

Element 4 Digital Safeguarding				
4a Protection				
	4	3	2	1
4a – 1 Protection of Users; Systems and Processes	<p>The school is aware of its responsibilities to provide a safe and secure technology environment for its pupils and staff. It has systems in place to meet the minimum safeguarding requirements, but has not developed these beyond the initial setup and they do not always meet the changing or differing needs of users.</p>	<p>The school is fully aware of its responsibilities, and acts to ensure that technology use by pupils and staff is safe and secure. It is able to identify and, where possible, undertake appropriate changes to systems to respond to issues or meet the differing needs of groups of users.</p>	<p>The school maintains systems and processes that take into account the broad differing needs of pupils and staff and may provide different protection and security functions, depending on age, role or location of pupils and staff.</p>	<p>The school maintains its digital infrastructure, software, systems, services and processes, fully configured to be reactive to the differing needs of a range of groups and users across the school.</p>
	<p>Technical solutions are not fully co-ordinated and are at an early stage.</p>	<p>Technical and policy solutions to provide safeguarding for users of the school's technology systems sometimes limit opportunities for learning and teaching.</p>	<p>Technical and policy solutions ensure that there is safeguarding of the school's technology users and systems, without limiting opportunities for learning and teaching.</p>	<p>Safeguarding technical and policy solutions fully support and extend opportunities for teaching and learning.</p>
	<p>Monitoring and reporting systems or information available to the school are limited.</p>	<p>Appropriate monitoring and reporting tools or systems are available and used when needed. Staffing lines of responsibility are understood.</p>	<p>There is a clear process and accountability for reviewing and implementing changes and requests for changes to systems, such as file security and internet filtering, and for managing security and safeguarding incidents.</p>	<p>Tools are in place, appropriate to the school setting and its users, that allow for active or proactive review and monitoring with effective management of risk. This includes support for monitoring, safeguarding, wellbeing and pastoral issues.</p>
	<p>Processes for the security of users' data have been considered and</p>	<p>Processes are in place for reporting on usage and key data,</p>	<p>Appropriate systems, processes and responsibilities are in place for</p>	<p>As part of the systematic review of safeguarding systems</p>

	<p>measures to ensure the technical and physical security of devices and the network are being implemented, such as network usernames and passwords and device management. This does not cover online use.</p> <p>The Acceptable Use Policy or Agreements are in place but not all users are clear about what that means in practice.</p>	<p>which are used when needed but are not yet used to proactively develop agreed systems.</p> <p>The Acceptable Use Policy or Agreements are understood by most users.</p>	<p>systematic monitoring and reporting of technology usage; where needed, measures to address system weaknesses and further educate users are put in place.</p> <p>The Acceptable Use Policy or Agreements are well understood and embedded.</p>	<p>procedures, policy and responsibilities, data is used to regularly determine policy and process levels at regular intervals.</p> <p>The Acceptable Use Policy, Agreements or Charter are differentiated for a range of users, updated regularly with input from users, and are well embedded in day-to-day practice.</p>
<p>4a - 2 Protection of Data; Systems and Processes</p>	<p>The school is aware that it needs to secure data. It has a wide range of data with some security across the network.</p> <p>Procedures for regular back up and for securing or transporting data may be at an early stage and not yet systematic.</p>	<p>Key data is secured and key users are aware of some tools available for data transfer to governmental bodies. There are some systems in place that secure data, network and devices, both onsite and offsite, without impacting on usage. This includes some secure data backup and transfer systems.</p> <p>The school is beginning to review the risks and impact on pupils and staff with respect to privacy and data protection for data stored on school devices and cloud-based systems.</p>	<p>The school MIS system is secure with differentiated access to data in place for users with different roles. There are systems in place that secure data, network and devices, both onsite and cloud-based, without impacting on usage.</p> <p>This includes secure data backup and transfer systems. The school regularly reviews the risks and impact on pupils and staff, with respect to privacy and data protection, for data stored on school devices and cloud-based systems.</p>	<p>Access controls have been deployed to all information systems and a full risk assessment for all information assets for which the school is responsible is undertaken on a regular basis, with necessary roles clearly identified.</p> <p>There is a clear procedure for logging, reporting, managing and recovering from risk incidents. Due diligence is accepted by all users as a priority. Changes to control measures, where identified as needed, are implemented systematically and promptly.</p>

