

Inspecting e-safety in schools

David Brown HMI

National Lead for ICT

Wednesday 22 January 2014



The inspection of safeguarding and e-safety



Safeguarding - a definition

Ofsted adopts the definition of safeguarding used in the Children Act 2004 and in the Department for Education and Skills (now DfE) guidance document *Working together to safeguard children*, which focuses on safeguarding and promoting children's welfare. This can be summarised as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.



Key inspection issues

Two key inspection issues follow from this definition:

- do staff know how to identify and respond to signs of or actual significant harm to a child?
- if a school is aware of likely or actual significant harm how timely and appropriate is their action in dealing with this?



Statutory duty

'The **governing body** of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to **safeguarding** and **promoting the welfare** of children who are pupils at the school.'

section 175 Education Act 2002



Key points

- **'Inspectors should take prompt and appropriate action on any safeguarding or health and safety issues'** (Framework for school inspection paragraph 77; Code of conduct).
- **'Inspectors have a duty to pass on disclosures which raise child protection or safeguarding issues and/or where there are concerns about serious misconduct or criminal activity'** (School inspection handbook paragraph 53).



Ofsted and inspection

- Ofsted inspects to the legislation and government guidance, and is not asking for anything more.
- Ofsted is not a legislator – inspectors make judgements in relation to the evaluation schedule and the other main documents.
- The importance of professional judgement, using inspectors' skills and taking a measured approach.
- Inspection is always a judgement call, there is no 'recipe' which can explain all the circumstances that might affect such a judgement.



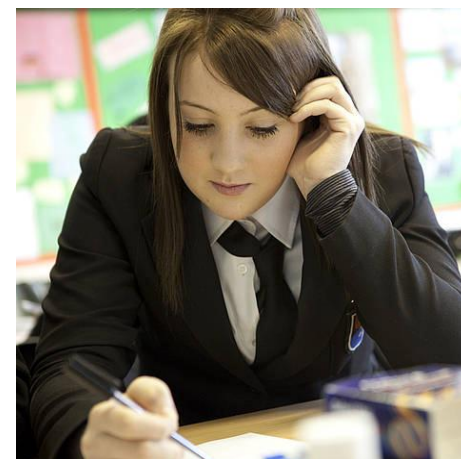
Behaviour and safety

- One key judgement is 'behaviour and safety' (key questions: 'are children safe' and 'do they feel safe?')
- Focus on freedom from bullying and harassment in all its forms.
- Focus on pupils' ability to assess and manage risk.
- Do the procedures, systems, ethos of the school lead to outcomes whereby pupils are safe?



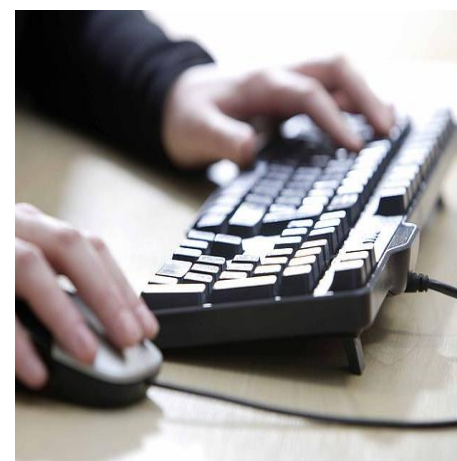
Possible evidence sources

- views of pupils, staff and parents or carers (ParentView, questionnaires)
- interviews with key staff and / or governors
- informal discussions with pupils and staff
- quality of the curriculum
- single central record, vetting and safe recruitment
- management of behaviour, attendance, safeguarding (including off-site), complaints, physical intervention
- other records relating to safeguarding
- complaints



