**Self-Evaluation of Online Safety Practice in Early Years**

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| Reviewing your current online safeguarding practice will enable you to identify areas for development, that once managed, will ultimately lead to children and staff being better protected. It is important therefore that you complete the following as fully and honestly as possible. | | | | | | | |
| **Setting Name** |  | | | | | | |
| **Date:** |  | | | **Completed by (Name and role):** | | |  |
| In each section, carefully consider whether the statements apply to the current practice in your setting or not.  Include as much detail and evidence in the comments section as you can; this will help to inform your final action plan. | | | | | | | |
| **Policy** | | **Yes** | | **Partly** | **No** | **Evidence and Comments** | |
| The setting has a set of robust policies which cover: Online Safety; Mobile phones and personal devices; Use of Images/Cameras; Social media; Bullying. *(Either as stand-alone documents or incorporated within other key policies).* | |  | |  |  |  | |
| Online safety policies are accessible to staff and parents. | |  | |  |  |  | |
| Online safety policies have been adapted to incorporate the specific and individual needs and requirements of the setting. | |  | |  |  |  | |
| Staff and parents are consulted and actively involved in the development of the online safety policy. | |  | |  |  |  | |
| The policies have been reviewed and approved by the management team/committee (*as appropriate*). | |  | |  |  |  | |
| Online safety policies are updated regularly to reflect changes in technology and national guidance *(at least annually).* Policies are revisited following online safety incidents, to implement any lessons learnt. | |  | |  |  |  | |
| The setting has a clear “Acceptable Use Policy” which outlines expectations for staff, parents, children and visitors regarding the use of technology in the setting, which is understood and followed. | |  | |  |  |  | |
| There are effective sanctions in place for breaching the setting’s policies. | |  | |  |  |  | |
| The setting regularly monitors and evaluates online safety approaches, *i.e. self-evaluations or* [*Online Compass*)](https://onlinecompass.org.uk/) | |  | |  |  |  | |
|  | | | | | | | |
| **Responding to incidents** | | **Yes** | **Partly** | | **No** | **Evidence and Comments** | |
| Online safety is identified as a safeguarding issue; concerns are managed in the same manner as other safeguarding issues. | |  |  | |  |  | |
| The Designated Safeguarding Lead (DSL) takes lead responsibility for online safety concerns. | |  |  | |  |  | |
| There are clear reporting mechanisms reporting online safeguarding concerns. *All online safety incidents should be reported to the DSL* | |  |  | |  |  | |
| Online safety incidents are recorded andmonitored by the DSL. | |  |  | |  |  | |
| Children are made to feel safe and encouraged to tell an adult when something online makes them feel worried or upset. *Consider- how do very young or non-verbal children make disclosures to an adult?* | |  |  | |  |  | |
| Appropriate steps are taken to identify and protect vulnerable members of the community such as children in care or children with special educational needs and disabilities (SEND). | |  |  | |  |  | |
| All members of the community are aware of the process for escalating concerns; all staff understand the setting’s whistleblowing procedure if they feel concerns are not being managed appropriately. | |  |  | |  |  | |
|  | | | | | | | |
| **Infrastructure** | | **Yes** | **Partly** | | **No** | **Evidence and Comments** | |
| Access to the internet and setting’s network is secure. *e.g. Appropriate encryption for personal information, strong passwords, screen locks and data security.* | |  |  | |  |  | |
| The setting uses an appropriate internet service provider and implements appropriate filtering (which includes the Internet Watch Foundation block list). | |  |  | |  |  | |
| The use of setting owned devices is appropriately monitored and there are robust procedures in place for responding to any concerns that are identified. | |  |  | |  |  | |
| Decisions regarding filtering and monitoring are made in collaboration with staff, parents and the wider community following a risk assessment. | |  |  | |  |  | |
| Children are always supervised whilst using technology within the setting. | |  |  | |  |  | |
| Personal data is managed securely online, in accordance with the statutory requirements of the Data Protection Act 2018 and General Data Protection Regulations (GDPR). | |  |  | |  |  | |
| All staff have due regard for data protection and understand the impact of data security when using technology. *e.g. written parental consent for photos, encrypted emails/devices, locking systems, not sharing passwords etc.* | |  |  | |  |  | |
| The setting provides dedicated devices for taking photographs and making/receiving business communications *e.g. emails, phone calls, etc.* | |  |  | |  |  | |
| Members of staff do not use personal devices for business related activity. Emails, calls and other business-related activity (such as social networking) is done using the setting’s dedicated devices. | |  |  | |  |  | |
| All technology, apps and devices are subject to risk assessments prior to being introduced to the setting. | |  |  | |  |  | |
| Photographs/videos taken by the setting are only shared online with parents/carers, following a risk assessment, and in accordance with the setting’s Image Use Policy. | |  |  | |  |  | |
|  | | | | | | | |
| **Education and Training** | | **Yes** | **Partly** | | **No** | **Evidence and Comments** | |
| All members of staff *(including support staff)* receive regular and up-to-date online safety training. *(Either stand-alone or incorporated within general safeguarding training).* | |  |  | |  |  | |
| The DSL has accessed training/information to ensure they understand the unique risks associated with online safety and have the relevant knowledge and up to date capability required to keep children safe online. | |  |  | |  |  | |
| Staff receive regular updates regarding changes to policy and guidance on emerging online safety concerns *i.e. team meetings, training or newsletters.* | |  |  | |  |  | |
| Staff induction training includes explicit reference to online safety regarding technology use in the workplace, professional conduct and online reputation. | |  |  | |  |  | |
| Staff role-model positive behaviours online by maintaining clear professional boundaries with parents and children. *i.e. keeping social network accounts private and not accepting parents as ‘friends’.* | |  |  | |  |  | |
| Children receive age appropriate, progressive and embedded online safety education. | |  |  | |  |  | |
| The setting engages with local and national events to promote positive online behaviour, *i.e. Safer internet day and anti-bullying week.* | |  |  | |  |  | |
| The setting actively works to engage parents in their children’s online safety education and signposts to support outside the setting. | |  |  | |  |  | |
| The setting website or social media page includes online safety advice for parents and links to other organisations. There is also links to relevant online safeguarding policies and contact details of the DSL. | |  |  | |  |  | |
| The setting offers training and support for parents and carers to ensure they understand online safety risks and their roles in safeguarding their children at home. | |  |  | |  |  | |

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| **Action Plan**  Use your answers above and the table below to develop an action plan to improve your future practice.  Consider which areas are most in need of attention and what resources or activities are required to achieve this. | | | | |
| **Key area for development** | | **Resources, support or activity required** | **Date Completed** | **Signed** |
| **1** |  |  |  |  |
| **2** |  |  |  |  |
| **3** |  |  |  |  |
| **4** |  |  |  |  |
| **5** |  |  |  |  |
| **6** |  |  |  |  |