netsafe SCHOOLS

REVIEW TOOL

The Netsafe Schools Review Tool has been designed to help schools:

- Self-assess and determine if they have the practices in place to become a Netsafe School
- Review their online safety, digital citizenship and wellbeing planning
- Populate your Netsafe Schools Planner

A Netsafe School is a school who has reviewed themselves against the seven key areas of the Netsafe Schools Framework to meet the ‘Establishing’ stage or higher across all areas.

If you don’t yet have the practices in place to be a Netsafe School, you can use the resources in the Netsafe Schools programme to develop the key areas that don’t meet the ‘Establishing’ stage. Once you have progressed your work in the relevant areas you can undertake another review at any time.

Netsafe Schools Review Tool Instructions

Gather information before you begin

Before beginning a review, we recommend you gather perspectives from your school community including staff, students, parents and whānau using the Netsafe Schools Survey. This will give you results that are more accurate and useful for the Netsafe Schools Planner. You can do this by using the Netsafe Schools Surveys or by holding discussions.

Checklist: How to run your review process

☐ **Invite key people:** A staff member to lead the process and any member of the school (students, Board, whānau, lead team, teachers) who understands how online safety, digital citzenship and wellbeing are being supported in the school/community.

☐ **Brief your team**

- **Share the background document** before your review session.
- **Discuss why it's important for the school to review current practice/initiatives** prior to identifying next steps;

☐ **Share the tool** before the review session so your team is able to:

- Understand what the seven Key Areas are;
- Talk about initiatives that are currently in place and discuss them in relation to the examples provided;
- Make a 'best fit' judgement about where you sit against the 20 indicators across the Key Areas — Scoping, Establishing, Extending and Optimising.

☐ **Run a review session(s)**: You will need approx. 1-2 hours.

How the review tool works

The review is based on three concepts – Key Areas, Indicators of Effective Practice and Progress Positions.

Key Areas

There are seven Key Areas that form the basis of the review tool.

1. Ākonga — Students
2. Mahi ngātahi — Partnerships
3. Kaitiakitanga — Stewardship Board of Trustees
4. Hautūtanga — Leadership
5. Marau —Curriculum
6. Te tū māia —Professional Confidence
7. Te aromātai —Inquiry and Review

Indicators of Effective Practice

The review tool includes Indicators of Effective Practice to describe groups of practices and activities that are crucial to digital citizenship and online safety planning in schools. There are 2-4 Indicators for each Key Area. For each Indicator, you will make a best fit judgement about the stage that your school's current planning is at.

Progress Positions

There are four stages to assess your school's current planning against. The review tool includes examples of activities and practices for each Indicator and stage to help guide judgements.

THE FOUR STAGES ARE:

Scoping: Areas of focus have been identified, but not yet implemented. Indicators marked as scoping should be considered high priority areas for your school.

Establishing: Approaches across the school are defined and documented. These are areas that you have covered the basics for but could adjust or add activities to make your approach more proactive and strategic.

Extending: Planning is proactive, and policies and procedures are well-defined, documented, and clearly communicated across the school community. Approaches are planned with staff, students and community in mind and there are some opportunities for them to shape planning.

Optimising: Planning is viewed as a strategic initiative including reviewing and improving activities. Policies and procedures are well-defined, documented, consistently implemented and reviewed for improvement. Online safety and digital citizenship approaches are created with staff, students and community.

Summary of Indicators
Ngā tūtohu tukanga

Students Ākonga	Partnerships Mahi ngātahi	Stewardship Kaitiakitanga	Leadership Hautūtanga	Curriculum Marau	Professional confidence Te tū māia	Inquiry & review Te aromātai
Our students are active partners in planning, developing and reviewing digital citizenship, online safety and wellbeing.	We partner with parents, whānau, iwi and community so students can use digital technology positively and effectively.	Our Board(s) actively considers statutory requirements in relation to our use of digital technology.	We have expectations and plans for the use of digital technology to maintain a supportive and effective learning environment.	We develop digital citizenship and online safety skills, knowledge and values across the curriculum.	We engage in professional learning to model digital citizenship confidently.	We review plans for online safety and developing digital citizenship by drawing on a range of sources.
Our students drive initiatives that promote positive use of digital technology.	We partner with external agencies to support students' wellbeing.	Our Board(s) ensures digital technology is used in ways that consistently reflect our vision and values.	We recognise and respond to staff's digital technology needs.	Our students learn about online safety and digital citizenship through collaborative and inclusive approaches	We know how to integrate digital citizenship and online safety into effective learning programmes.	We review incident response procedures regularly, including after an incident has occurred.
Our students understand where to get online safety support and advice.		Our Board(s) ensures equitable access to digital technology and learning opportunities for our students.	Our digital citizenship and incident response policies and procedures follow effective guidance.		We know how to identify and take steps to minimise potential online risks to our students and respond appropriately to incidents.	We engage with community to understand how students experience digital technology.
			We maintain appropriate infrastructure and systems to promote positive and safe use of digital technology.			