Key questions

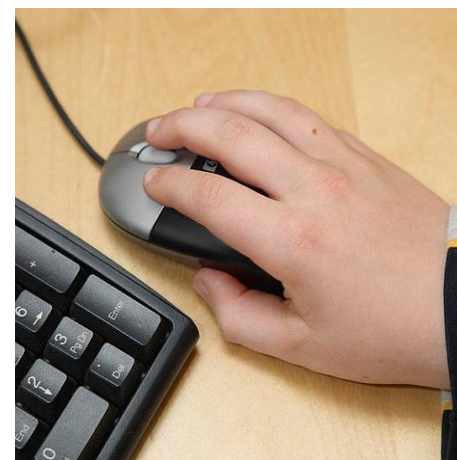
- Do the procedures, systems, ethos etc of the school lead to outcomes whereby pupils are safe?
- Do staff and others who work intensively with pupils in the school know how to recognise signs of abuse, and what steps to take if they have concerns that a child has suffered or is at risk of suffering significant harm?
- Does the school take timely and appropriate action in instances where a child has suffered or is at risk of suffering significant harm?
- Does the school assess risks, and take sensible, well-thought through steps to mitigate them?



Leadership and management

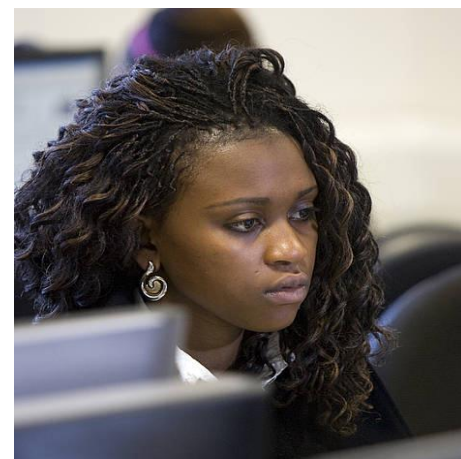
Leadership and management are likely to be judged to be inadequate if:

- The school's arrangements for safeguarding pupils do not meet statutory requirements and give serious cause for concern.



Summary

In 79% of all schools inspected during the academic year 2010-2011 safeguarding procedures were judged to be good or outstanding. Furthermore, safeguarding was judged to be at least satisfactory in 99% of schools. It is now rare for inadequate procedures to be identified. This indicates that schools have considerably improved this area of their work and take their responsibilities in this area very seriously.



The inspection of e-safety



Inspection of e-safety

The January 2014 School inspection handbook contains the following text:

The behaviour and safety of pupils at the school

Inspectors should consider (paragraph 134):

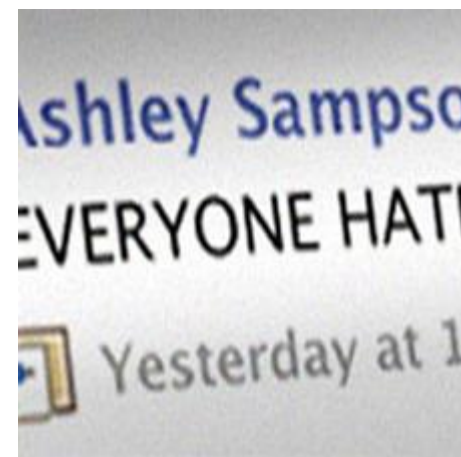
- Types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment. This includes **cyber-bullying** and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.
- The school's success in keeping pupils safe, whether within school or during external activities through, for instance, effective risk assessments, **e-safety** arrangements, and action taken following any serious safeguarding incident



Inspection of e-safety

The grade descriptor for outstanding includes:

- Pupils are fully aware of different forms of bullying, including **cyber-bullying** and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are rare and dealt with highly effectively.
- All groups of pupils are safe and feel safe at school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to **e-safety**.



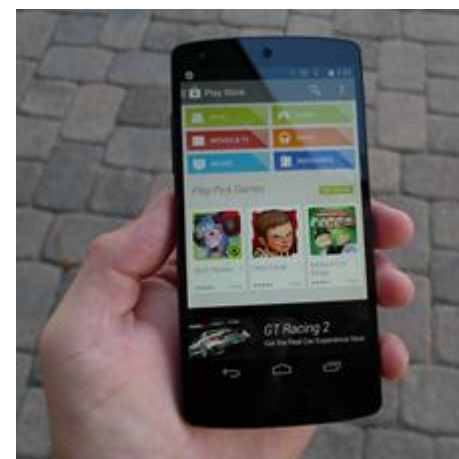
Inspection of e-safety

The January 2014 School inspection handbook contains the following text:

The quality of leadership in, and management of, the school

Inspectors should consider (paragraph 139):

- The effectiveness of safeguarding arrangements to ensure that there is safe recruitment and that all pupils are safe. This includes the promotion of safe practices and a culture of safety, including **e-safety**.



