

Sir Tom Finney Community High School - Online Safety Mark Assessor Report Form

School: Sir Tom Finney Community High School

Date of assessment: Thursday 14th September 2017

Assessor: Roger Broadie Headteacher: Shaun Jukes

Moderator: n/a School Contact Person: Shaun Jukes
(if applicable)

Element A – Policy and Leadership

The school leaders have carefully thought through the policies the school has adopted, for example how the school's Facebook account will be used. There is clear awareness of which pupils cannot appear online and the need to not identify children. There is strong awareness of the particular difficulties faced by older students who may only have the maturity of a 7yr old, and of students who have great difficulty moderating their behaviour online. The students very much like the instant communication but have difficulty managing it, which the school continues to work on rather than take the approach of banning online communication. This is very much in the context of clear vision that the internet opens up massive opportunities with major potential as regards the future employment of the students who have various disabilities, and that social media is a tool that can break down the isolation students might otherwise face in life. The school works hard to ensure students understand what is an appropriate response from others to things they might post, and that the students become aware that things online often cannot be taken at face value.

Care has been taken to ensure the school's code of esafety is accessible to the students in a way appropriate to their maturity.

Training has been organised and is regular, with outside agencies coming into the school to help with this. The Headteacher sits on the Lancashire County Council group that manages the online filtering systems and hence is well up to date with issues arising in other schools. The online safety group, that includes students, meets regularly and is influential in guiding development of online safety. What is discussed in this group, or has occurred between meetings, is fed out to all staff through the weekly departmental meetings. There is also an esafety board in the IT room that staff reference for updated information.

The school is experimenting with new ways to communicate with parents, particularly using ClassDojo, which was trialled last year in the KS3 classes, the use of it now being extended to KS4 classes. This has made it possible for parents to send messages to teachers about issues that have occurred at home and communication is much better, as the parents do not feel as vulnerable about such matters when texting, as they do face-to-face. The school sees it's responsibility extending beyond what happens in school and regularly deals with matters of online immaturity that have occurred at home, particularly over weekends.

There is good involvement of the governors and all the staff spoken to were clear about reporting processes and where to reference any documentation they might need.

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Element B – Infrastructure

The school works closely with Lancashire County Council to ensure the ICT systems in the school are up to date and that good filtering is in place. The school actively controls this so as to be able to open up access to social media when teachers want to work on this with students.

There is a good password regime with regular changes to passwords being requested.

There is sufficient ICT within the school to enable regular access to the internet by teachers and students. The students can also independently access the internet in the lunchtime club and at Friday 'golden time'.

Element C – Education

The students are aware of good practice when searching the internet and that despite filtering they may come across inappropriate images. The students have also been made aware that when engaged in gaming the chat rooms may contain people who are not who they profess to be.

The school makes good use of social media, which introduces the students to it. They then work face-to-face on a 1:1 basis with students to introduce them to different types of social media and to help them to use systems safely. This includes working with students on a diverse range of social media and watching to see what new systems come into use so these can be included too.

A good online safety culture has been developed amongst the students with most regulating each others' behaviour online and good and open discussion happening between the students. The students are also very open with staff, with many students coming to see the deputy head with reports of issues other students need help with.

Online safety is very well covered in the curriculum, being part of the more general PSHE education, and covered during three six-week periods over the year, one in each term. The school also does a full Internet Safety week of activities. The ICT curriculum is also used to cover some aspects of online safety.

Element D – Standards and Inspection

The ICT and filtering systems have full capabilities to generate reports as needed. These are regularly generated before the six-weekly online safety group meetings, and as needed at other times should issues arise that are reported by individuals.

All the teaching and support staff spoken to were clear about reporting processes and they receive reports back on actions taken as appropriate.

The Headteacher and the ICT Technician work closely together to review and develop systems as necessary.

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Areas of strength and good practice

1) The school has pupils with widely differing capabilities which makes it necessary to work individually to develop their awareness of online safety and to help them develop skills to stay safe online. As there hence cannot be a school-wide 'satisfactory' level of online safety awareness and skills the school prioritises making sure that each individual student becomes as aware as they can be of online safety and as capable as possible of keeping themselves safe online. The highest levels of pupil awareness of, and capability in, online safety of pupils in the school make it clear that the school sets very high aspirational standards in this.

