



1. Has an E-Safety Policy been developed and implemented?				
Evaluation Criteria		✓ ✗	Sources of Evidence	
<ol style="list-style-type: none">1. Representatives of the whole school community (e.g. parent representatives, pupils, governors) have been consulted on the issue of e-safety prior to the development of a policy.2. A comprehensive e-safety policy has been developed, based on a whole school approach to preventing and addressing incidents of misuse or abuse of technology3. The school anti-bullying policy includes reference to cyber bullying4. All members of staff have received training on the policy5. School Governors have approved the policy and are aware of the issue of e-safety and how it may affect the school6. The policy identifies preventative/reactive strategies to respond to e-unsafe behaviour; sanctions for the misuse and/or abuse of technology; support available to victims and perpetrators			Additional Comments	
Outstanding	Good	Satisfactory	Poor	Inadequate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



2. Has a whole school approach to e-safety been adopted?				
Evaluation Criteria <ol style="list-style-type: none"> 1. A school E-Safety Coordinator has been appointed (if appropriate) 2. E-Safety has been included within the ICT or PSE curriculum 3. Cyber bullying has been included within the PSE curriculum 4. E-Safety sanctions are recorded in the school Behaviour Policy and are in accordance with other sanctions for poor behaviour 5. Up to date e-safety guidance and information is regularly sought from appropriate agencies such as CEOP 6. The school Child Protection Coordinator is aware of the school's response to e-safety and the protocols for responding to incidents 7. The School Network Manager monitors the use of school computers and technology 8. There is a school-wide staff code of conduct for the use of technology 9. There is a school-wide pupil code of conduct for the use of technology that is countersigned by parents and carers 10. There are clear sanctions communicated to pupils for the abuse and misuse of technology 		✓ ✗	Sources of Evidence	
			Additional Comments	
Outstanding	Good	Satisfactory	Poor	Inadequate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Key priorities for development				



Full Circle

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3. Are all members of the whole school community aware of the issue of e-safety?

Evaluation Criteria	✓ ✕	Sources of Evidence										
<ol style="list-style-type: none"> 1. Key members of staff have received additional training on issues of e-safety and cyber bullying 2. E-Safety rules are clearly displayed near all school computers and in ICT suites 3. Peer supporters / buddies have received training and information about e-safety and cyber bullying 4. External agencies are utilised by the school to develop e-safety approaches and raise awareness 5. The School Council play a role in developing the school's response to e-safety and raising awareness with other pupils 6. School assemblies, posters and leaflets are used as vehicles to promote the issue of e-safety 7. Information is provided to parents and carers about the issue of e-safety through a variety of means 8. Information about e-safety, bullying and cyber bullying is included in pupil planners 9. When necessary, the LEA is involved in dealing with or responding to incidents 		<p>Additional Comments</p>										
<table border="0" style="width: 100%; text-align: center;"> <tr> <td>Outstanding</td> <td>Good</td> <td>Satisfactory</td> <td>Poor</td> <td>Inadequate</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>			Outstanding	Good	Satisfactory	Poor	Inadequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<p>Key priorities for development</p>												

Subject or Aspect Action:

Source of priority:	Evidence:
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Priority:

Target(s):

Impact / success criteria:	Evaluation Commentary:
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Monitoring:			Evaluation:		
How?	Who?	When?	How?	Who?	When?

Changes to plan arising from monitoring & evaluation:

Strategically-planned tasks	On track (tick)	Lead person & others involved	Time scale		Resources	Costings / budget source
			Start Date	End Date		

