

Online Safety Curriculum Audit

This auditing tool has been designed to provide a checklist for schools wishing to evaluate suitability and appropriateness of their online safety curriculum. It is not intended to be fully comprehensive but aims to cover a wide range of factors and is designed to support discussions around how the schools' online safety education can be further improved in line with the requirement to:

'ensure that children are taught about safeguarding, including online safety...as part of providing a broad and balanced curriculum.'
(KCSIE)

'have an age-related, comprehensive curriculum for e-safety'? (Ofsted 2010).

This audit has been created by The [Cambridgeshire Education ICT Service](#) and draws guidance from the UKCIS ['Online safety in schools and colleges: Questions from the Governing Board'](#) and the [DfE's 'Teaching Online Safety in Schools'](#)

This auditing document should be considered alongside Becta's PIES model. This was an effective framework developed to provide a safeguarding strategy for organisations. It offers a simple way of mitigating against risks through a combination of effective **policies and practice**, a robust and secure technology **infrastructure**, and **education and training** for learners and employees alike, underpinned by **standards and inspection**.

[The Cambridgeshire and Peterborough Safeguarding Children's Board PIES audit can be found here.](#)

| | |
|-------------------------------------|---|
| <u>School name:</u> | |
| | |
| <u>Conducted by</u> | |
| | |
| <u>Date audit completed:</u> | <u>Proposed date for review:</u> |
| | |

| Planned Curriculum | ✓ | X | ? | How do you know? |
|---|---|---|---|------------------|
| There is a clear, planned online safety education programme which (at least) meets statutory requirements and: | | | | |
| <ul style="list-style-type: none"> is taught across all age groups, and progresses as pupils grow and develop | | | | |
| <ul style="list-style-type: none"> is taught regularly as opposed to just one-off online safety sessions (e.g. assemblies / national initiatives) | | | | |
| <ul style="list-style-type: none"> makes use of relevant national initiatives and opportunities such as Safer Internet Day and Anti-bullying week. | | | | |
| <ul style="list-style-type: none"> is relevant to the online experiences children are having | | | | |
| <ul style="list-style-type: none"> is flexible enough to respond to incidents and priorities as they arise | | | | |
| Online safety education is accessible to pupils at different ages and abilities, including: | | | | |
| <ul style="list-style-type: none"> pupils of different ages | | | | |
| <ul style="list-style-type: none"> pupils with Special Educational Needs and Disabilities (SEND) | | | | |
| <ul style="list-style-type: none"> pupils with English as an additional language | | | | |
| <ul style="list-style-type: none"> Other identified groups | | | | |

Planned Curriculum (cont.)

| | ✓ | X | ? | How do you know? |
|---|---|---|---|------------------|
| Online safety is embedded throughout the school curriculum (i.e. the knowledge, skills and confidence of pupils, on issues related to online safety, are planned into all relevant school lessons including Relationships and Health Education and Computing. | | | | |
| Messages given about how to behave online are consistent with messages about how to behave offline, and clear links are made. | | | | |
| Adults use opportunities to model appropriate online behaviour, such as keeping passwords private or sending polite messages | | | | |
| Pupils are able to actively use online safety education, and appropriate opportunities are provided in school to allow this | | | | |
| Take account of specific events throughout the year which may present more specific challenges, e.g. at Christmas when children have new devices or around Y6 transition time. | | | | |

Resources

| | ✓ | X | ? | How do you know? |
|--|---|---|---|------------------|
| Resources from external providers are used, where appropriate to support and compliment internal programmes. | | | | |
| Resources used are appropriate and up-to-date | | | | |
| Where appropriate, resources are used flexibly and adapted to meet the needs of the pupils | | | | |

| Training | ✓ | X | ? | How do you know? |
|---|---|---|---|------------------|
| Teachers and teaching assistants have access to appropriate training, to ensure teaching on online safety is undertaken by knowledgeable staff. | | | | |

| Supporting Parents | ✓ | X | ? | How do you know? |
|--|---|---|---|------------------|
| Regular and relevant online safety resources and sessions are offered to parents. | | | | |
| Relevant resources tackle key online risks and behaviours displayed by pupils at different ages in the school. | | | | |

| Impact | ✓ | X | ? | How do you know? |
|--|---|---|---|------------------|
| The impact of the school's online safety curriculum is evaluated to ensure it is having the desired impact on pupils' online behaviour | | | | |
| Online safety sessions are regularly reviewed to ensure the curriculum is relevant and appropriate | | | | |
| Pupils are able to recall and explain what they have learned about keeping safe online | | | | |