England Schools Online Safety Policy & Practice Assessment 2023

Annual Analysis of 360 degree safe self review data covering schools and colleges in England

Prepared By

Professor Andy Phippen, Bournemouth University July 2023

360safe the online safety self-review tool

SWGfL Safe, Secure, Online

UK Safer Internet Centre

NOMINET

Contents

- Overview 2
- Introduction 3
  - Average Ratings 5
  - Standard Deviation 7
  - Aspect Frequency Distribution 8
  - ProjectEVOLVE 9
- MAT Licence 10
- Appendix A – 360 Degree Safe Aspect Definitions 11
- Appendix B – Graphs and Data Tables 13
  - Aspect Averages 13
  - Primary and Secondary Averages 16
  - Averages and Standard Deviations 18
  - Aspect Level Frequencies 20
  - EVOLVE Schools 22
  - MAT Licence Schools 24

Overview

In this twelfth analysis of the 360 Degree Safe database we can, once again, show that schools are continuing to show strengths around online safety policy and practice, with the vast majority of schools having effective policy in place and in a lot of cases strong technical interventions. While there is an across the board improvement (albeit small) the shape of the data remains the same with strengths in policy, filtering and monitoring and around training, wider school community, and effective evaluation.

Once again, for areas of concern we would highlight that lack of effective staff training in just over a third of schools, even though this is a statutory requirement for all schools. Without effectively trained staff it is highly unlikely that online safety practice will be effective.

It is also important for effective online safety practice that schools interact with other stakeholders (parents, local agencies, etc.) as they cannot solve all issues on their own. However, almost 50% of schools in the database do not have effective practice in this area.

We have also shown that those schools who use the ProjectEVOLVE platform for online and digital literacy education typically perform better across the database than those who do not, as do those who make use of the MAT licence service offered by SWGfL.

Introduction

360 degree safe (https://360safe.org.uk/) was launched by SWGfL in November 2009 to allow schools to evaluate their own online safety provision; benchmark that provision against others; identify and prioritise areas for improvement and find advice and support to move forward. There are now versions of the tool used in schools in England, Northern Ireland, Scotland and Wales[1]. This annual analysis explores the data collected from over 13,000 schools across England who make use of this free tool which integrates online safety into school policy and the curriculum in a way that actively challenges school teachers and managers to think about the schools' online safety provision, and its continual evolution.

The flexibility of 360 degree safe is such that it can be introduced at any speed (as appropriate to the school's situation) and can be used in any size or type of school. As each question is raised so it provides suggestions for improvements and also makes suggestions for possible sources of evidence which can be used to support judgements and be offered to inspectors when required.

In one particularly interesting development, where evidence is needed, the program provides links to specific areas of relevant documents, rather than simply signposting documents on the web. This saves time for everyone concerned about online safety, and allows the school to show immediately the coverage and relevance of its online safety provision.

360 degree safe will also provide summary reports of progression, (useful when challenged), and is an excellent way of helping all staff (not just those charged with the job of implementing an online safety policy) to understand the scope of online safety and what the school is doing about the issue.

Above all 360 degree safe provides a prioritised action plan, suggesting not just what needs to be done, but also in what order it needs to be done. This is a vital time-saving approach for teachers and managers who approach the issue of online safety for the first time, in a school which has no (or only a very rudimentary) policy.

This self review process is more meaningful if it includes the perceptions and views of all stakeholders. As broad a group of people as possible should be involved to ensure the ownership of online safety is widespread.

Once they have registered to take part in the 360 degree safe process, the school will be able to download the 'Commitment to Online Safety' certificate, as a sign of the commitment to use the online tool. Once the school has completed some of the elements of the 360 degree safe tool, then the Online Safety Certificate of Progress can be awarded. When the school meets the benchmark levels it may choose to purchase a formal assessment via assessor visit before being awarded the "Online Safety Mark". There are now over 470 schools in the country with this award (https://360safe.org.uk/Accreditation/Accredited-Schools).

[1]There are three versions of the tool available - 360safe.org.uk, used in England, 360safecymru.org.uk, used in Wales and 360safescotland.org.uk, used in Scotland

The 360 degree safe tool defines 21 aspects of online safety, and are defined in appendix A:

For each of these aspects the school is invited to rate their practice based upon five levels, generally defined as:

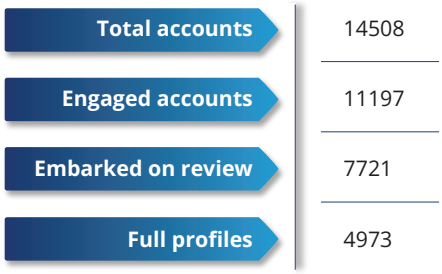
Level 5	There is little or nothing in place
Level 4	Policy and practice is being developed
Level 3	Basic online safety policy and practice
Level 2	Policy and practice is coherent
Level 1	Policy and practice is aspirational

As well as generic definitions, for each aspect, the levels have clear descriptors to allow the school to make an informed judgement. For example, the Staff aspect, which relates to staff development around online safety, has levels that are defined as:

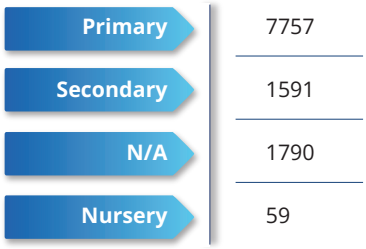
Level 5	There is no planned online safety training programme for staff. Child protection/safeguarding training does not include online safety.
Level 4	A planned online safety staff training programme is being developed, which aligns with child protection and safeguarding training. Training needs are informed through audits
Level 3	There is a planned programme of staff online safety training that is regularly revisited and updated annually in line with DfE statutory guidance, Keeping Children Safe in Education, and staff needs. There is clear alignment and consistency with other child protection/safeguarding training e.g. Prevent Duty The induction programme for new staff includes safeguarding training that includes online safety. The Online Safety Lead has received additional online safety training to support their role. The Online Safety Lead has identified additional development opportunities for key staff in online safeguarding roles e.g. Designated Safeguarding Leads or Pastoral/Behavioural Leads
Level 2	Building on Level 3: All staff are confident, informed and consistent in dealing with online safeguarding issues affecting pupils/students. There is evidence that key members of staff (e.g. Designated Safeguarding Leads or Pastoral/Behavioural Leads) have received more specific training beyond general awareness raising. The Online Safety Lead can demonstrate how their own professional expertise has been sustained (e.g. through conferences, research, training or membership of expert groups).
Level 1	Building on Levels 3 & 2: The school takes every opportunity to research and understand current good practice and training reflects this. The impact of online safety training is evaluated and informs subsequent practice. The culture of the school ensures that staff support each other in sharing knowledge and good practice about online safety. The Online Safety Lead is accredited through a recognised programme. Where relevant, online safety training is included in Performance Management targets.

