



MONITORING & FILTERING

A DOCUMENT FOR
SCHOOL GOVERNORS

Last Updated - November 2023
Approved by the Governing Body/Board - November 2023
Date to Review - September 2024

- 1 Importance of Filtering Systems**
- 2 Choosing Effective Filtering Solutions**
- 3 Balancing Safety and Access**
- 4 Monitoring Student Activities**
- 5 Staff Training and Awareness**
- 6 Collaboration with Parents and Guardians**
- 7 Governors Monitoring Matrix**

TABLE OF CONTENTS

WHAT IS FILTERING & MONITORING

Filtering systems are necessary to ensure that students have access to a safe digital learning environment. These systems employ various techniques, such as keyword filters and website categorisation, to restrict or block access to inappropriate or harmful online content. By implementing robust filtering systems, educational institutions can significantly reduce the risk of students being exposed to explicit material, cyberbullying, radicalisation, or other forms of online harm.

Monitoring systems, on the other hand, play a crucial role in actively observing and tracking student activities online. By closely monitoring internet usage patterns, communication, and behaviour, schools and colleges can detect early warning signs of potential risks or concerns. This includes identifying instances of cyberbullying, grooming, self-harm, or other harmful behaviours. Timely intervention and support can be provided to address these issues promptly, ensuring the well-being and safety of the students.

1 UTILISING SKILLS AND EXPERTISE

Leverage the diverse skills and expertise of the DSL team through assigning tasks that align with each individual's strengths.

2 EMPOWERING TEAM MEMBERS

Empower DSL members by giving them ownership and autonomy over their tasks. This secures a sense of responsibility and accountability for the outcomes.

THE EFFECTIVENESS OF YOUR DSL TEAM

3 BUILDING COLLABORATION

As team members work together on the different monitoring responsibilities of KCSIE, they share knowledge, brainstorm ideas, and provide support to one another.

4 PROMOTING CONTINUOUS LEARNING

As team members focus on their monitoring responsibilities, they are exposed to different challenges and opportunities to learn, grow, and expand their knowledge base.

DISTRIBUTIVE RESPONSIBILITIES

APPROACH

IMPORTANCE OF A FILTERING SYSTEM

Implementing robust filtering systems is of utmost importance when it comes to protecting young people from accessing inappropriate or harmful content online. These systems play a crucial role in creating a safe digital learning environment by limiting students' exposure to harmful material and promoting responsible internet use.

Protecting Against Inappropriate Content:

Filtering systems act as a first line of defence against inappropriate content such as explicit material, violence, hate speech, or cyberbullying.

Safeguarding Students' Well-being:

Exposure to harmful or disturbing content can have a negative impact on students' well-being, mental health, and emotional development.

Promoting Digital Citizenship and Responsible Internet Use: Filtering systems contribute to promoting responsible internet use among students. By restricting access to inappropriate content.

Complying with Legal and Regulatory Requirements:

By implementing robust filtering systems, institutions demonstrate their commitment to upholding legal and regulatory requirements related to child protection, safeguarding, and online safety.

CHOOSING EFFECTIVE FILTERING SOLUTIONS

The filtering solution must align with the standards and guidelines outlined in the Keeping Children Safe in Education 2023 document. This includes compliance with the Department for Education's filtering and monitoring standards and cyber security standards for schools.

Customisation and Flexibility:

Do your filtering solutions allow for customisation based on the specific needs and requirements of the school? The solution should provide options to adapt filtering parameters, age-appropriate content settings, and subject matter relevance to create a tailored approach.

Comprehensive Content Filtering: Does your solution have robust content filtering capabilities to block access to inappropriate or harmful content? Is it able to identify and restrict websites, applications, and online platforms that may pose risks to student safety?

Real-time Monitoring and Reporting: Does your solution include real-time monitoring features that allow administrators to track and analysis internet usage within the school network? Does it provide detailed reports on accessed content, attempted access to blocked websites, and potential violations of acceptable use policies?