Inspection of e-safety

The January 2014 Subsidiary Guidance document contains the following text (paragraph 143):

- Inspectors should include **e-safety** in their discussions with pupils, covering topics such as safe use of the internet and social networking sites and cyber-bullying including by text message, and the measures the school takes to promote safe use and combat unsafe use.

Ofsted has produced a briefing document on e-safety for school inspectors; this gives examples of outstanding, good and inadequate practice.



Inspecting e-safety: briefing for inspectors

January 2014

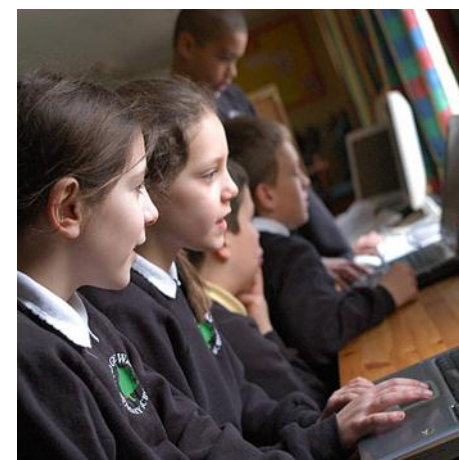


Introduction

In the context of an inspection, e-safety may be described as the school's ability to protect and educate pupils and staff in their use of technology and to have the appropriate mechanisms to intervene and support any incident where appropriate.

The breadth of issues classified within e-safety is considerable, but can be categorised into three areas of risk:

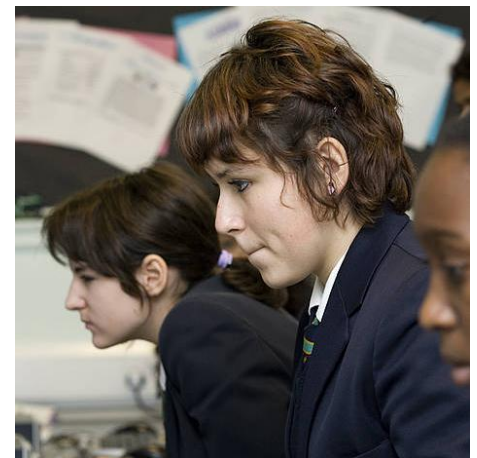
- **content:** being exposed to illegal, inappropriate or harmful material
- **contact:** being subjected to harmful online interaction with other users
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm.



Key features of good and outstanding practice

Whole school consistent approach:

- All teaching and non-teaching staff can recognise and are aware of e-safety issues.
- High quality leadership and management make e-safety a priority across all areas of the school (the school may also have achieved a recognised standard, for example the e-safety mark).
- A high priority given to training in e-safety, extending expertise widely and building internal capacity.
- The contribution of pupils, parents and the wider school community is valued and integrated.



Key features of good and outstanding practice

Robust and integrated reporting routines:

- School-based reporting routes that are clearly understood and used by the whole school, for example online anonymous reporting systems.
- Report Abuse buttons, for example CEOP. Clear, signposted and respected routes to key members of staff. Effective use of peer mentoring and support.

Staff:

- All teaching and non-teaching staff receive regular and up-to-date training.
- One or more members of staff have a higher level of expertise and clearly defined responsibilities.



Key features of good and outstanding practice

Policies:

- Rigorous e-safety policies and procedures are in place, written in plain English, contributed to by the whole school, updated regularly and ratified by governors.
- The e-safety policy should be integrated with other relevant policies such as behaviour, safeguarding and anti-bullying.
- The e-safety policy should incorporate an Acceptable Usage Policy that is understood and respected by pupils, staff and parents.