Given the level of detail in each aspect, the staff members at the school performing the assessment have clear guidance on the level they should be disclosing in their self review. A full breakdown of all aspect level descriptors can be found on the 360 Degree Safe website.

The tool allows schools to perform the self-review at their own pace, it is not necessary for them to complete 21 aspects before using the tool for improvement. As each aspect in the database is analysed independently we collect all responses from each aspect regardless of whether an institution has completed a full review. However, a breakdown of accounts shows that almost 5000 schools have a full profile. The difference between total accounts and engaged accounts is that there are a number of test accounts and also historical accounts no longer used. For this analysis we draw from engaged accounts:



The majority of the schools who have started their self review are from the primary setting. There are also a number of establishments who are defined as "not applicable", that don't easily fit into an easy definition of phase (for example, local authorities, pupil referral units, community special schools, independents, etc.).



Average Ratings

This report considers the findings from analysis of the data disclosed by thousands of establishments who use the 360 Degree Safe Tool. It also considers the implications of these findings. It is intended to present the discussion in an accessible format, with this part of the report being mainly discursive in detail without too much presentation of tabular or graphical representations of the data. More detail on the data, in both tabular and graphical format, can be found in appendix B.

Each aspect can be rated by the self-reviewing establishments on a progressive maturity scale from 5 (lowest rating) and 1 (highest). In all cases analysis of the aspect ratings shows an across establishment maximum rating of 1 and minimum of 5.

In considering how we classify the performance of each aspect in the database, the baseline rating for practice or policy for a given aspect is 3 – which means, as detailed above that they have achieved "Basic online safety policy and practice". Therefore, in order to categorise aspect performance, we break them down as:

Aspect average score	Rating
Less than 2.5	Good
2.5-3	OK
Higher than 3	Cause for concern

The full numerical breakdown of averages can be found in appendix B.

Aspect	Rating
Filtering	Good
Online Safety Policy	Good
Digital and Video Images	Good
Acceptable Use	Good
Monitoring	Good
Professional Standards	Good
Mobile Technology	Good
Online Safety Education Programme	OK
Online Safety Responsibilities	OK
Online Publishing	OK
Social Media	OK
Technical Security	OK
Reporting and Responding	OK
Families	OK
Data Security	OK
Contribution of Young People	Cause for concern
Staff	Cause for concern
Online Safety Group	Cause for concern
Governors	Cause for concern
Impact of Online Safety Policy and Practice	Cause for concern
Agencies	Cause for concern

If we consider the 360 Degree Safe definitions from the strongest five aspects:

Acceptable Use	How a school communicates its expectations for acceptable use of technology and the steps toward successfully implementing them in a school. This is supported by evidence of users' awareness of their responsibilities.
Digital and Video Images	How the school manages the use and publication of digital and video images in relation to the requirements of the Data Protection Act 2018
Filtering	A school's ability to manage access to content across its systems for all users.
Monitoring	How a school monitors internet and network use and how it is alerted to breaches of the acceptable use policy and safeguards individuals at risk of harm.
Online Safety Policy	Effective online safety policy; its relevance to current social and education developments; its alignment with other relevant school policies and the extent to which it is embedded in practice.

We can see that both broad policy and technical measures are generally sound in the schools returning self-review with the tool.

However, if we consider the five weakest aspects:

Contribution of Young People	How the school maximises the potential of young people's knowledge and skills in shaping online safety strategy for the school community and how this contributes positively to the personal development of young people.
Agencies	How the school communicates and shares best practice with the wider community including local people, agencies and organisations.
Governors	The school's provision for the online safety education of Governors to support them in the execution of their role.
Impact of Online Safety Policy and Practice	The effectiveness of a school's online safety strategy; the evidence used to evaluate impact and how that shapes improvements in policy and practice.
Online Safety Group	How the school manages and informs their online safety strategy, involving a group with wide representation that builds sustainability and ownership.
Staff	The effectiveness of the school's online safety staff development programme and how it prepares and empowers staff to educate and intervene in issues when they arise.

We can see that the aspects that that require a longer term resource investment, or relate to training.

Standard Deviation

A further measure of the national picture can be taken by considering the standard deviation of each aspect. Standard deviation is a simple statistical measure that allows us to see the amount of variation around an aspect – a high standard deviation means a lot of variation, a lower one less so. Therefore, for aspects with a low standard deviation, most institutions will more closely fit around the average value than those with a broad deviation.

Given that standard deviation value of itself does not give us clear information about performance, because it is dependent upon the deviation around a strong or weak aspect, we do not present the statistics on their own. We categorise them against average scores for aspects.

As with averages, full data tables and graphs are included in appendix B. We have rated different standard deviation values as:

Aspect standard deviation score	Rating
Less than 0.99	Narrow
Between 1-1.19	Typical
1.2 or higher	Broad

If we initially explore the strongest aspects:

Aspect	Average	Standard Deviation
Acceptable Use	Good	Narrow
Filtering	Good	Narrow
Monitoring	Good	Narrow
Online Safety Policy	Good	Narrow
Digital and Video Images	Good	Typical

Therefore, for the majority of the strongest aspects, a narrow deviation means that this practice in consistent across most schools in the data set.

However, there is a different picture for those aspects that are cause for concern:

Aspect	Average	Standard Deviation
Agencies	Cause for concern	Typical
Governors	Cause for concern	Typical
Impact of Online Safety Policy and Practice	Cause for concern	Typical
Online Safety Group	Cause for concern	Broad
Staff	Cause for concern	Narrow

For weaker aspects, having a narrow deviation means that there is consistency in weakness across the data set. As has been typically seen, the Staff 'aspect' (the training of staff around online safety) is both cause for concern and a narrow deviation.

Aspect Frequency Distribution

As a final measure of assessing the performance of schools in the database, we can look at the distribution of levels per aspect – this means per aspect considering the proportion of schools who are rated level 1, level 2, etc.

Appendix B contains the detailed data regarding this distribution in graphical and tabular form. Here we consider a particular measurement – the proportion of schools that have an aspect rated as either 4 or 5. If a school considers itself level 4 or level 5 for a given aspect, it means they have no practice in place - they are either planning to implement this aspect, or they have given it no thought at all.

This data aligns closely with average ratings, but do give us a different perspective on the data. The aspects with the smallest number at either level 4 or 5 are:

- Filtering (5.3%)
- Monitoring (7.5%)
- Acceptable Use (8.2%)
- Online Safety Policy (9.1%)
- Digital and Video Images (10.81%)

For the weakest aspects, we have far great concerns:

- Agencies (48.9%)
- Impact of Online Safety Policy and Practice (43.3%)
- Governors (45.3%)
- Online Safety Group (44.6%)
- Contribution of Young People (35.9%)
- Staff (34%)

This means that almost half of all schools do not engage with external stakeholders around online safety, and just over a third have no staff training, even though this is a statutory requirement.