Ongoing Support and Updates: Does your filtering solution provider offer ongoing support, training, and software updates? Regular updates are essential to ensure that the filtering solution stays up-to-date in tackling emerging online risks and technological advancements.

Integration with Educational Curriculum: Does the school's solutions integrate with curriculum platforms, allowing teachers to seamlessly incorporate digital resources while ensuring a safe learning environment?

BALANCING SAFETY AND ACCESS

Balancing the need for safety with the importance of providing access to appropriate educational resources can be a complex challenge. While it is crucial to protect pupils from harmful content, it is equally important to enable access to resources that support effective learning. A filtering system that meets the needs of your school must play a key role in striking this balance by configuring its settings to safeguard pupils while still allowing access to educational content.

RISK-BASED CATEGORISATION

Filtering systems can categorise websites and online content based on their level of risk. By using advanced algorithms and databases, these systems can differentiate between low-risk educational resources and high-risk websites. This approach ensures that students have access to safe and appropriate content while minimising exposure to potentially harmful material.

GRANULAR FILTERING CONTROLS

Effective filtering systems offer granular controls that allow IT leaders to customise and fine-tune the filtering parameters. This enables the school to tailor the system to the specific needs of their pupils and strike the right balance between safety and access. A school can choose to block certain categories of websites while allowing access to others deemed appropriate for educational purposes.

AGE-APPROPRIATE FILTERING

The system should provide age-appropriate filtering settings that align with the developmental stages of students. This ensures that younger students are protected from content that may be more suitable for older age groups while still allowing access to educational resources relevant to their level of learning.

BALANCING SAFETY AND ACCESS

CONTINUOUS MONITORING AND UPDATES

Filtering systems should ensure continuous monitoring and regular updates to adapt to evolving risks and changing content landscapes. This helps ensure that the system remains effective in striking the balance between safety and access. Regular updates allow for the inclusion of new educational resources while simultaneously addressing emerging online risks.

TRANSPARENT COMMUNICATION AND REVIEW PROCESSES

It is essential to establish transparent communication channels and review processes to address any concerns or challenges related to the filtering system's configuration. Ongoing evaluation and adjustment based on feedback from pupils, teachers, parents, and other stakeholders, ensures that the system remains balanced and effective.

COLLABORATION WITH EDUCATORS

The filtering systems should allow for collaboration between leaders, teachers, and other stakeholders. Teachers can provide valuable insights into the specific needs and requirements of their curriculum, helping to ensure that the filtering system enables effective learning without compromising pupil safety.

WHITELISTING AND BLACKLISTING

Filtering systems can employ whitelisting and blacklisting functionalities to enhance control over content access.

Whitelisting allows teachers to create a list of approved websites and resources, ensuring that students can access verified and safe materials.

Blacklisting, on the other hand, blocks specific websites or categories of content that are deemed inappropriate or unsafe.

Staff Training and Awareness



Providing comprehensive training to staff members on the effective use of filtering and monitoring systems is crucial for creating a safe online learning environment. Educating teachers about their roles and responsibilities in identifying and responding to online safeguarding issues is equally important.

UNDERSTANDING THE FILTERING AND MONITORING SYSTEMS

Staff members need to have a deep understanding of how the school's filtering and monitoring systems work. Training should cover the features, functionalities, and limitations of these systems. This knowledge enables staff to effectively navigate and utilise the systems to ensure student safety.

IDENTIFYING AND RESPONDING TO ONLINE SAFEGUARDING ISSUES

Teachers play a vital role in identifying signs of online safeguarding issues such as cyberbullying, harmful content, or grooming. Training should equip them with the knowledge and skills to recognise these signs, understand relevant policies and procedures, and respond appropriately to protect students from harm.