Key features of good and outstanding practice

Education:

- An age-appropriate e-safety curriculum that is flexible, relevant and engages pupils' interest; that is used to promote e-safety through teaching pupils how to stay safe, how to protect themselves from harm and how to take responsibility for their own and others' safety.
- Positive rewards are used to cultivate positive and responsible use.
- Peer mentoring programmes.

Infrastructure:

- Recognised Internet Service Provider (ISP) or Regional Broadband Consortium (RBC) together with age-related filtering that is actively monitored.



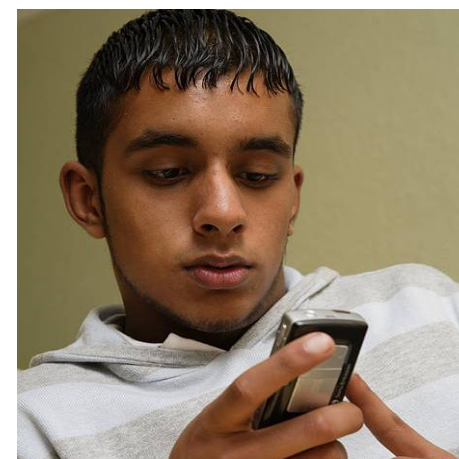
Key features of good and outstanding practice

Monitoring and evaluation:

- Risk assessment taken seriously and used to good effect in promoting e-safety.
- Using data effectively to assess the impact of e-safety practice and how this informs strategy.

Management of personal data:

- The impact level of personal data is understood and data is managed securely and in accordance with the statutory requirements of the Data Protection Act 1998.
- Any professional communications between school staff and pupils that utilise technology should take place within clear and explicit professional boundaries, be transparent and open to scrutiny, and not share any personal information with a pupil.



Indicators of inadequate practice

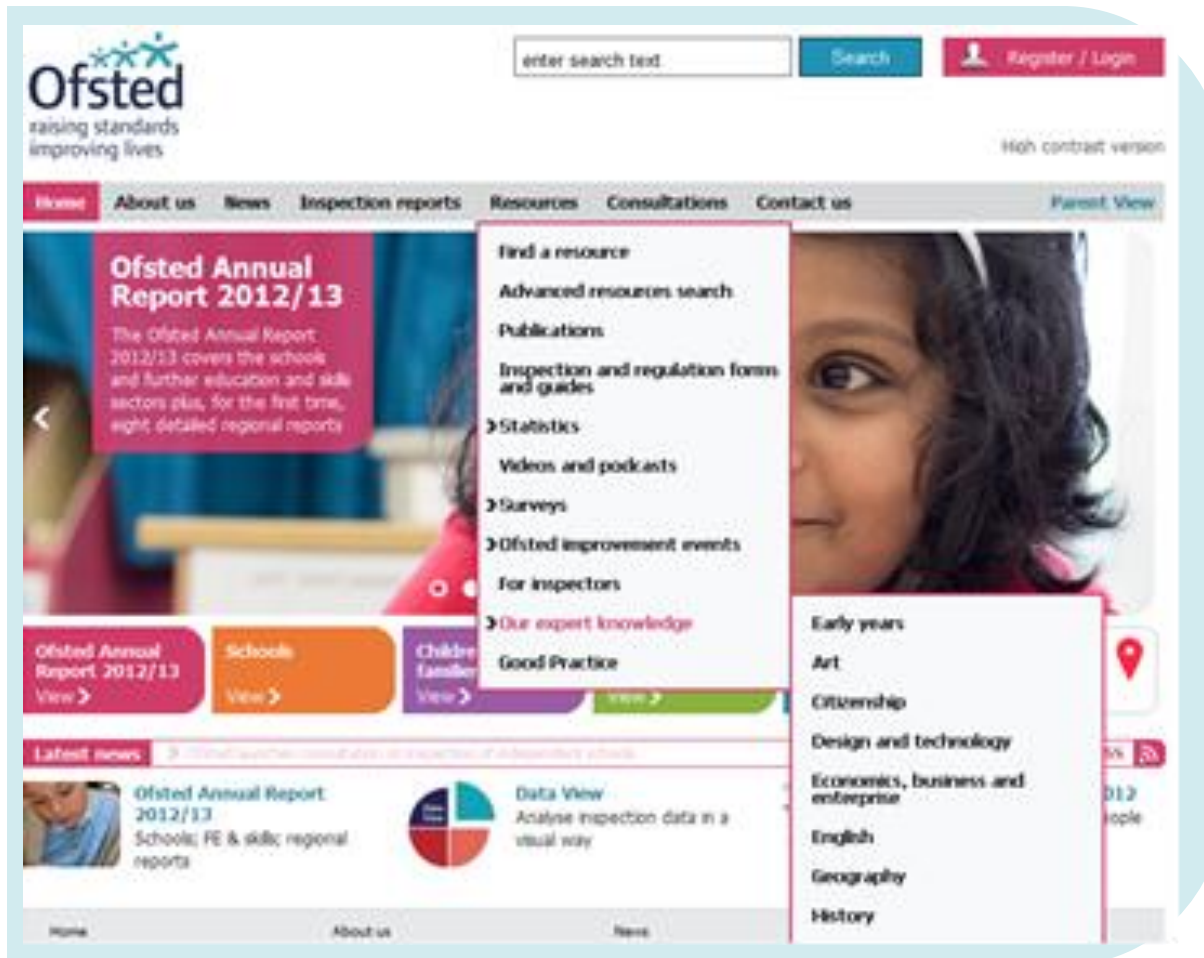
- Personal data is often unsecured and/or leaves school site without encryption.
- Security of passwords is ineffective, for example passwords are shared or common with all but the youngest children.
- Policies are generic and not updated.
- There is no progressive, planned e-safety education across the curriculum, for example there is only an assembly held annually.
- There is no internet filtering or monitoring.
- There is no evidence of staff training.
- Pupils are not aware of how to report a problem.