ProjectEVOLVE

ProjectEVOLVE[2] is another platform provided by SWGfL in partnership with Nominet and supported by organisations that include: BBC Own IT, the Intellectual Property Office, and the Diana Award, to provide resources and assessment strategies for teachers delivering online safety education.

ProjectEVOLVE was designed to support education professionals deliver effective online safety education and assess digital competencies across the whole school journey, informing everything from grass roots classroom activity to national policy. The platform provides teaching and learning resources (aspects) tailored to specific need across 8 strands of online safety and digital literacy, and assessments (knowledge maps) to allow classroom teachers to assess student knowledge across these strands.

ProjectEVOLVE's overarching objectives were designed to support effective online education practice for educators and other children's professionals by:

- Establishing a national peer- agreed framework of digital competencies that are age and context appropriate; cover the full school age range and the expanding ecosystems in which children and young people operate
- Develop teaching and learning resources that support these competencies and are granular; build on prior knowledge; promote dialogue; provide clear and accurate information; guide users to positive outcomes and are easy to navigate and use.
- Support children's professionals in understanding the needs of those children in their care and choose interventions that address those needs whilst at the same time reducing teacher workload.
- Use anonymised global data from users to build a sophisticated national picture of digital competency to inform emerging additional strategies

This year's analysis of ProjectEVOLVE's use[3] considered access to the resources and knowledge maps by 11,923 schools in England, which showed resources downloaded 676,924 times and 709,252 different in class assessments of student knowledge. Aligning strongly with a number of aspects in the 360 Degree Safe self review (such as Online Safety Education Programme, Online Safety Group, Online Safety Policy and Contribution of Children and Young People), the analysis shows that those schools who make use of ProjectEVOLVE adopt a holistic and embedded approach to online safety education, with key findings including:

- The most popular resources accessed links media literacy to wider PSHE/RSE issues – relating online safety issues to broader topics that young people can relate to their lives.
- The use of knowledge maps also has a focus on relationships and identity.

Of the 11,923 schools who use ProjectEVOLVE, 3,536 also use 360 Degree Safe. This means we can compare the performance of those schools against the national averages around online safety policy and practice. As illustrated in appendix B in detail, we can see if we compare schools who use both platforms with those who only use 360 Degree Safe, those who use EVOVLE as well perform better than the national average. Schools who use EVOLVE and 360 Degree Safe will perform 1.6% better than the overall average.

[2] https://www.projectevolve.co.uk/

[3] https://swgfl.org.uk/assets/documents/projectevolve-report.pdf

MAT Licence[4]

SWGfL offer Multi Academy Trusts a 360 MAT Licence. This allows senior leaders in a Trust to oversee the reviews of all the academies in the Trust, produce reports of the individual progress of each academy against the tool benchmarks and produce collated reports comparing each academy's progress against national benchmarks and MAT averages.

360 for Multi Academy Trusts gives an essential overview of the quality of online safety provision across the MAT as well as at individual academies. The toolkit presents data across a number of different aspects, highlighting where strengths and areas for development lie and guiding academies towards progress and improvement.

For the first time we have considered the performance of schools with a MAT licence compared to the overall picture. In total 200 schools are included in this analysis. Full data is available in Appendix, but it is clear to see from this analysis that MAT licence schools perform above the national averages. In general MAT licence schools are 8% more effective across aspects, and in a number of aspects the difference is significantly more:

- Agencies (10.26%)
- Data Security (12.13%)
- Digital and Video Images (10.94%)
- Impact of Online Safety Policy and Practice (9.10%)
- Mobile Technology (11.60%)
- Online Publishing (9.97%)
- Professional Standards (18.24%)
- Reporting and Responding (14.91%)
- Social Media (10.18%)

[4] https://360safe.org.uk/overview/multi-academy-trusts-mats/

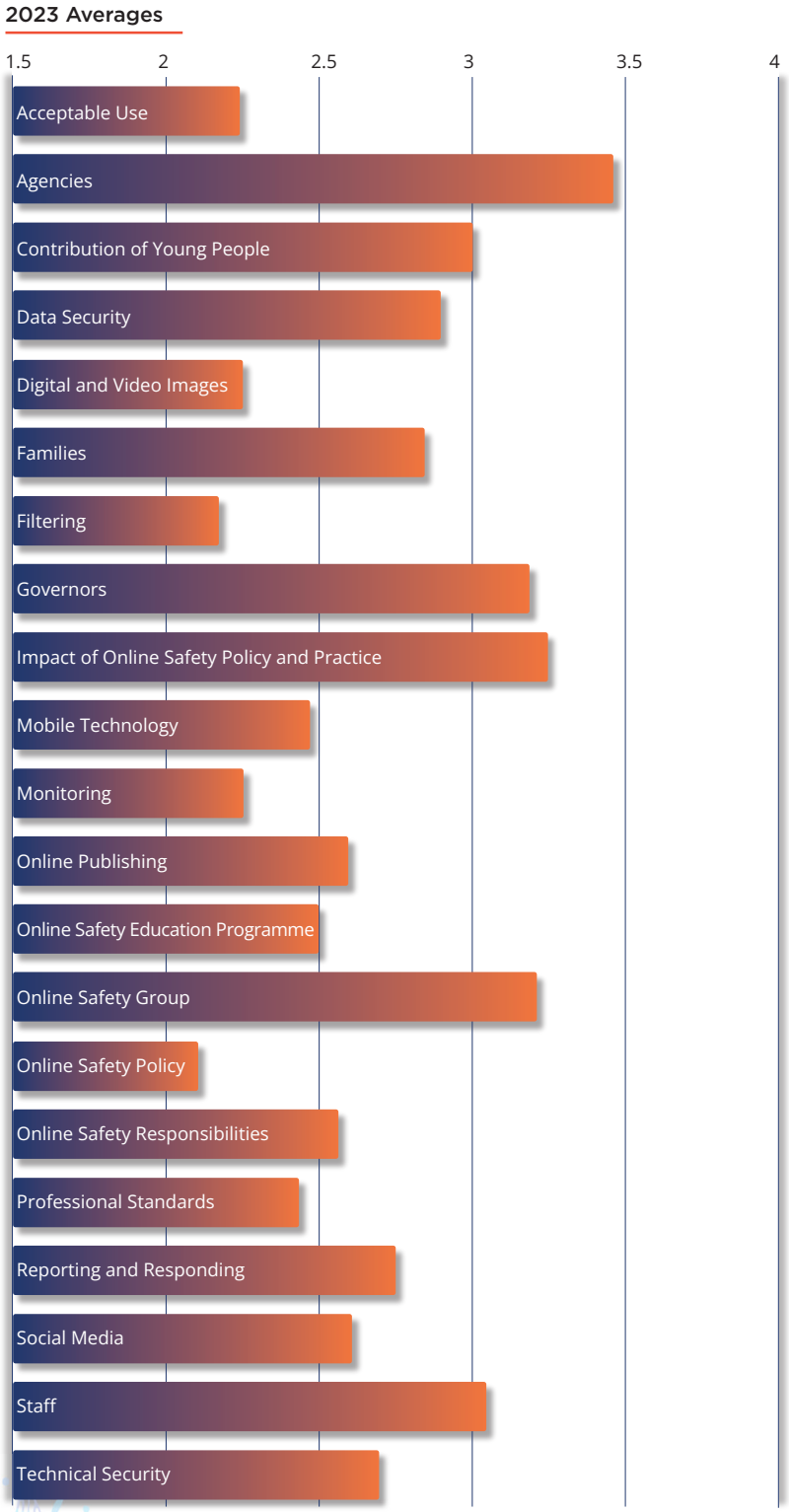
Appendix A – 360 Degree Safe Aspect Definitions

