CNES Gold Award Evidence File

e-Safety School

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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). The group has a clear role with areas of responsibility.  |  |  |  |  |
| There is a designated member of staff who has responsibility for online safety with clear responsibilities. These include facilitating the e-safety group, organising staff training and co-ordinating the e-safety programme and resources.  |  |  |  |  |
| 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 which is clearly understood by all. |  |  |  |  |
| On-line safety is a strong feature within the school’s self-evaluations procedures. It is embedded in all relevant policies and procedures, including advice on making best use of digital technology, while adhering to the on-line safety policy. The school has a well-considered and consistent approach to online safety and shares this effectively to all members of the school community. |  |  |  |  |
| 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 and are regularly reviewed in light of current practice. |  |  |  |  |
| Users understand the importance of being responsible digital citizens and are able to identify appropriate ways to report concerns. There are established links with outside agencies who can assist the school and members of the community in dealing with these issues. |  |  |  |  |
| 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. This programme is embedded as part of a wider online safety programme and is supported by parents and the wider community. |  |  |  |  |
| 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 for user access to networks and devices and have received appropriate training. Routines are in place to provide appropriate access for temporary staff/users. |  |  |  |  |
| 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 the schools 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 place through both discrete lessons and wider curriculum opportunities. It is fully embedded in all aspects of the curriculum across the school. All pupils understand what it means to be responsible digital citizens. |  |  |  |  |
| Opportunities are provided for pupils, within a wide range of lessons, to develop skills in using digital technologies to extend their learning, to become more independent and to develop creativity. The school acknowledges, learns from and uses the skills and knowledge of pupils in the use of new technologies. This also helps to inform school online safety policy and programmes. |  |  |  |  |
| There is a planned programme of staff online safety professional learning that is regularly revisited and updated in line with local and national developments. It is clearly aligned and consistent with the school’s child protection and safeguarding training. The culture of the school ensures that staff support each other in sharing knowledge and good practice about online safety and they participate more widely in local and national professional learning events. |  |  |  |  |
| The school provides regular opportunities for parents to receive information or education about online safety. There is evidence that parent online safety events/communications are effective. |  |  |  |  |
| 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) |  |  |  |  |
| The impact of online safety policy and practice is evaluated regularly. |  |  |  |  |