	Data security, data protection and copyright are not understood by some users.	Most users have an understanding of data security, data protection and copyright. There are some procedures and lines of responsibility for data security incidents and the school is proactive in updating practice and roles to comply with legislative change.	All, or nearly all, users have a good understanding of data security, data protection and copyright and best practice is embedded. There are procedures and lines of responsibility for data security incidents and the school is proactive in updating practice and roles to comply with legislative change.	All users understand data security, data protection and copyright and best practice is embedded, and shared with the wider community.
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Element 4 Digital Safeguarding				
4b Education				
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4b - 1 Teaching and Learning	<p>Teaching of online safety is limited and inconsistent and reliant on infrequent events such as assemblies and 'special days'.</p>	<p>There is some teaching of online safety across all key stages and some subjects but it lacks coordination and age or needs-appropriate progression. There is not always sufficient time available for learning how to use technology tools.</p>	<p>There is well-planned teaching of online safety across all key stages, including nearly all adults and pupils in the school, with age or needs-appropriate contexts, progression and development of safe practice. Sufficient time is allocated for teaching how to use education technology tools safely.</p>	<p>There is effective, robustly planned, monitored and reviewed teaching of online safety across all key stages, including all adults and pupils in the school, using a range of subjects, updated content and sufficient time.</p>
	<p>Some teachers are capable of modelling safe practice.</p>	<p>Most teachers are capable of modelling safe practice.</p>	<p>Nearly all staff are capable of modelling safe practice and the school uses the skills and knowledge of pupils as digital citizens to inform and support practice.</p>	<p>Staff model safe practice and the school consults with and uses the skills and knowledge of pupils as digital citizens to inform and support practice effectively.</p>
	<p>Some pupils are aware of some of the risks involved in the use of technology. However, most pupils have limited understanding of the risks, issues, rights and responsibilities to themselves and others in their use of online content, tools and services and generation of online content. Pupils have no or very limited opportunities to impact on practice.</p>	<p>Most pupils are aware of the school policy and the need to adopt appropriate and responsible behaviours, however, a significant proportion of pupils' knowledge, skills and understanding is not sufficient to enable them to be effective, safe users. Pupils have some opportunities to impact on practice.</p>	<p>Nearly all pupils are aware of the need to adopt appropriate and responsible behaviours. Pupils know how to evaluate online resources for bias and validity.</p>	<p>Pupils consistently adopt responsible and safe online practices both in and beyond the school. All, or nearly all, pupils evaluate online resources for bias and validity.</p>

	<p>Some pupils do not always understand the right of others online to privacy and free speech: they do not always understand why some behaviour is inappropriate, but they can often recognise unacceptable online behaviour in others.</p> <p>Some pupils use online resources but are not aware of the need to ascertain accuracy of information.</p>	<p>Most pupils try to use technology in ways that minimise the negative effects on others, but they are not always aware of when technology is contextually inappropriate, and they sometimes lack resilience.</p> <p>Most pupils discuss online resources, but many are not aware of the need to take steps to ascertain accuracy of information.</p>	<p>Nearly all pupils have a resilient, respectful approach to digital activity and some seek to minimise negative effects on others; they are usually aware of when technology is contextually out of place.</p> <p>Nearly all pupils have age or needs-appropriate knowledge, skills and understanding of issues, risks, rights and responsibilities involved in using online communication, content, tools, services and purchasing to enable them to be safe and effective users, both in and beyond school as digital citizens.</p>	<p>Pupils have a resilient, respectful approach to digital activity and seek to minimise negative effects on others; they are aware of when technology is contextually appropriate or out of place.</p> <p>Pupils have the knowledge, skills and understanding to be effective, creative, resilient and empowered users of digital content, tools and services. Provision of age or needs-appropriate contexts, progression and development of safe practice supports the tenets and elements of digital citizenship and digital society.</p>
<p>4b – 2 Wider Communities</p>	<p>The school provides few opportunities to engage with stakeholders and the wider community in order to communicate and share effective safe practice and behaviour.</p>	<p>The school provides some opportunities to engage with stakeholders and the wider community to communicate and share effective safe practice and behaviour. It draws on external expertise to develop and enhance provision.</p>	<p>The school draws upon a wide range of expertise to develop and enhance provision. The school engages regularly with stakeholders and the wider community to communicate, collaborate and share effective safe practice and behaviour, and plans to increase involvement.</p>	<p>Drawing on external expertise as needed, technology is used to safely support partnerships with other establishments, organisations and businesses that are used to broaden and deepen young people's learning. Community links are fully embedded into the life and work of the school and these include global community links where pupils develop critical thinking skills and awareness of digital society and digital citizenship.</p>

