**Roselyn House School and The RHISE Service**

**Filtering and monitoring standards**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Standards** | **The importance of meeting the standard** | **How to meet the standard** | **Technical requirements to meet the standard** | **Dependencies to this standard** | **When to meet the standard** | **Achieved/ evidenced** |
| You should identify and assign roles and responsibilities to manage your filtering and monitoring systems | Schools and colleges should provide a safe environment to learn and work, including when online. Filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material.  Clear roles, responsibilities and strategies are vital for delivering and maintaining effective filtering and monitoring systems. It’s important that the right people are working together and using their professional expertise to make informed decisions. | Proprietors have overall strategic responsibility for filtering and monitoring and need assurance that the standards are being met.  To do this, they should identify and assign:   * a member of the senior leadership team and a governor, to be responsible for ensuring these standards are met * the roles and responsibilities of staff and third parties, for example, external service providers   We are aware that there may not be full-time staff for each of these roles and responsibility may lie as part of a wider role within the school, college, or trust. However, it must be clear who is responsible and it must be possible to make prompt changes to your provision. | The senior leadership team are responsible for:   * procuring filtering and monitoring systems * documenting decisions on what is blocked or allowed and why * reviewing the effectiveness of your provision * overseeing reports   They are also responsible for making sure that all staff:   * understand their role * are appropriately trained * follow policies, processes and procedures * act on reports and concerns   Senior leaders should work closely with governors or proprietors, the designated safeguarding lead (DSL) and IT service providers in all aspects of filtering and monitoring. Your IT service provider may be a staff technician or an external service provider.  Day to day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective. The DSL should work closely together with IT service providers to meet the needs of your setting. You may need to ask filtering or monitoring providers for system specific training and support.  The DSL should take lead responsibility for safeguarding and online safety, which could include overseeing and acting on:   * filtering and monitoring reports * safeguarding concerns * checks to filtering and monitoring systems   The IT service provider should have technical responsibility for:   * maintaining filtering and monitoring systems * providing filtering and monitoring reports * completing actions following concerns or checks to systems   The IT service provider should work with the senior leadership team and DSL to:   * procure systems * identify risk * carry out reviews   carry out checks |  | You should already be meeting this standard | The school uses Rawstream web filtering and has for several years now. I believe it has been very effective in blocking unauthorised internet access.  Achieved. Let me know how you want the evidence of the checks, I can send screenshots weekly if necessary  Whole School INSET Training May 2023 on Online Safety  Policy updated June 2023  Dave to provide SD/RS with monthly reports |
| You should review your filtering and monitoring provision at least annually | For filtering and monitoring to be effective it should meet the needs of your pupils and staff, and reflect your specific use of technology while minimising potential harms.  To understand and evaluate the changing needs and potential risks of your school or college, you should review your filtering and monitoring provision, at least annually.  Additional checks to filtering and monitoring need to be informed by the review process so that governing bodies and proprietors have assurance that systems are working effectively and meeting safeguarding obligations. | Proprietors have overall strategic responsibility for meeting this standard. They should make sure that filtering and monitoring provision is reviewed, which can be part of a wider online safety review, at least annually.  The review should be conducted by members of the senior leadership team, the designated safeguarding lead (DSL), and the IT service provider and involve the responsible governor. The results of the online safety review should be recorded for reference and made available to those entitled to inspect that information.  Your IT service provider may be a staff technician or an external service provider. | A review of filtering and monitoring should be carried out to identify your current provision, any gaps, and the specific needs of your pupils and staff.  You need to understand:   * the risk profile of your pupils, including their age range, pupils with special educational needs and disability (SEND), pupils with English as an additional language (EAL) * what your filtering system currently blocks or allows and why * any outside safeguarding influences, such as county lines * any relevant safeguarding reports * the digital resilience of your pupils * teaching requirements, for example, your RHSE and PSHE curriculum * the specific use of your chosen technologies, including Bring Your Own Device (BYOD) * what related safeguarding or technology policies you have in place * what checks are currently taking place and how resulting actions are handled   To make your filtering and monitoring provision effective, your review should inform:   * related safeguarding or technology policies and procedures * roles and responsibilities * training of staff * curriculum and learning opportunities * procurement decisions * how often and what is checked * monitoring strategies   The review should be done as a minimum annually, or when:   * a safeguarding risk is identified * there is a change in working practice, like remote access or BYOD * new technology is introduced   There are templates and advice in the reviewing online safety section of [Keeping children safe in education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2).  