Acceptable Use	How a school communicates its expectations for acceptable use of technology and the steps toward successfully implementing them in a school. This is supported by evidence of users' awareness of their responsibilities.
Agencies	How the school communicates and shares best practice with the wider community including local people, agencies and organisations.
Contribution of Young People	How the school maximises the potential of young people's knowledge and skills in shaping online safety strategy for the school community and how this contributes positively to the personal development of young people.
Data Security	Describes the school's compliance with Data Protection legislation and how it manages personal data. It describes the ability of the school to effectively control practice through the implementation of policy, procedure and education of all users from administration to curriculum use.
Digital and Video Images	How the school manages the use and publication of digital and video images in relation to the requirements of the Data Protection Act 2018
Families	How the school educates and informs parents and carers on issues relating to online safety, including support for establishing effective online safety strategies for the family.
Filtering	A school's ability to manage access to content across its systems for all users.
Governors	The school's provision for the online safety education of Governors to support them in the execution of their role.
Impact of Online Safety Policy and Practice	The effectiveness of a school's online safety strategy; the evidence used to evaluate impact and how that shapes improvements in policy and practice.
Mobile Technology	The benefits and challenges of mobile technologies. This includes not only school provided technology, but also personal technology

Monitoring	How a school monitors internet and network use and how it is alerted to breaches of the acceptable use policy and safeguards individuals at risk of harm.
Online Publishing	How the school, through its online publishing: reduces risk, celebrates success and promotes effective online safety.
Online Safety Education Programme	How the school builds resilience in its pupils/students through an effective online safety education programme, that may be planned discretely and/or through other areas of the curriculum.
Online Safety Group	How the school manages and informs their online safety strategy, involving a group with wide representation that builds sustainability and ownership.
Online Safety Policy	Effective online safety policy; its relevance to current social and education developments; its alignment with other relevant school policies and the extent to which it is embedded in practice.
Online Safety Responsibilities	Describes the roles of those responsible for the school's online safety strategy including senior leaders and governors/directors.
Professional Standards	How staff use of online communication technology complies with legal requirements, both school policy and professional standards.
Reporting and Responding	The routes and mechanisms the school provides for its community to report abuse and misuse and its effective management.
Social Media	The school's use of social media to educate, communicate and inform. It also considers how the school can educate all users about responsible use of social media as part of the wider online safety strategy.
Staff	The effectiveness of the school's online safety staff development programme and how it prepares and empowers staff to educate and intervene in issues when they arise.
Technical Security	The ability of the school to ensure reasonable duty of care regarding the technical and physical security of and access to school networks and devices to protect the school and its users.

