
School: Falinge Park High School Date of assessment: 16th March 2015
Assessor: Katie John Headteacher: Robin Lonsdale
Moderator: Ron Richards School Contact Person: Julie Clarke

Element A – Policy and Leadership

E-safety clearly permeates the work of the school. The effectiveness of leadership at all levels is backed up through the consistency of responses received during the visit. The e-safety group is made up of members of the IT strategy group and includes governor representation. The group would however benefit from wider representation from curriculum support staff and the community. Pupils feel that school leaders listen to them and take ideas on board, which is due to a great extent to the efforts made by the leadership team to provide opportunities for them to contribute and share ideas.

Pupils and staff clearly understand their responsibilities in terms of acceptable use of technology. Policies and acceptable use agreements are in place and e-safety features in the anti bullying, PSHE and child protection policies. The e-safety policy would be improved by the addition of information about the extensive e-safety education carried out in the school.

Incidents both in and out of school are dealt with appropriately and proportionately. A lot of care is put into following these incidents up and ensuring support is provided where necessary. Staff feedback and monitoring is also used to identify vulnerable groups of pupils in order to provide them with targeted education. Incidents are reported in the SIMS behaviour module and, where appropriate, reported to the LA. Pupils feel comfortable approaching staff and are confident they will be listened to and that something will be done about it. Parents and pupils spoke of how impressed they were with the way incidents both in and out of school were dealt with. Leaders ensure trends are monitored and e-safety education programmes are adapted to ensure they are up to date and relevant to the pupils.

Element B – Infrastructure

Monitoring and filtering are robust. Pupil and staff activity is monitored and incidents of misuse handled appropriately. Again e-safety education programmes are tailored to combat trends of misuse. Virtual access to the school's network ensures pupils and staff are able to access their work out of school. This ensures the same level of filtering and security are applied. Filtering is differentiated and can be tailored to accommodate the needs of different age groups and curriculum requirements.

Staff have taken the level 1 child protection training, which includes data security. Some staff have had training at a higher level. Whilst staff feel confident that they know what to do if there was a breach in data protection, the school acknowledges the need to have a named person responsible for this area.

Element C – Education

E-safety education is being effectively delivered in a number of different ways. E-safety including cyber bullying and digital literacy is taught discretely in Computing, PSHE and other curriculum subjects. Appropriate use of technology is revisited regularly and reinforced by peer led assemblies; notes in pupil jotters; work in tutor groups; and through events and activities. Pupils appreciate this and believe they are safer because of it. The e-safety group is working on mapping the excellent practice that is happening throughout the school to ensure that it is clear where, when and how different aspects of e-safety are covered.

Training for staff is provided regularly and anyone logging on to the network is reminded of expectations around use. Parents, governors and members of the local community are invited to e-safety events. Parents are highly appreciative of the regular e-safety leaflets they receive and found sessions they have attended useful. They were keen to have more targeted information on the website on areas such as new apps and how to monitor what their child is doing. A more comprehensive resource would also help with community involvement.

Pupils are impressed by the work staff put in to stay up to date with developments. They feel they are listened to and are given opportunities to use their own knowledge and experience to support each other and influence wider e-safety practice.

The school uses social media and traditional media to inform parents and the community about up and coming e-safety events. There are plans in place to use social media to engage students. To ensure social media is used most effectively, clear guidelines should be established regarding handling comments on the school's social media.

Element D – Standards and Inspection

The school has effective monitoring and reporting in place which is reviewed regularly. This review impacts in the short term by ensuring responses to incidents are proportionate and e-safety messages to parents and pupils reflect developments in technology and current trends in use. The e-safety group actively seeks feedback from pupils and parents to inform their next move. The work of the e-safety group clearly feeds into the wider safeguarding agenda.

Areas of strength and good practice

- Pupils are involved in the development of policy and practice. They feel they are listened to and their ideas are valued.
- E-safety education for pupils is excellent. Pupils tell us they feel safer because of it.
- Leadership is effective at all levels.
- The school's approach to dealing with incidents is robust. Staff go out of their way to ensure they are dealt with effectively.

Areas for further development

- The school would benefit from establishing a person or group of people responsible for ensuring e-safety curriculum coverage, so that there is a record of when, how and where elements of e-safety are taught and can include this information in the e-safety policy.
- Policy and practice around data security and information handling would be more secure with a named person being given responsibilities in this area.
- Parents feel valued and informed; however they would appreciate more targeted information on the school website.
- Clear guidelines should be established regarding comments on the school's social media.

Additional Comments

Falinge Park High School currently does not allow pupils to bring their own devices to school. They have worked hard to develop a culture where the young people are so responsive and can now afford to take more risks in terms of further use of mobile devices and innovation such as BYOD and one to one technology.

Assessor's Recommendation

The school has reached the standards required to be awarded the E-Safety Mark