribution of Young People	3.07111882
Data Security	2.964285714
Digital and Video Images	2.305463576
Families	2.835805085
Filtering	2.20238295
Governors	3.323859522
Impact of Online Safety Policy and Practice	3.36996337
Mobile Technology	2.575052513
Monitoring	2.256911666
Online Publishing	2.684455528
Online Safety Education Programme	2.577504569
Online Safety Group	3.228724832
Online Safety Policy	2.22091961
Online Safety Responsibilities	2.59107545
Professional Standards	2.573455894
Reporting and Responding	2.83628879
Social Media	2.704380764
Staff	3.155076495
Technical Security	2.806303116

Primary and Secondary Averages

Aspect	Primary	Secondary
Acceptable Use	2.283888459	2.252148997
Agencies	3.584070796	3.600649351
Contribution of Young People	3.05292172	3.086261981
Data Security	2.967888864	2.97689769
Digital and Video Images	2.300753453	2.380804954
Families	2.834005376	2.832797428
Filtering	2.197444089	2.210526316
Governors	3.318474265	3.326732673
Impact of Online Safety Policy and Practice	3.375289754	3.311258278
Mobile Technology	2.569912227	2.592705167
Monitoring	2.243324076	2.26625387
Online Publishing	2.687776141	2.705882353
Online Safety Education Programme	2.565098122	2.634969325
Online Safety Group	3.213195387	3.126582278
Online Safety Policy	2.213940915	2.188571429
Online Safety Responsibilities	2.582678571	2.574412533
Professional Standards	2.585375901	2.597597598
Reporting and Responding	2.831521739	2.921282799
Social Media	2.7030404	2.688073394
Staff	3.157999119	3.187898089
Technical Security	2.81182554	2.853896104

Averages and Standard Deviations

Aspect	Mean	Std Dev
Acceptable Use	2.286215845	0.901697486
Agencies	3.589835361	0.963721187
Contribution of Young People	3.07111882	1.055020729
Data Security	2.964285714	0.967074158
Digital and Video Images	2.305463576	1.03141224
Families	2.835805085	0.882514017
Filtering	2.20238295	0.841323062
Governors	3.323859522	1.060413971
Impact of Online Safety Policy and Practice	3.36996337	0.984371836
Mobile Technology	2.575052513	1.109339027
Monitoring	2.256911666	0.853818781
Online Publishing	2.684455528	1.116422903
Online Safety Education Programme	2.577504569	0.89955723
Online Safety Group	3.228724832	1.273701623
Online Safety Policy	2.22091961	0.893068248
Online Safety Responsibilities	2.59107545	1.072214741
Professional Standards	2.573455894	1.167256803
Reporting and Responding	2.83628879	1.113757782
Social Media	2.704380764	1.11894421
Staff	3.155076495	0.953515544
Technical Security	2.806303116	1.023112476

Aspect Level Frequencies

Aspect	Level 1	Level 2	Level 3	Level 4	Level 5
Acceptable Use	18.532	44.848	27.461	7.785	1.374
Agencies	1.378	10.505	35.576	32.838	19.703
Contribution of Young People	4.718	29.887	27.268	29.818	8.309
Data Security	7.973	18.975	47.421	19.913	5.718
Digital and Video Images	21.540	43.212	22.616	8.427	4.205
Families	3.937	33.298	41.402	17.973	3.390
Filtering	20.389	45.578	27.773	5.924	0.336
Governors	4.707	18.954	27.788	36.350	12.201
Impact of Online Safety Policy and Practice	3.443	15.549	32.491	37.601	10.916
Mobile Technology	12.635	45.387	22.330	11.133	8.515
Monitoring	18.071	46.460	27.714	7.215	0.539
Online Publishing	12.835	37.623	24.755	17.839	6.949
Online Safety Education Programme	8.506	43.047	32.580	13.923	1.944
Online Safety Group	8.859	25.651	19.315	26.107	20.067
Online Safety Policy	18.042	53.685	17.783	9.120	1.370
Online Safety Responsibilities	16.920	34.192	23.086	24.465	1.337
Professional Standards	15.723	43.928	15.078	17.820	7.450
Reporting and Responding	11.289	31.333	26.187	24.842	6.349
Social Media	9.816	43.709	21.294	16.584	8.597
Staff	5.163	18.133	38.022	33.397	5.285
Technical Security	11.668	25.159	37.783	21.654	3.736