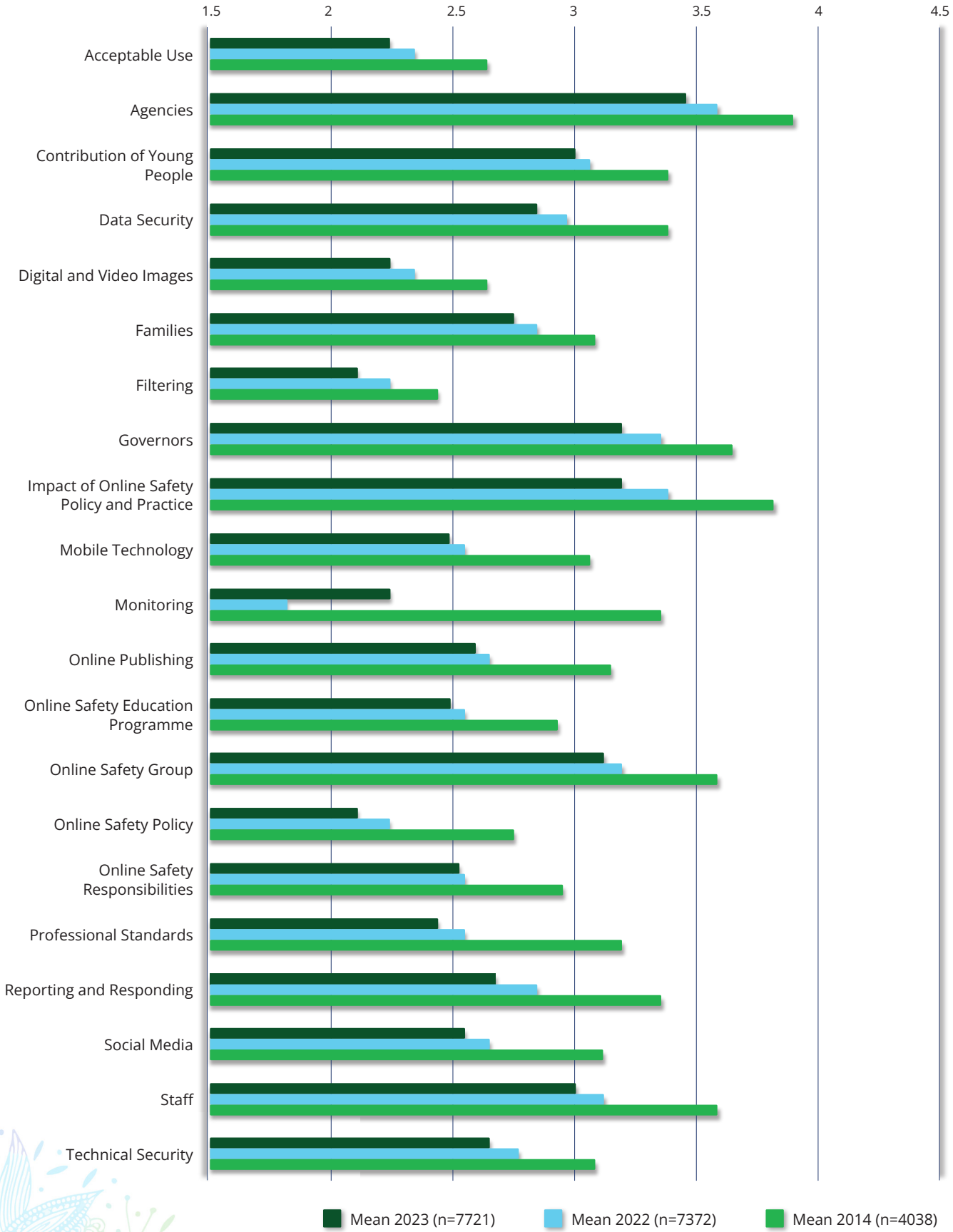
Appendix B – Graphs and Data Tables

Aspect Averages



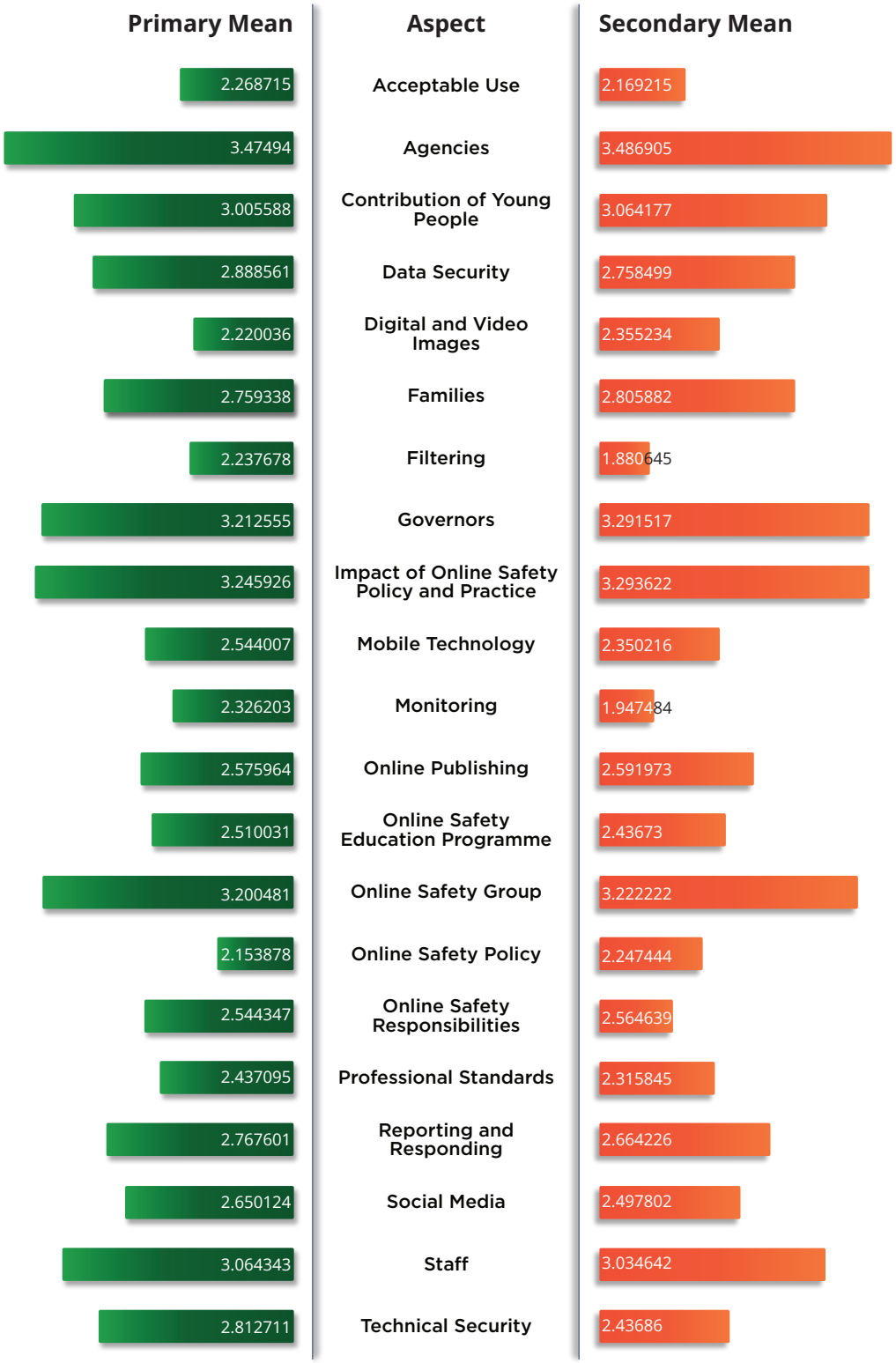
Aspect	Mean
Acceptable Use	2.230521
Agencies	3.47303
Contribution of Young People	3.010069
Data Security	2.8327
Digital and Video Images	2.229424
Families	2.771381
Filtering	2.147367
Governors	3.222279
Impact of Online Safety Policy and Practice	3.234072
Mobile Technology	2.46964
Monitoring	2.232569
Online Publishing	2.58903
Online Safety Education Programme	2.502848
Online Safety Group	3.182223
Online Safety Policy	2.164988
Online Safety Responsibilities	2.537162
Professional Standards	2.394721
Reporting and Responding	2.728073
Social Media	2.605659
Staff	3.027622
Technical Security	2.705912