Checks to your filtering provision need to be completed and recorded as part of your filtering and monitoring review process. How often the checks take place should be based on your context, the risks highlighted in your filtering and monitoring review, and any other risk assessments. Checks should be undertaken from both a safeguarding and IT perspective.  When checking filtering and monitoring systems you should make sure that the system setup has not changed or been deactivated. The checks should include a range of:   * school owned devices and services, including those used off site * geographical areas across the site * user groups, for example, teachers, pupils and guests   You should keep a log of your checks so they can be reviewed. You should record:   * when the checks took place * who did the check * what they tested or checked * resulting actions   You should make sure that:   * all staff know how to report and record concerns * filtering and monitoring systems work on new devices and services before releasing them to staff and pupils * blocklists are reviewed and they can be modified in line with changes to safeguarding risks   You can use South West Grid for Learning’s (SWGfL) [testing tool](http://testfiltering.com/) to check that your filtering system is blocking access to:   * illegal child sexual abuse material * unlawful terrorist content * adult content |  | You should already be meeting this standard. | The filtering provision is constantly monitored for its efficiency. I believe it’s the best on the market for our purposes.  It is checked at least once a week for it’s active status.  The filtering system has been successfully tested against the South West Grid for Learning’s (SWGfL) [testing tool](http://testfiltering.com/)  and is shown to be blocking :-  illegal child sexual abuse material  unlawful terrorist content  adult content  Do we need to do an annual review? Or is this document and the other one we recently did sufficient? |
| Your filtering system should block harmful and inappropriate content, without unreasonably impacting teaching and learning | An active and well managed filtering system is an important part of providing a safe environment for pupils to learn.  No filtering system can be 100% effective. You need to understand the coverage of your filtering system, any limitations it has, and mitigate accordingly to minimise harm and meet your statutory requirements in [Keeping children safe in education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) (KCSIE) and the [Prevent duty](https://www.gov.uk/government/publications/prevent-duty-guidance).  An effective filtering system needs to block internet access to harmful sites and inappropriate content. It should not:   * unreasonably impact teaching and learning or school administration * restrict students from learning how to assess and manage risk themselves | Proprietors need to support the senior leadership team to procure and set up systems which meet this standard and the risk profile of the school or college.  Management of filtering systems requires the specialist knowledge of both safeguarding and IT staff to be effective. You may need to ask your filtering provider for system specific training and support. | Make sure your filtering provider is:   * a member of [Internet Watch Foundation](https://www.iwf.org.uk/membership/our-members) (IWF) * signed up to Counter-Terrorism Internet Referral Unit list (CTIRU) * blocking access to illegal content including child sexual abuse material (CSAM)   If the filtering provision is procured with a broadband service, make sure it meets the needs of your school or college.  Your filtering system should be operational, up to date and applied to all:   * users, including guest accounts * school owned devices * devices using the school broadband connection   Your filtering system should:   * filter all internet feeds, including any backup connections * be age and ability appropriate for the users, and be suitable for educational settings * handle multilingual web content, images, common misspellings and abbreviations * identify technologies and techniques that allow users to get around the filtering such as VPNs and proxy services and block them * provide alerts when any web content has been blocked   Mobile and app content is often presented in a different way to web browser content. If your users access content in this way, you should get confirmation from your provider as to whether they can provide filtering on mobile or app technologies. A technical monitoring system should be applied to devices using mobile or app content to reduce the risk of harm.  It is important to be able to identify individuals who might be trying to access unsuitable or illegal material so they can be supported by appropriate staff, such as the senior leadership team or the designated safeguarding lead.  Your filtering systems should allow you to identify:   * device name or ID, IP address, and where possible, the individual * the time and date of attempted access * the search term or content being blocked   Schools and colleges will need to conduct their own data protection impact assessment (DPIA) and review the privacy notices of third party providers. [A DPIA template](https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/accountability-and-governance/data-protection-impact-assessments) is available from the ICO.  [The DfE data protection toolkit](https://www.gov.uk/guidance/data-protection-in-schools/data-protection-policies-and-procedures) includes guidance on privacy notices and DPIAs.  The UK Safer Internet Centre has guidance on establishing [appropriate filtering](https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-filtering).  Your senior leadership team may decide to enforce Safe Search, or a child friendly search engine or tools, to provide an additional level of protection for your users on top of the filtering service.  All staff need to be aware of reporting mechanisms for safeguarding and technical concerns. They should report if:   * they witness or suspect unsuitable material has been accessed * they can access unsuitable material * they are teaching topics which could create unusual activity on the filtering logs * there is failure in the software or abuse of the system * there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks * they notice abbreviations or misspellings that allow access to restricted material | Check that you meet:  [Broadband internet standards](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/broadband-internet-standards-for-schools-and-colleges)  [Cyber security standards](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/cyber-security-standards-for-schools-and-colleges) | You should already be meeting this standard | The filter is constantly monitored for it’s effectiveness in blocking unsuitable sites.  