Support available from Ofsted



ICT support available from Ofsted



ICT support available from Ofsted

ICT in schools 2008–11

An evaluation of information and communication technology education in schools in England 2008–11

Since the Education Reform Act of 1988, information and communication technology has been compulsory for all pupils from 5 to 16 in maintained schools. This report draws on evidence from the inspection of information and communication technology in primary, secondary and special schools between 2008 and 2011. The use of ICT is considered as both a specialist subject and across the wider school curriculum.

The safe use of new technologies

This report is based on evidence from a small-scale survey carried out between April and July 2009 in 35 maintained schools in England. It evaluates the extent to which the schools taught pupils to adopt safe and responsible practices in using new technologies, and how they achieved this. It also assesses the extent and quality of the training the schools provided for their staff. It responds to the report of the Byron Review, *Safer children in a digital world*.



ICT support available from Ofsted

Inspecting e-safety

Briefing for section 5 inspection

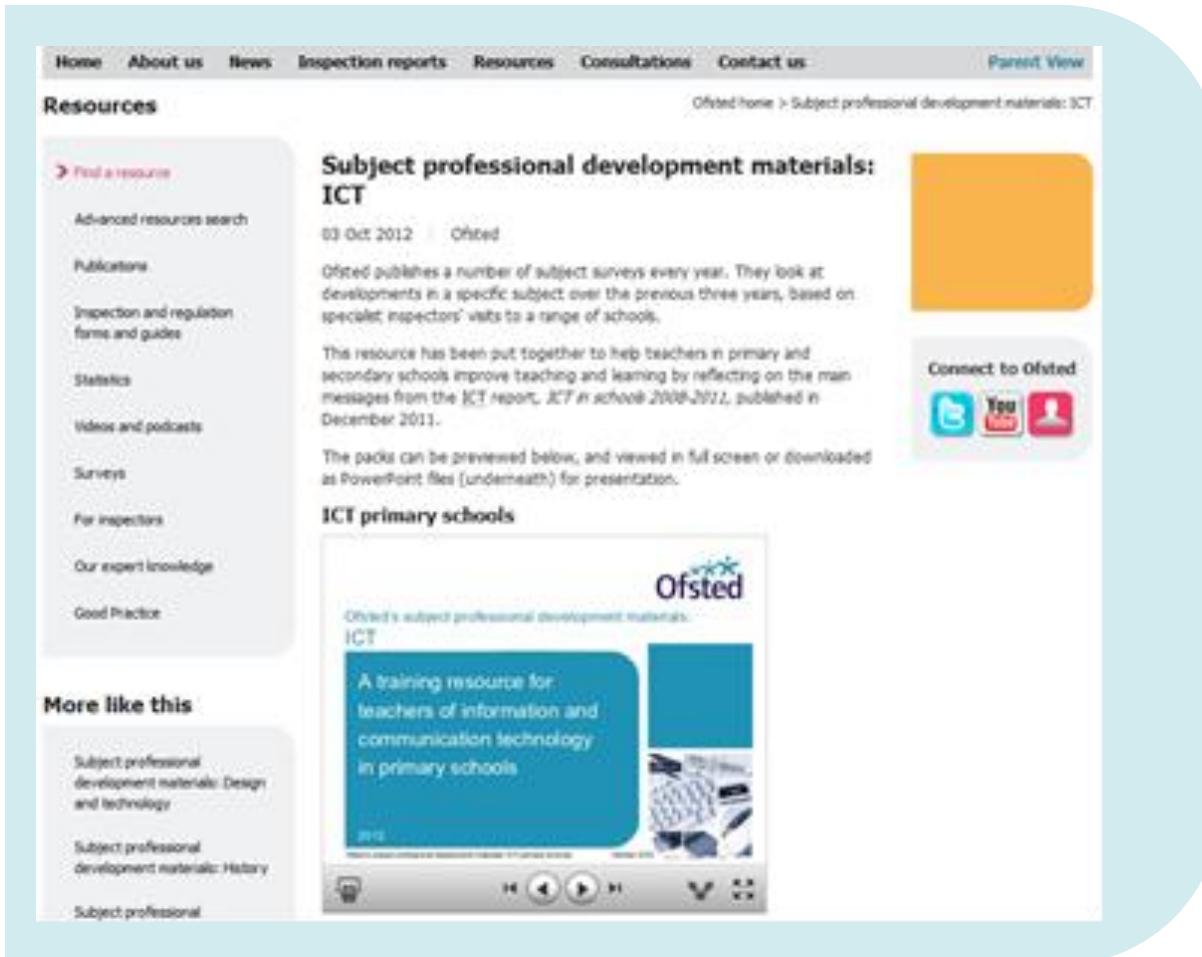
This briefing aims to support inspectors in reviewing school's safeguarding arrangements when carrying out section 5 inspections.

Information and communication technology (ICT) survey visits

Generic grade descriptors and supplementary subject-specific guidance for inspectors on making judgements during visits to schools



ICT support available from Ofsted



