Understanding your filtering and monitoring responsibility and how to effectively protect students online

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This session

Meeting digital and technology standards in schools and colleges

From: **Department for Education**
Published 23 March 2022
Updated: 20 May 2024 - **See all updates**

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Department for Education

Keeping children safe in education 2024

Statutory guidance for schools and colleges

2 September 2024

Guidance requirements

- Increasing focus in KCSIE

- Paras 12, 102, 123, 133-137, 140-144 and Annex C

Filtering and monitoring

Not the same thing:

- Filtering:
  - Blocks harmful content (but not too much…)

- Monitoring:
  - Identifies when students access or search for harmful content, or otherwise record listed terms in offline applications/systems
  - Can include physically monitoring students and live supervision

Filtering and monitoring
Expectation in one paragraph

140. Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filtering and monitoring systems in place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

Filtering and monitoring
The Standards

4 areas:

1. Roles and Responsibilities

2. Annual Review

3. Effective Filtering

4. Effective Monitoring

Filtering and monitoring
The Standards

1. **Roles and Responsibilities**

- SLT are responsible for:
  - Procuring systems
  - Determining and documenting what is blocked and why
  - Reviewing effectiveness
  - Overseeing reports

Filtering and monitoring
The Standards

2.   Annual Review

- Detailed expectation which includes:
  - Understanding the risk profile of students, what your system blocks, outside safeguarding influences, digital resilience of students, and BYOD use
  - Reviewing policies, training, curriculum, procurement and monitoring strategies
  - Checking school devices, user groups, and geographical areas across the site

Filtering and monitoring
The Standards

3. Effective Filtering

- Should not:

    - Unreasonably impact teaching and learning

    - Stop pupils learning how to manage risk

- Should:

    - Consider number and age range of children

    - Those at greater risk of harm

    - How often they access the IT system

Filtering and monitoring
The Standards

4. Effective Monitoring

- Need to:
  - Make sure monitoring systems are working correctly
  - Provide reports on activity
  - Receive appropriate training
  - Report concerns to DSL

Child protection policy

137. Online safety and the school or college's approach to it should be reflected in the child protection policy which, amongst other things, should include appropriate filtering and monitoring on school devices and school networks. …The school or college should have a clear policy on the use of mobile and smart technology, which will also reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). …

- How does this work in practice?

Staff training

12. All staff should receive <u>appropriate</u> safeguarding and child protection training (including online safety which, amongst other things, includes an <u>understanding</u> of the <u>expectations, applicable roles and responsibilities</u> in relation to filtering and monitoring – see para 140 for further information) at induction. The training should be regularly updated. <u>In addition</u>, all staff should receive safeguarding and child protection (including online safety) <u>updates</u> (for example, via email, e-bulletins, and staff meetings), <u>as required, and at least annually</u>, to continue to provide them with relevant skills and knowledge to safeguard children effectively.
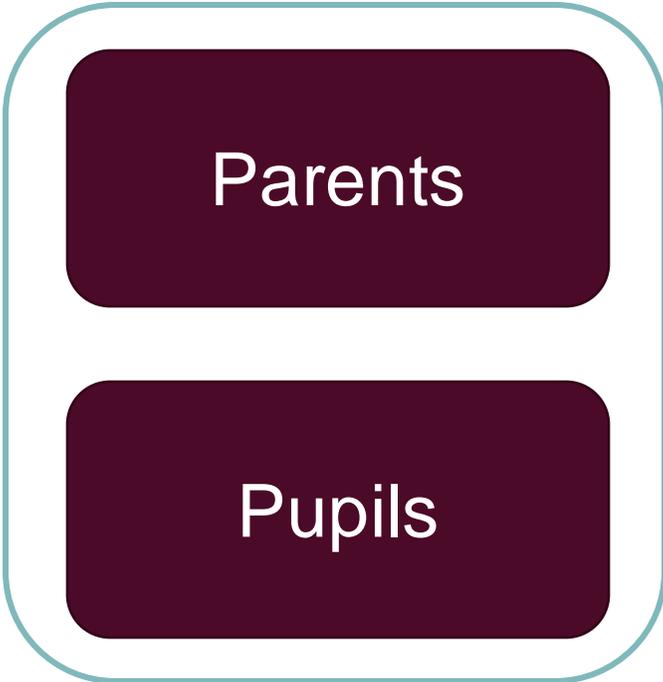
- How does this work in practice?

Engagement
Whole school community

Governors

Staff

Parents

Pupils

Setting levels

33. Whilst it is essential that governing bodies and proprietors ensure that appropriate filtering and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

- How do we avoid over blocking?

- Which is better: over blocking or under blocking?

Reporting
By children, staff and others

- Keep it simple – the fewer the barriers the better the outcomes

- Culture

- Over reporting risk

- Who do reports go to?

Actioning
Taking steps

- Reacting to reports:
    - What are our concerns?
    - Contextual approach

    - Changes to filtering and monitoring approach
    - Feeding into curriculum and parent updates
    - Culture

Analysis

What analysis do you carry out now?

How frequently?

Who sees the analysis and how do you best use it?

Review

Cumbersome Standards expectation:

Current approach?

Filtering and monitoring
The Standards

2. **Annual Review**

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