Comparison with 2022 and 2014 averages



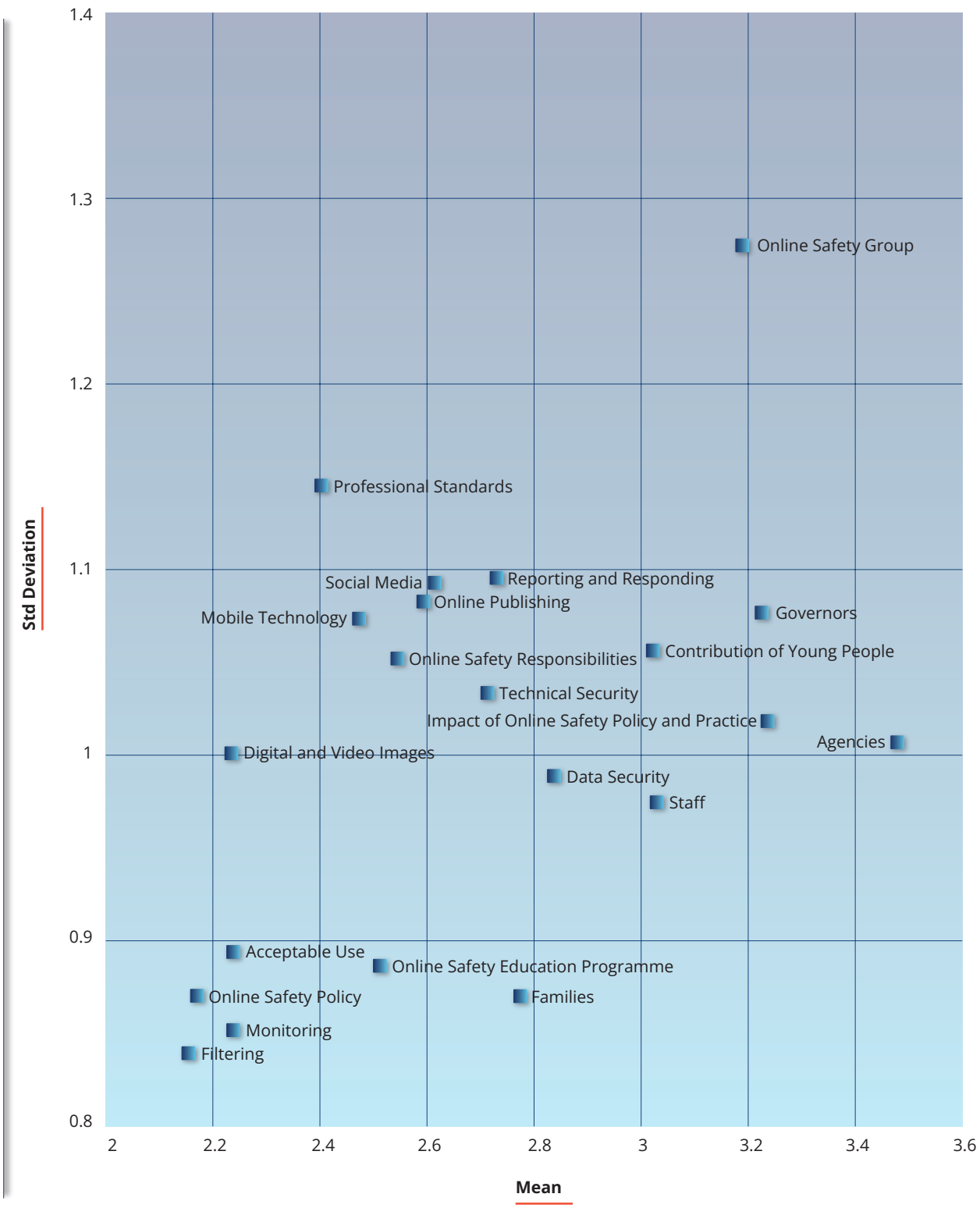
	2023	2022	2014
Acceptable Use	2.230521383	2.286215845	2.65889
Agencies	3.473030458	3.589835361	3.88115
Contribution of Young People	3.01006933	3.07111882	3.38492
Data Security	2.83269962	2.964285714	3.37258
Digital and Video Images	2.229424033	2.305463576	2.67377
Families	2.771380753	2.835805085	3.10428
Filtering	2.147366726	2.20238295	2.39524
Governors	3.222279437	3.323859522	3.69155
Impact of Online Safety Policy and Practice	3.234072264	3.36996337	3.77434
Mobile Technology	2.469640063	2.575052513	3.07393
Monitoring	2.232569478	2.256911666	3.34017
Online Publishing	2.589030079	2.684455528	3.17277
Online Safety Education Programme	2.502848101	2.577504569	2.94839
Online Safety Group	3.182222804	3.228724832	3.60211
Online Safety Policy	2.164987589	2.22091961	2.76957
Online Safety Responsibilities	2.537162162	2.59107545	2.91175
Professional Standards	2.394720781	2.573455894	3.19101
Reporting and Responding	2.728072838	2.83628879	3.3394
Social Media	2.605658568	2.704380764	3.10445
Staff	3.027621568	3.155076495	3.61174
Technical Security	2.705912162	2.806303116	3.10743

Primary and Secondary Averages



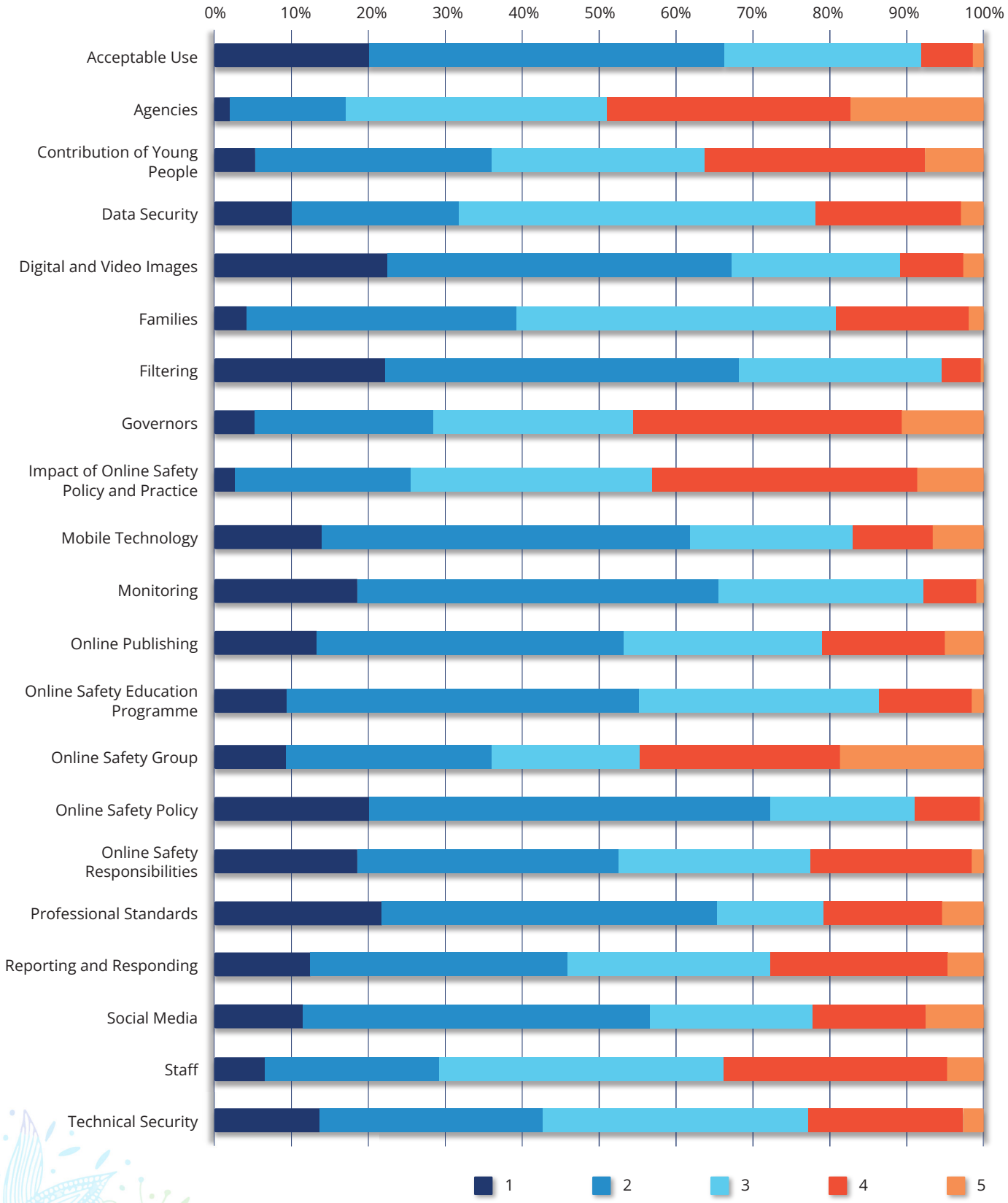
Aspect	Primary	Secondary
Acceptable Use	2.268715	2.169215
Agencies	3.47494	3.486905
Contribution of Young People	3.005588	3.064177
Data Security	2.888561	2.758499
Digital and Video Images	2.220036	2.355234
Families	2.759338	2.805882
Filtering	2.237678	1.880645
Governors	3.212555	3.291517
Impact of Online Safety Policy and Practice	3.245926	3.293622
Mobile Technology	2.544007	2.350216
Monitoring	2.326203	1.947484
Online Publishing	2.575964	2.591973
Online Safety Education Programme	2.510031	2.43673
Online Safety Group	3.200481	3.222222
Online Safety Policy	2.153878	2.247444
Online Safety Responsibilities	2.544347	2.564639
Professional Standards	2.437095	2.315845
Reporting and Responding	2.767601	2.664226
Social Media	2.650124	2.497802
Staff	3.064343	3.034642
Technical Security	2.812711	2.43686

