CNES Silver Award Evidence File

e-Safety School

**Criteria expected to achieve the Silver Award – Certificate of Advancement**

Download a copy and save as “SchoolnameSilveraward” complete and upload the document [here](https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKaGOPP8bHX9PmrKTl-PVrRxUMk5MMEM1OUM1RFBZSVRUU1ZSSTJaQVpGRC4u)

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| **Expected Criteria** | **Responsible Person/s** | **Insert RAG** | **Completed (Yes/No/Date)** | **Evidence/Comment** |
| There is an on-line e-safety group with representation from pupils, parents, staff (including a representative from the SMT and the Child Protection Co-ordinator). |  |  |  |  |
| There is a designated member of staff who has responsibility for online safety with clear responsibilities. |  |  |  |  |
| There is an e-safety policy which includes mobile devices and social media. The policy has been created in consultation with a wide range of staff, pupils, parents and other partners and meets the school’s, LA’s and national child protection and safe guarding obligations. This is shared appropriately with all users. |  |  |  |  |
| There is an acceptable use of technology agreement in place for all users of technology within the school. |  |  |  |  |
| On-line safety is a strong feature within the school’s self-evaluations procedures. It is referred to in a wide range of whole school policies and procedures, including advice on making best use of digital technology, while adhering to the on-line safety policy. |  |  |  |  |
| Strategies for developing safe and responsible use online are clearly stated in the online policy and relate to both the behaviour and anti-bullying policies. These are shared appropriately with all users. |  |  |  |  |
| Users understand the importance of being responsible digital citizens and are able to identify appropriate ways to report concerns. |  |  |  |  |
| The school has a clear policy, in collaboration with the Local Authority (e.g. CnES eLearning Working group) relating to the use by pupils, staff and other users of social media. The school also has a planned, progressive programme related to understanding the safe and appropriate use of social media. |  |  |  |  |
| The school has a clearly understood strategy on the use of and publication of digital and video images. Parental permissions are gained when publishing personal images on the website or other publications. |  |  |  |  |
| The school’s public online communications are used to provide information about online safety. |  |  |  |  |
| All staff should follow the relevant Professional Standards, the [Code of Professionalism](https://www.gtcs.org.uk/regulation/copac.aspx) and Conduct, the [Local Authority’s Acceptable Use Policy](https://www.cne-siar.gov.uk/media/4748/e-safety-and-acceptable-use-of-communication-technology-in-schools.pdf) and any other appropriate national guidance on the responsible professional use of digital technology. All staff understand that communication between pupils, parents and other members of the school community should be professional in nature and take place through the official school system’s (e.g. School emails, GLOW platforms, etc.) |  |  |  |  |
| All staff should use strong passwords and appropriate procedures for user access to networks and devices and have received appropriate training. |  |  |  |  |
| Internet access is filtered for all users and regularly updated. There is an appropriate and balanced approach to providing access to online content. |  |  |  |  |
| Network access requires user identification for all users. Devices and network equipment are physically secured and managed by the Local Authority. Anti-virus and malware prevention is applied and regularly updated across school systems. |  |  |  |  |
| Parents are informed about their rights and about the use of personal data through the privacy notice in the school handbook. The school, with the support of the Local Authority, has processes in place to manage Freedom of Information requests. |  |  |  |  |
| A planned online safety education programme is in development through both discrete lessons and wider curriculum opportunities. |  |  |  |  |
| Opportunities are being developed to provide pupils with a wide range of lessons to develop skills in using digital technologies to extend their learning, to become more independent and to develop creativity. |  |  |  |  |
| A planned programme online safety professional learning programme is being developed, which aligns with the school’s child protection and safeguarding training. |  |  |  |  |
| The school is beginning to provide more regular opportunities for parents to receive information or education about online safety. |  |  |  |  |
| Monitoring of online behaviour takes place and records are kept, as part of the normal monitoring and recording procedures. There are clear systems in place to deal appropriately with any incidents. (e.g. SEEMiS) |  |  |  |  |
| Systems to evaluate the impact of online safety policy and practice are being developed. |  |  |  |  |