PROMOTING RESPONSIBLE INTERNET USE

Training sessions should emphasise the importance of promoting responsible internet use among both staff and pupils. Staff should be clear about setting a positive example by demonstrating safe online behaviours and following acceptable use policies. This promotes a culture of online safety and responsible digital behaviour.

REPORTING MECHANISMS AND PROCEDURES

Staff need to be aware of the reporting mechanisms and procedures in place for addressing online safeguarding concerns. Training should provide clear instructions on how to report incidents, who to contact, and what information needs to be provided. This ensures that appropriate action can be taken promptly.

CONTINUOUS PROFESSIONAL DEVELOPMENT

Online safety practices evolve rapidly, and staff training should reflect this dynamic nature. Providing ongoing professional development opportunities ensures that staff members stay updated on emerging online risks, new technologies, and best practices in online safeguarding. This enables them to adapt their knowledge and skills accordingly.

CONTINUOUS PROFESSIONAL DEVELOPMENT

Staff training should emphasise the importance of fostering a safe and supportive culture within the school community. This includes promoting empathy, understanding, and active listening when dealing with online safeguarding issues. Training will encourage staff to create an environment where pupils feel comfortable reporting concerns and seeking support.

COLLABORATION AND COMMUNICATION

Training sessions should encourage collaboration and open communication among staff. They should understand the importance of sharing concerns, observations, and knowledge regarding online safeguarding. This facilitates a collective effort in identifying and addressing potential risks or issues.

PARENTAL ENGAGEMENT

Staff training should also address the importance of involving parents and caregivers in online safety efforts. Teachers can be trained on how to effectively communicate with parents, share information about online safety practices, and work collaboratively to create a safe digital learning environment.

COLLABORATION WITH PARENTS AND GUARDIANS

Ensuring open communication and partnership with parents and guardians regarding the use of filtering and monitoring systems is crucial for creating a comprehensive approach to online safety. Educating parents about online safety and involving them in the safeguarding process is essential.

SHARED RESPONSIBILITY

Online safety is a shared responsibility between schools and parents. Collaboration ensures that both parties are actively involved in creating a safe digital learning environment for students. By working together, schools and parents can address online risks more effectively.

REPORTING AND SUPPORT

Parents need to know how to report concerns or incidents related to online safety. Schools should provide clear channels of communication and support for parents to report any issues they may encounter. This collaborative approach allows for timely intervention and appropriate action.

PARENTAL AWARENESS AND UNDERSTANDING

Many parents may not be fully aware of the potential risks and challenges their children may face online. Educating parents about online safety, including the purpose and functionality of filtering and monitoring systems, helps them understand the measures in place to protect their children. This awareness allows parents to reinforce safe online behaviours at home.

CONSISTENT MESSAGING

Collaboration between schools and parents ensures that students receive consistent messages about online safety. By aligning efforts, parents and teachers can reinforce key principles and guidelines to promote responsible internet use both at school and at home.

PARENTAL INVOLVEMENT IN POLICY DEVELOPMENT

Involving parents in the development or review of online safety policies and acceptable use agreements promotes transparency and inclusivity. Their insights and perspectives can enhance the relevance and effectiveness of these policies, ensuring they reflect the needs of the school community

PARENT EDUCATION WORKSHOPS

Schools can organise workshops or information sessions to educate parents on topics such as online privacy, cyberbullying, social media safety, and appropriate technology use. These sessions equip parents with the knowledge and tools to better support their children in navigating the online world safely.

HOME-SCHOOL PARTNERSHIPS

Collaboration between schools and parents fosters a strong home-school partnership. Regular communication, newsletters, or online platforms can be used to share resources, tips, and updates on online safety practices. This partnership strengthens the overall support system for students.

DIGITAL CITIZENSHIP PROMOTION

Schools and parents can work together to promote digital citizenship skills among pupils. By emphasising the importance of responsible online behaviour, critical thinking, empathy, and respect, they can help students develop the necessary skills to navigate the digital world safely and ethically.