Talk Talk is a member of the Internet Watch Foundation and has been since 2004.  Mobile devices connected to the schools wifi are under the same filtering restrictions as wired network devices within the school.  The filtering software does not have the capacity to identify individual IP address of computers breaching any unauthorised access rules, however staff are trained to recognise any breaches and will instruct the IT coordinator to scrutinise the users device be it wired or wireless. The filtering software does not have a tiered access system ie the same strict filtering criteria applies to all staff and students with no exceptions.  VPN blocking is in place however we do check the filtering logs as it is possible that a student may attempt to attach a VPN browser tool to a web browser as an add on ie on Microsoft Edge or Google Chrome. Staff supervision is critical to ensure a student doesn’t attempt to install any VPN browser add ons.  Access via the web filter is strictly age appropriate including a mandatory google safe search filter which cannot be locally switched off on the connected device and You tube access is also filtered to deny access to any unsuitable content.  Streaming access is blocked for all web apps ie Netflix/Disney Plus. If a member of staff wishes to show an educational video via BBC I Player they have to put in an unblocking request for the relevant lesson. |
| You should have effective monitoring strategies that meet the safeguarding needs of your school or college | Monitoring user activity on school and college devices is an important part of providing a safe environment for children and staff. Unlike filtering, it does not stop users from accessing material through internet searches or software.  Monitoring allows you to review user activity on school and college devices. For monitoring to be effective it must pick up incidents urgently, usually through alerts or observations, allowing you to take prompt action and record the outcome.  Your monitoring strategy should be informed by the filtering and monitoring review. A variety of monitoring strategies may be required to minimise safeguarding risks on internet connected devices and may include:   * physically monitoring by staff watching screens of users * live supervision by staff on a console with device management software * network monitoring using log files of internet traffic and web access   individual device monitoring through software or third-party services | Governing bodies and proprietors should support the senior leadership team to make sure effective device monitoring is in place which meets this standard and the risk profile of the school or college.  The designated safeguarding lead (DSL) should take lead responsibility for any safeguarding and child protection matters that are picked up through monitoring.  The management of technical monitoring systems require the specialist knowledge of both safeguarding and IT staff to be effective. Training should be provided to make sure their knowledge is current. You may need to ask your monitoring system provider for system specific training and support. | Governing bodies and proprietors should support the senior leadership team to review the effectiveness of your monitoring strategies and reporting process. Make sure that incidents are urgently picked up, acted on and outcomes are recorded. Incidents could be of a malicious, technical, or safeguarding nature. It should be clear to all staff how to deal with these incidents and who should lead on any actions.  The UK Safer Internet Centre has guidance for schools and colleges on establishing [appropriate monitoring](https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring).  Device monitoring can be managed by IT staff or third party providers, who need to:   * make sure monitoring systems are working as expected * provide reporting on pupil device activity * receive safeguarding training including online safety * record and report safeguarding concerns to the DSL   Make sure that:   * monitoring data is received in a format that your staff can understand * users are identifiable to the school or college, so concerns can be traced back to an individual, including guest accounts   If mobile or app technologies are used then you should apply a technical monitoring system to the devices, as your filtering system might not pick up mobile or app content.  In the online safety section of [Keeping children safe in education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) there is guidance on the 4 areas of risk that users may experience when online. Your monitoring provision should identify and alert you to behaviours associated with them.  Technical monitoring systems do not stop unsafe activities on a device or online. Staff should:   * provide effective supervision * take steps to maintain awareness of how devices are being used by pupils * report any safeguarding concerns to the DSL   School and college monitoring procedures need to be reflected in your Acceptable Use Policy and integrated into relevant online safety, safeguarding and organisational policies, such as privacy notices.  Schools and colleges that have a technical monitoring system will need to conduct their own data protection impact assessment (DPIA) and review the privacy notices of third party providers. [A DPIA template](https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/accountability-and-governance/data-protection-impact-assessments) is available from the ICO.  [The DfE data protection toolkit](https://www.gov.uk/guidance/data-protection-in-schools/data-protection-policies-and-procedures) includes guidance on privacy notices and DPIAs. | Check that you meet:  [Cyber security standards](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/cyber-security-standards-for-schools-and-colleges) | You should already be meeting this standard | Staff have received Online Safety and Cyber Safety Training.  Staff are aware that students should be supervised at all times when using the Internet.  Staff have all received the following Policies:-  Elecrtronic Information and Communications Policy  Information Security Policy  Bring Your Own Device Policy  Online Safety Policy  Acceptable Use Policy and Agreement signed by all staff |

D.Somers, S.Damerall, R.Smith

June 2023