EVOLVE Schools

Aspect	Primary	Secondary
Acceptable Use	2.28621584	2.17142857
Agencies	3.58983536	3.43816544
Contribution of Young People	3.07111882	2.89448441
Data Security	2.96428571	2.81550126
Digital and Video Images	2.30546358	2.14374514
Families	2.83580508	2.67070218
Filtering	2.20238295	2.13526192
Governors	3.32385952	3.12996689
Impact of Online Safety Policy and Practice	3.36996337	3.17572156
Mobile Technology	2.57505251	2.46515152
Monitoring	2.25691167	2.21462264
Online Publishing	2.68445553	2.4836703
Online Safety Education Programme	2.57750457	2.45964643
Online Safety Group	3.22872483	3.03504218
Online Safety Policy	2.22091961	2.13879004
Online Safety Responsibilities	2.59107545	2.43716578
Professional Standards	2.57345589	2.3502994
Reporting and Responding	2.83628879	2.66518519
Social Media	2.70438076	2.54272517
Staff	3.1550765	2.98964143
Technical Security	2.80630312	2.69885434

Poor Training Performance

	All schools	Schools with poor staff training	Schools with poor governor training
Acceptable Use	2.29	2.65	2.52
Agencies	3.59	4.10	3.98
Contribution of Young People	3.07	3.63	3.51
Data Security	2.96	3.38	3.25
Digital and Video Images	2.31	2.72	2.59
Families	2.84	3.32	3.20
Filtering	2.20	2.51	2.44
Governors	3.32	3.93	4.14
Impact of Online Safety Policy and Practice	3.37	3.92	3.80
Mobile Technology	2.58	3.04	2.89
Monitoring	2.26	2.56	2.50
Online Publishing	2.68	3.19	3.04
Online Safety Education Programme	2.58	3.03	2.89
Online Safety Group	3.23	3.64	3.56
Online Safety Policy	2.22	2.55	2.43
Online Safety Responsibilities	2.59	3.03	2.89
Professional Standards	2.57	3.13	2.94
Reporting and Responding	2.84	3.42	3.23
Social Media	2.70	3.21	3.05
Staff	3.16	4.01	3.59
Technical Security	2.81	3.26	3.14

	Staff = 1 or 2	Staff = 4 or 5
Acceptable Use	1.62259615	2.64960134
Agencies	2.76693548	4.10157917
Contribution of Young People	2.2328	3.63459093
Data Security	2.17235637	3.37661758
Digital and Video Images	1.6027846	2.71742882
Families	2.16958599	3.32486235
Filtering	1.64119067	2.51305092
Governors	2.39469453	3.92515231
Impact of Online Safety Policy and Practice	2.41396509	3.921875
Mobile Technology	1.79610073	3.03833049
Monitoring	1.72181671	2.56022289
Online Publishing	1.86113394	3.19302025

Online Safety Education Programme	1.88188976	3.03443983
Online Safety Group	2.24187153	3.64082792
Online Safety Policy	1.63102894	2.55201342
Online Safety Responsibilities	1.71952191	3.02989353
Professional Standards	1.71116505	3.1300813
Reporting and Responding	1.86495177	3.41581633
Social Media	1.89434889	3.2122905
Staff	1.7801252	4.0082713
Technical Security	1.99917898	3.25724476

Test Filtering – Overall

	Fail	Pass
Aug-20	118	162
Sep-20	421	695
Oct-20	295	437
Nov-20	372	993
Dec-20	385	689
Jan-21	200	367
Feb-21	229	524
Mar-21	311	655
Apr-21	488	901
May-21	479	946
Jun-21	606	1362
Jul-21	317	691
Aug-21	335	685
Sep-21	367	1112
Oct-21	279	906
Nov-21	263	1159
Dec-21	224	451
Jan-22	356	1120
Feb-22	348	839
Mar-22	559	1295
Apr-22	215	667
May-22	59	136