Averages and Standard Deviations



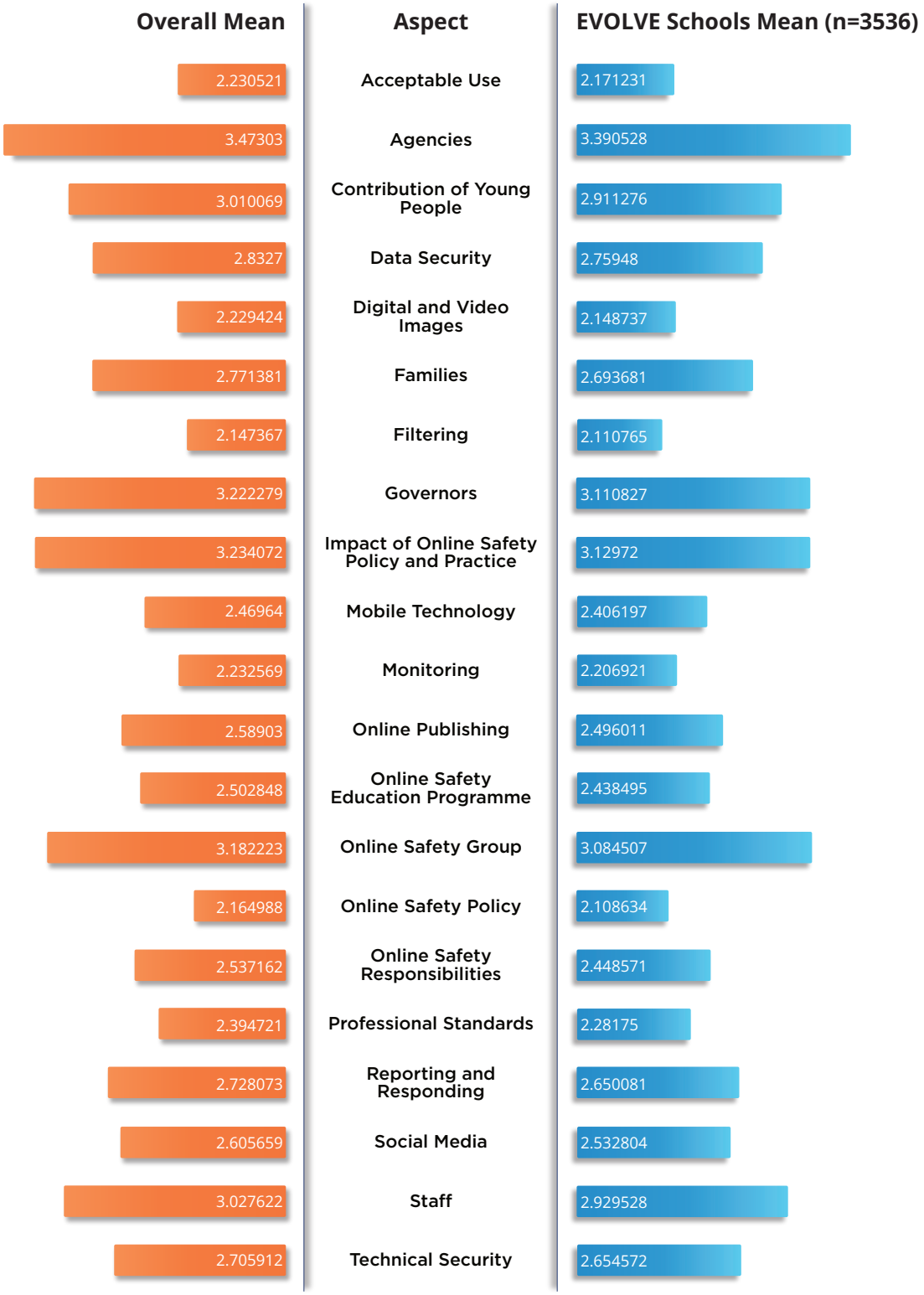
Aspect	Mean	Std Dev
Acceptable Use	2.230521	0.893179
Agencies	3.47303	1.006274
Contribution of Young People	3.010069	1.056539
Data Security	2.8327	0.988182
Digital and Video Images	2.229424	1.001196
Families	2.771381	0.868963
Filtering	2.147367	0.837608
Governors	3.222279	1.076952
Impact of Online Safety Policy and Practice	3.234072	1.019029
Mobile Technology	2.46964	1.073482
Monitoring	2.232569	0.851018
Online Publishing	2.58903	1.086494
Online Safety Education Programme	2.502848	0.885712
Online Safety Group	3.182223	1.276344
Online Safety Policy	2.164988	0.869795
Online Safety Responsibilities	2.537162	1.053038
Professional Standards	2.394721	1.145759
Reporting and Responding	2.728073	1.095771
Social Media	2.605659	1.090836
Staff	3.027622	0.973889
Technical Security	2.705912	1.033476