SCHOOL GOVERNANCE RESPONSIBILITIES

Governing bodies, including school governors, have a crucial role in safeguarding young people in educational settings. This role extends to the implementation and oversight of filtering and monitoring systems.

1. Responsibility for Safeguarding

School governors share responsibility for ensuring the safety and welfare of children in their care. They work alongside senior leadership teams and designated safeguarding leads to create a safe learning environment. This includes implementing measures to mitigate risks associated with online activities.

4. Monitoring Compliance:

Governors have a responsibility to monitor the school's compliance with safeguarding policies, including the use of filtering and monitoring systems. They should ensure that the systems are properly implemented, regularly reviewed, and effectively contribute to the overall online safety of pupils.

2. Understanding Filtering and Monitoring Systems:

Governors should have a clear understanding of the purpose and functionality of filtering and monitoring systems. This knowledge enables them to evaluate and make informed decisions about these systems' effectiveness in safeguarding young people.

3. Policy Development and Implementation

Governors should have a clear understanding of the purpose and functionality of filtering and monitoring systems. This knowledge enables them to evaluate and make informed decisions about these systems' effectiveness in safeguarding young people.

5. Collaboration with School Leaders:

Governors should collaborate closely with senior leadership teams to ensure effective communication and coordination regarding filtering and monitoring systems. This collaboration ensures that actions taken align with the school's overall safeguarding strategy and educational objectives.

7. Parental Engagement:

Governors should actively promote and support meaningful parental engagement in online safety initiatives. They encourage open communication channels between the school and parents, providing opportunities for parents to learn about the filtering and monitoring systems in place and understand their role in supporting online safety at home.

6. Staff Training and Support:

Governors should contribute to the establishment of professional development opportunities for staff, including training on the effective use of filtering and monitoring systems. They support ongoing training initiatives to enhance staff knowledge and skills in identifying and responding to online safeguarding issues.

8. Reviewing and Evaluating Effectiveness:

Governors should regularly review the effectiveness of filtering and monitoring systems in safeguarding young people. Through evaluation and feedback mechanisms, they assess the impact of these systems on student safety and well-being, making necessary adjustments to ensure continuous improvement.

1: KCSIE 2023 GOVERNORS MONITORING MATRIX

	IN PLACE (Add notes if appropriate)	NOT IN PLACE (Add notes if appropriate)	IN PLACE (Add notes if appropriate)	NOT IN PLACE (Add notes if appropriate)
1. The school is monitoring the effectiveness of their filtering and monitoring systems to ensure they are appropriately blocking and restricting access to harmful and inappropriate content.	IN PLACE		IN PLACE - INDUSTRY STANDARD NETSWEEPER FILTERING AND MONITORING PROVIDED BY LANCASHIRE CC AND CO-MANAGED BY NWIMS IT SUPPORT LTD (IT PROVIDER) AND SLT.	2. The schools has a system to monitor and track online activities of students using school devices or networks.
3. The school has a system in place to monitor the use of digital communication platforms, such as email, messaging apps, and virtual learning environments, to ensure appropriate and safe online interactions between students and staff.	FILTERG, LOGGING IN PLACE - STAFF TRAINING PROVIDED TO MONITOR MESSAGES AND EMAILS BETWEEN STUDENTS USING ONLINE LEARNING PLATFORM. - STUDENTS ARE TAUGHT HOW TO USE EMAIL AND MESSAGING APPLICATIONS APPROPRIATELY.		IN PLACE - LANCASHIRE NETSWEEPER DEFAULT EDUCATION POLICIES FOR FILTERING AND MONITORING IN PLACE IN ADDITION TO SCHOOL SELECTED FILTERING.	4. The school monitors the online content and platforms accessed by students, ensuring that they are age-appropriate and free from harmful or inappropriate material.
5. The school has a system in place to monitor their compliance with data protection and privacy laws when collecting, storing, and processing personal information related to safeguarding concerns.	IN PLACE			6. The school has a member of staff who has been trained in accordance with Child Exploitation and Online Protection Command (CEOP)
7. The school has a system to monitor the delivery and effectiveness of online safety education programs, ensuring that students receive age-appropriate instruction on how to stay safe online.	IN PLACE - SCHEME OF WORK UTILISED ACROSS SCHOOL - SUITABILITY OF SOW IS REVIEWED ANNUALLY		IN PLACE	8. The school monitors the dissemination of relevant safeguarding information to staff, students, parents/carers, and other stakeholders to ensure awareness and understanding of policies and procedures.
9. The school is monitoring the level of staff awareness and training in relation to safeguarding policies and procedures.	IN PLACE		IN PLACE - CPOMS UTILISED AND MONITORED	10. The school has a system in place to monitor the response to safeguarding concerns and incidents, assessing the effectiveness and timeliness of actions taken to address and resolve them.

