

Online Safety Mark Assessor Report Form



School: Longwill School for Deaf Children Date of assessment: 4th July 2018

Assessor: Traci Good Headteacher: Alison Carter

School Contact Person: Alison Jackson

Element A – Policy and Leadership

The leadership of Online Safety is very strong at Longwill School for Deaf Children and responsibilities across the staff team are both shared and clearly understood.

The school have clear and effective policies in place that complement each other. These include the Online Safety policy, behaviour policy, acceptable use policy and safeguarding policy. The policies are reviewed regularly and have good stakeholder involvement.

The Headteacher and her Deputy has a clear understanding of the Online Safety work that was being completed in school and was able to explain how Online Safety was being addressed as part of the School Improvement Plan. The school have cleverly based their education around the Unicef 'Rights Respecting Award' so that a golden thread can be seen.

The governor who has responsibility for safeguarding has received in house training around Online Safety and meets regularly with the Headteacher and her Deputy to discuss incidents, identify trends and monitor the impact of previous incidents (of which there are very few).

The school has an active School Council and online safety is standing agenda item at these meetings. The information from these meetings is used to help to shape the strategic plan. The group has wide representation, including students, and takes a holistic view of Online Safety.

Element B – Infrastructure

The school uses the broadband, monitoring and filtering system provided by the local authority (BGFL). This ensures that all filtering is robust and uses lists compiled and updated by the Internet Watch Foundation, CAIC list and other illegal content lists. The school are aware that this is not a failsafe and so regular monitoring of the network takes place by the Network Manager.

The school currently share their broadband with other schools that are share the site. This has meant that internet connection speeds have been slow. The school are upgrading their broadband over the summer and will have super fast broadband from September.

The school have a critical incident policy in place and key staff members hold passwords for the school network. The school use several cloud based services and have ensured that all comply with Safe Harbour.

Element C – Education

Online safety is taught both formally and informally and students there is very clear evidence that the voice of the student is sought and acted upon. The children in school have a very real sense of ownership of the online safety education that they receive, and as such it is relevant and up to date. The staff are keen to explore trends and share findings with children, a great example of this is the 'Floss' dance. 'Flossing' is a celebratory dance that you do when you get a kill on Fortnite, the children were encouraged to think critically about what they were doing and what it symbolised. As a result the children no longer 'floss' as it is seen as disrespectful.

The children have a good knowledge of how to stay safe online and they are aware of different ways in which they can access help and support, should they need it. This includes talking to a trusted adult and using the CEOP button.

The staff have a clear online safety curriculum which is embedded across most disciplines. Staff are aware that children have different levels of knowledge and access to tech and they adjust their lesson plans and resources accordingly. Staff that I spoke to said that resources are adapted for each pupil, this is necessary as this is not a 'one size fits all' school.

Parents said that the school are very proactive in sharing information. All children are transported in so school utilise Parent Text and the school website to share information. Parents found this really useful. School have a good engagement rate and track which texts have been received and opened.

Element D – Standards and Inspection

There is effective monitoring in place and although incidents are very low, staff know the procedure if there is an issue.

The school has clear monitoring, recording and reporting systems in place. The Network Manager completes monitoring of staff and student usage. A TA who has a good knowledge of safeguarding supports the Network Manager, this means that a good level of knowledge is applied to monitoring and potential safeguarding issues are easily identified.

Students have an excellent awareness of when and how to report breaches and what their responsibilities are if they should see something online that upsets or worries them. All students said that you should turn off the monitor, but not the computer and tell a staff member.

The governing body is made aware of incidents. The safeguarding governor has regular meetings with the Headteacher where incidents are discussed; these are also shared via the Headteachers report. This information is used to shape the school improvement plan.

Areas of strength and good practice

The schools major strength is their clear whole school approach. This is seen across all areas of the school. The SLT, governors, technical support, parents and students are all aware of their responsibility to work together to stay safe online. The students at this school are all profoundly deaf, and the staff understand their students well and adapt resources and lessons to ensure their differing needs are met.

Longwill have excellent communication with parents, they have had to really think about how they share information with parents as children are all brought in by taxi, so parents are not usually in school. Parent Text, newsletters, and the school website are well used and the school uploads a BSL 'Newsround' each week which includes online safety. Whilst this has been developed for the students to gain an understanding of world events, it is also watched by parents which is a key way of engaging with both parents and the wider Deaf community.

Longwill also have a home school liaison officer who visits families in their homes. She is fluent in several languages and shares online safety information where necessary.

Students are very clear of the expectations upon them and they know how to report any problems and when they should do this.

Areas for further development

Whilst staff are reminded to change their passwords on a regular basis this is not currently done as an automated process. In light of the changed to GDPR I recommend that staff passwords are force changed every term.

Consistent staff training was identified as an area for development by the school. Whilst all new starters have a comprehensive induction programme online safety was identified as an area to add on for new starters. New staff will be encouraged to help students develop critical thinking skills and challenge inconsistencies they find online.

Additional Comments

I would like to thank the staff, students and parents of Longwill School for Deaf Children. You are a truly inspirational school! This is particularly so for Alison Jackson who has worked tirelessly to ensure that the whole school community are aware of online safety risks and ensure that all stakeholders have the skills and education to mitigate these wherever possible.

The safety and education of the children in your care is of paramount importance and you place high expectations on your students, which they meet and exceed.

I love the fact that you use the Unicef 'Rights Respecting' framework and I will be looking into how I use this to develop and improve my practice – thank you!

Please pass on my thanks to everyone who was involved on the assessment day, I can clearly see that this is the start of more improvements and changes. Please share your wonderful knowledge and expertise with others!

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Assessor's Recommendation

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