Pupils with high levels of online safety capability are aware of the need to help less highly functioning pupils their online safety skills and work with them proactively to aid this.

2) The senior leadership team have a clear vision of the importance of technology and the online world to the learning and lives of the students. This includes a strong appreciation of both the ways that technology can open opportunities for students with disabilities and the problems this can manifest when students' maturity is not in line with their age.

The leadership team are continually seeking out ways in which technology and the online world can extend and enhance the lives of the students.

3) The teaching of online safety in the school has been combined with the teaching of other aspects of safety and students' personal, social and health education. This ensures that online safety is addressed broadly and that a significant amount of curriculum time is dedicated to teaching online safety. It also means that many of the staff are involved in teaching online safety and that this is not just left to the ICT teachers - who also cover online safety in their curriculum time.

4) There is good involvement of the pupils in the development of online safety in the school. This is not just token representation on the online safety group but a true partnership where the students are listened to and involved in many ways. This has developed to the point where teachers are starting to use certain students as class experts, involving them in helping other students.

Areas for further development

1) The school is taking many steps to involve parents in helping their children to stay safe online, despite the difficulties caused by the distances many of the students travel to school and that due to this being often by taxi many parents are not often at the school. However the school could consider extending this outreach work to the pupils' siblings, who may have a continuing role in helping their brothers and sisters once they leave the school.

This might be achieved online and it could be a useful project for the FE students to lead on, helping their own online safety awareness as well as that of the students siblings. As class experts develop lower down the school they might also be involved in this.

2) The school, while having a reasonable level of ICT equipment in the school such as to permit regular use and plenty of opportunities for teaching online safety, is very cautious with regard to the use of students' personal devices in school, with this only occasionally happening with the FE students. As the majority of students in the school have access to personal or family devices outside

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school, there is currently a separation between these devices and the in-school devices. Students' safety on these devices and their configuration cannot be directly addressed, though the school already (with parent and pupil permission) works with the students to ensure online system safety controls are properly set.

3) As the world is now connected and the students will through their lives make much use of the online world, the school could start to consider how they might come to permit, or indeed encourage, use of students' personal devices in school. This would allow a much stronger continuum of learning online to develop and strengthen what the school can do to protect students online.

It would also allow students to become more proactive in finding the apps that particularly suit their diverse needs and help them find technological systems that can support them through life.

However, this would need to happen alongside there being a strong culture in the school that it is the job of all to keep each other safe. This is in fact already developing, with the students on the online safety group being well aware that, for example, there are some students in the school who must not appear in images posted online. It is inevitable that students will have an increasing range of personal connected devices that will be an important part of their communication with the world and their safety, so the school will probably find it helpful to start moving down this path now as it may take some years to work through the issues that surround this.

4) The school has introduced tablets with touch interfaces into the school and has noted the ease with which students interact with these. These devices have in fact opened up new ways for young people to interact with information and with others. Children are developing a much stronger visual intelligence that is allowing even very young children to access learning experiences previously not available to them. The school could start to research this more deeply. It might be found, as it has in other schools of this type, that specific apps on tablets could stimulate and help develop some of the skills low-functioning students sometimes struggle to develop, even down to stronger awareness of basic cause and effect, and possibly apps that use games to stimulate development of skills necessary for communication.

As part of this kind of research, the school might also start to explore how artificially intelligent voice assistants could help students communicate and interact more easily. The technology has now gone beyond simple voice recognition and voice to text conversion to the point where natural language queries can be turned into online searches that will allow better interaction with online information than students could achieve through entering text search strings.

Assessor's Recommendation

The school **has** reached the standards required to be awarded the Online safety Mark

Please e-mail this form to the school and to the Online safety Mark Administrator within five working days of the school visit. In the case of a moderated assessment please send the form to the Lead Assessor for checking, prior to sending it to the school.

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