Aspect Level Frequencies



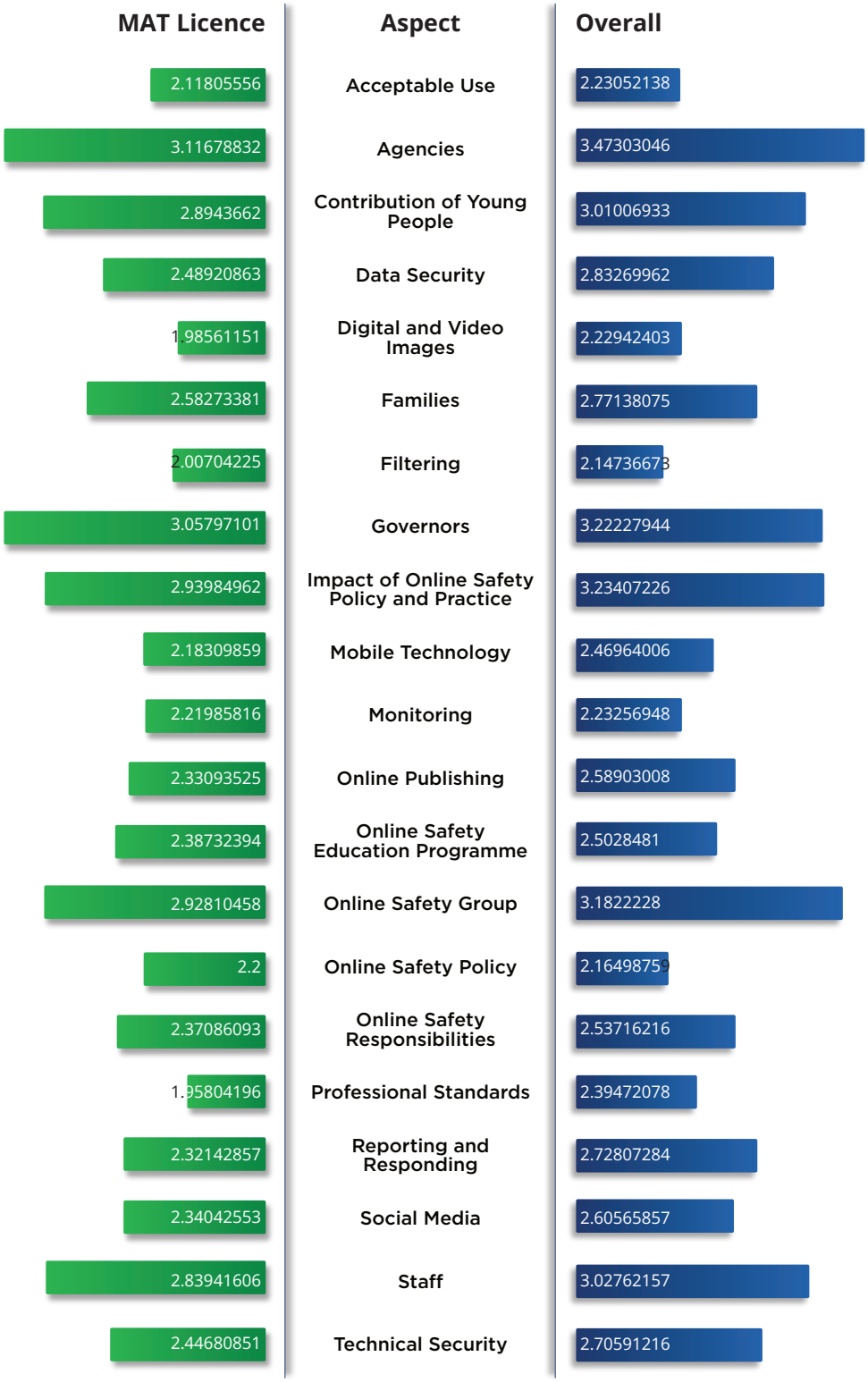
Aspect	Level 1	Level 2	Level 3	Level 4	Level 5
Acceptable Use	2.075889	14.68436	34.35426	31.63178	17.2537
Agencies	5.423962	22.63989	26.65637	34.8438	10.43598
Contribution of Young People	9.320592	26.90143	19.15172	25.48763	19.13863
Data Security	4.276488	20.7366	31.68092	33.91517	9.390819
Digital and Video Images	5.513371	31.31397	27.28623	28.42522	7.461208
Families	6.136288	23.27158	36.68541	29.50711	4.399603
Filtering	13.217	32.82246	26.75266	22.35205	4.855842
Governors	17.64865	35.36486	23.59459	22.40541	0.986486
Impact of Online Safety Policy and Practice	13.75	28.00676	35.32095	19.74662	3.175676
Mobile Technology	10.31801	23.05565	44.24473	17.80159	4.580021
Monitoring	11.54092	45.39642	20.98785	15.1055	6.969309
Online Publishing	14.33167	39.53675	24.51343	16.13318	5.484961
Online Safety Education Programme	21.40677	44.14098	13.88465	14.70857	5.859017
Online Safety Group	4.753138	34.96234	41.25523	16.45188	2.577406
Online Safety Policy	14.56964	47.63693	20.90767	10.0313	6.85446
Online Safety Responsibilities	9.651899	45.85443	30.68038	12.18354	1.629747
Professional Standards	23.63228	44.02374	21.53056	7.396117	3.417295
Reporting and Responding	19.84231	53.96408	16.99518	8.249379	0.949044
Social Media	20.47452	45.40129	25.86409	7.11775	1.142355
Staff	18.99886	46.62766	26.89745	7.069722	0.406306
Technical Security	23.09551	44.59655	26.96086	5.169915	0.177162

EVOLVE Schools



Aspect	Overall	EVOLVE Schools
Acceptable Use	2.230521	2.171231
Agencies	3.47303	3.390528
Contribution of Young People	3.010069	2.911276
Data Security	2.8327	2.75948
Digital and Video Images	2.229424	2.148737
Families	2.771381	2.693681
Filtering	2.147367	2.110765
Governors	3.222279	3.110827
Impact of Online Safety Policy and Practice	3.234072	3.12972
Mobile Technology	2.46964	2.406197
Monitoring	2.232569	2.206921
Online Publishing	2.58903	2.496011
Online Safety Education Programme	2.502848	2.438495
Online Safety Group	3.182223	3.084507
Online Safety Policy	2.164988	2.108634
Online Safety Responsibilities	2.537162	2.448571
Professional Standards	2.394721	2.28175
Reporting and Responding	2.728073	2.650081
Social Media	2.605659	2.532804
Staff	3.027622	2.929528
Technical Security	2.705912	2.654572

MAT Licence Schools



	MAT Licence	Overall
Acceptable Use	2.11805556	2.23052138
Agencies	3.11678832	3.47303046
Contribution of Young People	2.8943662	3.01006933
Data Security	2.48920863	2.83269962
Digital and Video Images	1.98561151	2.22942403
Families	2.58273381	2.77138075
Filtering	2.00704225	2.14736673
Governors	3.05797101	3.22227944
Impact of Online Safety Policy and Practice	2.93984962	3.23407226
Mobile Technology	2.18309859	2.46964006
Monitoring	2.21985816	2.23256948
Online Publishing	2.33093525	2.58903008
Online Safety Education Programme	2.38732394	2.5028481
Online Safety Group	2.92810458	3.1822228
Online Safety Policy	2.2	2.16498759
Online Safety Responsibilities	2.37086093	2.53716216
Professional Standards	1.95804196	2.39472078
Reporting and Responding	2.32142857	2.72807284
Social Media	2.34042553	2.60565857
Staff	2.83941606	3.02762157
Technical Security	2.44680851	2.70591216