The screenshot shows the Ofsted website's 'Resources' page. The navigation bar includes links for Home, About us, News, Inspection reports, Resources, Consultations, and Contact us, along with a 'Parent View' link. The main heading is 'Resources', with a breadcrumb trail: 'Ofsted home > Subject professional development materials: ICT'. A sidebar on the left lists various resource categories: Find a resource, Advanced resources search, Publications, Inspection and regulation forms and guides, Statistics, Videos and podcasts, Surveys, For inspectors, Our expert knowledge, and Good Practice. The main content area is titled 'Subject professional development materials: ICT' and dated '03 Oct 2012 | Ofsted'. It states that Ofsted publishes subject surveys annually, focusing on developments over the previous three years. This resource is designed to help primary and secondary schools improve teaching and learning by reflecting on messages from the 'ICT report, ICT in schools 2008-2011'. It includes a video player for 'ICT primary schools' and a list of 'More like this' resources, such as 'Subject professional development materials: Design and technology' and 'Subject professional development materials: History'.



ICT support available from Ofsted

- National Lead for ICT web page
- ICT in schools 2008-2011 (Dec 2011)
- The safe use of new technologies (Feb 2010)
- Inspecting e-safety (Jan 2014)
- Descriptors and supplementary subject-specific guidance for inspectors on making judgements during subject survey visits to schools (Dec 2013)
- ICT training packs to support school CPD

www.ofsted.gov.uk



Inspecting e-safety in schools

David Brown HMI

National Lead for ICT

@DavidBrownHMI

Wednesday 22 January 2014