Element 4 Digital Safeguarding				
4c Safe and Secure use by Adults				
	4	3	2	1
4c - 1 Safe use of Digital Technologies by Staff	<p>Some staff are aware of the digital safeguarding risks associated with introducing education technologies.</p> <p>Where school agreed systems exist, some staff use them on an ad hoc basis for their professional duties.</p> <p>The development of safe staff practice is mostly in response to notifications of the risks associated with particular technologies. Staff have limited understanding of their information security responsibilities.</p> <p>Some staff model digital safety in their classrooms, but pupils do not always follow.</p>	<p>Most staff are competent users of technology and are able to assess risks associated with developing the use of education technologies for adults and children.</p> <p>Most staff use school approved digital systems to carry out their professional duties.</p> <p>Most staff understand the boundaries between personal and professional use. Staff are aware of their information security responsibilities.</p> <p>Most staff model digital safety in their classrooms, but pupils do not always follow.</p>	<p>Nearly all staff are competent and enthusiastic users of technology who understand the issues and boundaries between personal, professional and educational use and can safely develop new practice.</p> <p>Nearly all staff use school approved digital systems and processes to carry out their professional duties.</p> <p>Nearly all staff know and understand the digital safeguarding risks and issues associated with their professional role, including information security and are enabled as professionals to make informed decision.</p> <p>Nearly all staff model and promote digital safety and wellbeing in their classrooms and expect pupils to do the same.</p>	<p>There is a culture in the school where staff are encouraged to use technologies in innovative ways, while being aware of the online safety risks for adults and children and within the bounds of well-developed school safeguarding strategies.</p> <p>Staff use school approved digital systems and processes to carry out their professional duties.</p> <p>Staff recognise themselves and pupils as digital citizens and they are enabled to make informed decisions in relation to the appropriate use of technology.</p> <p>Staff model and promote digital safety and wellbeing in their classrooms and expect pupils to do the same.</p>
4c - 2 Safe use of Digital Technologies by others in the school community	<p>Governors, parents and visitors are made aware of the digital safeguarding risks associated with technologies.</p>	<p>The school enables governors, parents and visitors to assess risks associated with using of</p>	<p>The school enables governors, parents and visitors to understand the issues and boundaries between personal,</p>	<p>The school enables governors, parents and visitors to use technologies in innovative ways, while being aware of</p>

	<p>Where school agreed systems exist, governors, parents and visitors use them on an ad hoc basis for their professional duties. They have limited understanding of their information security responsibilities.</p>	<p>technology in their engagement with school.</p> <p>Some governors, parents and visitors use school approved digital systems to carry out their professional duties. They are aware of their information security responsibilities.</p>	<p>professional and educational use and develop safe practices in their engagement with the school.</p> <p>Most governors, parents and visitors use school approved digital systems and processes to carry out their professional duties. They know and understand the digital safeguarding risks and issues associated with their role, including information security.</p>	<p>the online safety risks for adults and children and within the bounds of well-developed school safeguarding strategies.</p> <p>The majority of governors, parents and visitors use school approved digital systems and processes to carry out their professional duties and are encouraged to make informed decisions in relation to the appropriate use of technology.</p>
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