2: KCSIE 2023 GOVERNORS MONITORING MATRIX

	IN PLACE (Add notes if appropriate)	NOT IN PLACE (Add notes if appropriate)		IN PLACE (Add notes if appropriate)	NOT IN PLACE (Add notes if appropriate)
11. The school is monitoring the reporting and recording of safeguarding incidents, including the effectiveness and timeliness of incident reporting procedures.	IN PLACE - CPOMS MONITORING		12. The school has a system to monitor the overall effectiveness of their safeguarding arrangements, including the implementation of policies and procedures and the impact on the well-being and safety of children.	IN PLACE - DSL	
13. The school is monitoring the retention of relevant documents related to safeguarding incidents, investigations, and actions taken. This ensures that accurate and complete records are maintained.	IN PLACE - CPOMS MONITORING		14. The school monitors the adherence to safeguarding policies and procedures, ensuring that they are followed consistently and effectively by all staff members.	IN PLACE	
15. The school has a system in place to monitor the implementation and effectiveness of risk assessment processes, identifying and mitigating potential risks to the safety and well-being of children.	IN PLACE		16. The school monitors the compliance of staff members with mandatory safeguarding training requirements, filing and monitoring. This includes monitoring completion rates and ensuring that all staff receive appropriate training based on their roles and responsibilities.	IN PLACE	
17. The school is monitoring the involvement and collaboration with external agencies, such as child protection services, police, and other relevant organisations, when addressing safeguarding concerns.	IN PLACE		18. The school monitors the physical safety of students within school premises, including monitoring the implementation and effectiveness of measures such as risk assessments, security systems, and supervision.	IN PLACE	

3: KCSIE 2023 GOVERNORS MONITORING MATRIX

	IN PLACE (Add notes if appropriate)	NOT IN PLACE (Add notes if appropriate)	IN PLACE (Add notes if appropriate)	NOT IN PLACE (Add notes if appropriate)
19. School has a system in place to monitor student attendance and punctuality, identifying any patterns of persistent absence or lateness that may indicate safeguarding concerns.	INPLACE -SIMSREGISTRY		20. The school has appropriate safeguarding arrangements in place to respond to children who are absent from education, particularly on repeat occasions and/or for prolonged periods. INPLACE	
21. Schools have individual risk assessments for pupils who are repeatedly absent or absent for prolonged periods. This assessment may consider factors such as the reasons for the absence, the impact on the child's safety and well-being, and any additional support required to reintegrate them into education successfully.	INPLACE -INDIVIDUALLY MONITORED		22. The school has a system in place to offer early intervention and support when a pupil is absent from education on repeat occasions or for extended periods. This may involve contacting parents or guardians, conducting home visits, or involving relevant external agencies to assess any underlying issues. INPLACE	
25. The school has a system to monitor the outcomes of external reviews and inspections related to safeguarding, addressing any recommendations or areas for improvement highlighted in these assessments.	INPLACE		24. The school has a system in place to monitor the mental health and well-being of students, identifying any signs of distress, anxiety, or other mental health issues that may require intervention and support. INPLACE	
25. The school monitors their commitment to equality, diversity, and inclusion, ensuring that all students are treated fairly and without discrimination. This includes monitoring policies, practices, and curriculum content.	INPLACE		26. The school records staff training on topics such as unconscious bias, cultural competency, and creating inclusive environments etc. INPLACE	

