

Online Safety Mark Assessor Report Form

Academy: Ormiston Bolingbroke Academy Date of assessment: 19.03.24
Assessor: Steph Morley Headteacher: Kathryn Evans
Moderator: Ron Richards Academy Contact Person: Liam Hussey

Element A – Policy and Leadership

There is a strong commitment to online safety from governors, staff, parents and children.

The academy reviews and updates its policies and procedures to ensure alignment with regulatory requirements.

The leadership of online safety in the academy is robust.

The leadership ensures that all staff members receive regular training and awareness sessions on online safety. This empowers staff to effectively promote and enforce online safety within the academy.

Leadership fosters a collaborative approach to online safety by involving various stakeholders, including parents, teachers, children and external professionals.

Members of the academy are clear about reporting mechanisms and evidence shows CPOMS is used effectively.

The academy has clear policies on various aspects of online safety including acceptable use, online bullying, harassment and other inappropriate online behaviours. The Trust is supportive by providing policies for the academy to customise and which have undergone consultation before issue.

Leaders promote a positive ethos around online safety which is embedded into the overall culture of safeguarding within the academy.

The Trust provides effective support and senior leaders in the academy have ensured that leadership of online safety is distributed to all levels with clearly defined roles and responsibilities.

Children feel safe and can articulate ways in which to navigate the online world responsibly.

Element B – Education

The academy demonstrates a commitment to online safety by integrating online education throughout the curriculum in addition to the discrete computing and lessons for life sessions. Children's lived experience is taken into account when revising curriculum materials.

The academy provides children with opportunities to hear from online safety professionals and cyber security experts. This ensures children are kept up to date with real life insights from adults in addition to regular staff members,

The academy regularly evaluates the effectiveness of its online safety curriculum through assessments, surveys and qualitative feedback.

Trust data from the online survey is also used to inform practice.

All staff receive online safety training as part of overall safeguarding training and parents are well supported to keep their children safe online

Safer Internet Day is celebrated within the academy.

Element C – Technology

The academy has implemented robust filtering and monitoring mechanisms on its network infrastructure, effectively blocking access to inappropriate or harmful websites and identifying areas of risk.

The Trust support reviews of these systems annually.

AUPs ensure the use of filtering and monitoring is transparently communicated to all stakeholders.

There are clear procedures in place to follow up concerns and these are managed and actioned by the safeguarding team in a timely manner.

There are a variety of safeguards in place to ensure that personal data is stored securely.

There is a clearly understood and implemented password policy.

The academy implements secure multi authentication and access controls.

Role based permissions are used to ensure information on staff is only accessed by the Principal and Vice Principal.

The academy demonstrates a commitment to continuous improvement in all areas of technology.

Element D – Outcomes

The academy, through the effective work of the Digital Safeguarding Lead has developed a strong online safety culture involving key stakeholders. Children are safer as a result of this work.

Areas of strength and good practice

The academy demonstrates exemplary leadership in online safety across all levels. There is a robust safeguarding culture where online safety is seamlessly integrated into the ethos rather than treated as a separate entity. This integration ensures that children are consistently protected in their digital interactions.

Policy and procedures for digital safety provide clear guidelines and protocols for both children and staff. The academy considers the voices of stakeholders through regular

surveys, thereby ensuring that their perspectives inform the ongoing development of online safety practices. Additionally, the staff's deep knowledge of online safety further enhances the effectiveness of the academy's approach, fostering a safe and supportive environment for all members of the community.

Areas for further development

- Further develop the OSG by involving governors and children in decision making processes.
- Training for the children in the OSG to increase their knowledge, skills and understanding as leaders of online safety within the academy.
- Consider extending DSL/Level 3 safeguarding training to family support worker to inform their practice
- Consider sharing more widely the online safety knowledge the academy has with other schools/community groups. Particularly that of the Digital Safeguarding Lead
- Digital Safeguarding Lead to consider reinstating his 360 Assessor licence as part of his ongoing personal development.

Additional Comments

The academy demonstrates a strong commitment to online safety. This is evident through its comprehensive policies, proactive leadership and collaborative approach to addressing digital risks.

The academy has shown dedication to continuous improvement and is providing a safe and secure online environment.

Assessor's Recommendation

The academy has reached the standards required to be awarded the Online Safety Mark