4: KCSIE 2023 GOVERNORS MONITORING MATRIX

	IN PLACE (Add notes if appropriate)	NOT IN PLACE (Add notes if appropriate)		IN PLACE (Add notes if appropriate)	NOT IN PLACE (Add notes if appropriate)
27. The school has a system to monitor that all school policies are not perpetrating system bias; Behaviour policy, Curriculum Policy, SEND policy etc.	IN PLACE		28. The school monitors the safety and security measures implemented during educational visits and trips, including risk assessments, supervision, and emergency procedures.	IN PLACE	
29. The school monitors the safety measures implemented during school transportation, such as bus routes, driver qualifications, and seatbelt usage.	IN PLACE		30. The school monitors the management of students' medical needs, including the administration of medication, emergency response plans, and communication with healthcare professionals.	IN PLACE	
31. The school monitors the safety and supervision of students during work experience or internship placements, ensuring appropriate risk assessments and safeguarding measures are in place.	IN PLACE		32. The school monitors the support provided to students during transitional periods, such as moving between year groups or transitioning from primary to secondary school, to ensure their emotional well-being and continuity of care.	IN PLACE	
33. The school monitors the safety of the physical environment, including classrooms, playgrounds, and other facilities, addressing any hazards or risks that may pose a threat to children's safety.	IN PLACE		34. The school monitors the collaboration and partnership with external agencies, such as child protection services, law enforcement, and mental health services, to ensure effective safeguarding practices and support for students.	IN PLACE	
35. The school monitors for signs of child-on-child sexual violence and sexual harassment and implements strategies to prevent and address such incidents.	IN PLACE -CPOMS UTILISED		36. The school monitors child-on-child relationships and interactions, especially for signs of bullying, harassment, or discriminatory behaviour. This includes monitoring incidents and implementing appropriate intervention strategies.	IN PLACE	

5: KCSIE 2023 GOVERNORS MONITORING MATRIX

	IN PLACE (Add notes if appropriate)	NOT IN PLACE (Add notes if appropriate)		IN PLACE (Add notes if appropriate)	NOT IN PLACE (Add notes if appropriate)
57. The school has a system in place to monitor the safety and supervision of students during extra-curricular activities, such as clubs, sports teams, and after-school programs.	IN PLACE		58. The school has a system in place to monitor the implementation of safer recruitment practices, including thorough background checks, reference checks, and safeguarding training for new staff members.	IN PLACE	
39. The school monitors the use of physical intervention techniques, such as restraint, ensuring that they are used appropriately and in line with legal and ethical guidelines.	IN PLACE		40. The school has a system in place to monitor the handling of feedback and complaints related to safeguarding concerns, ensuring that they are recorded, investigated, and responded to in a timely manner.	IN PLACE	
41. The school monitors the effectiveness of their whistleblowing procedures, ensuring that staff members feel confident and supported in reporting concerns about safeguarding.	IN PLACE		42. The school monitors the supervision and oversight of staff members who work directly with children, ensuring that appropriate boundaries and professional conduct are maintained.	IN PLACE	
45. The school monitors the maintenance of appropriate boundaries between staff members and students, addressing any concerns or breaches of professional conduct.	IN PLACE		44. The school monitors the conduct and behavior of staff members, ensuring they adhere to professional standards and code of conduct. This includes monitoring for any signs of inappropriate behavior or misconduct or low-level concerns.	IN PLACE	



KCSIE 2023

MONITORING AND FILTERING

A Document For School Governors