KEY AREA:

Students / Ākonga

Indicators of Effective Practice	Examples of possible activities to guide a 'best fit' judgement			Tick to indicate your current progress position			
	Establishing examples	Extending examples	Optimising examples	Scoping	Establishing	Extending	Optimising
Our students are active partners in planning, developing and reviewing digital citizenship, online safety and wellbeing.	Our students understand their responsibilities around using digital technology in safe and responsible ways.	• We create student teams to lead online safety initiatives and support peers. • We identify students' and community's views on digital technology use and wellbeing. • Our digital citizenship and online safety activities are mapped to whole school values and vision • We have a deliberate focus on students' rights and responsibilities, and the importance of being inclusive of all.	• Our students are always partners when we design digital citizenship and online safety initiatives. • Our students' experiences/views are central to any review of the impact of digital citizenship and online safety initiatives. • Our students' involvement is authentic and embedded in our online safety and digital citizenship work.		✓		
Our students drive initiatives that promote positive use of digital technology.	Our students participate in initiatives that promote positive use of digital technology.	• We provide regular opportunities for students to talk about what they need in relation to digital citizenship and online safety. • Our student groups (e.g. student council, school leaders) are trialling ways to promote positive online behaviour to peers.	• We have a Student Ambassador/Leader programme that is accessible for all students. • Our students provide learning for other students, staff/parents/whānau and community. • Our students use inquiry and design thinking to generate new initiatives across the school.			✓	
Our students understand where to get online safety support and advice.	Our students know how to access the support they need if they are involved in an online incident.	• We have a confidential reporting system for students. • Our students and community report that our reporting systems are working for them (e.g. via email or focus group). • We make sure all staff know the correct process for reports and take them seriously. • We make sure our students know that they will be listened to when they make a report.	• We make sure our students' views are central to the process of creating or updating a reporting system and when reviewing how effective it is. • Our care and support processes are visible and accessible for staff, students and community. • We foster a 'safe telling culture', including promoting peer support, across the community.				✓

KEY AREA:

Partnerships / Mahi ngātahi

Indicators of Effective Practice	**Examples of possible activities to guide a 'best fit' judgement**			**Tick to indicate your current progress position**			
	Establishing examples	Extending examples	Optimising examples	Scoping	Establishing	Extending	Optimising
We partner with parents, whānau, iwi and community so students can use digital technology positively and effectively.	We communicate with parents, whānau and community to explain why/how we use digital tech safely, and families know who to contact at the school with queries about technology use.	• We regularly communicate with parents, whānau and community to explain why and how we use digital technology for learning. • We provide deliberate opportunities for the school community to learn about and give feedback on digital technology guidelines and policies. • We have regular discussions with our community about how/why we use digital technology safely and positively for learning. • We share online safety tips and advice in newsletters or other communication channels. • We consider alternatives to formal discipline when issues occur.	• Our policies and guidelines about the use of digital technology are developed with parents, whānau and community. • Our community learns online skills, digital citizenship knowledge and values alongside, and from, their children. • We have embedded restorative practices to manage issues related to online safety and digital tech use. • We provide advice about digital technology use in our community's languages and context. (e.g. hui, newsletters etc.).				
We partner with external agencies to support students' wellbeing.	We are aware of the external partner organisations to contact if an online incident occurs and document this our processes - e.g., Netsafe, NZ Police, other schools, social workers, mental health services and regional MoE/Special response teams.	• We have communicated with our school community which external partner agencies we may work with if an online incident occurs.	• We have well-established relationships and ways of working with external partner organisations who can help when an online incident occurs				

KEY AREA:

Stewardship / Kaitiakitanga

Indicators of Effective Practice	Examples of possible activities to guide a 'best fit' judgement			Tick to indicate your current progress position			
	Establishing examples	Extending examples	Optimising examples	Scoping	Establishing	Extending	Optimising
Our Board(s) actively considers statutory requirements in relation to our use of digital technology.	Our Board is aware of relevant legislation (e.g. NAG 5 responsibilities and its relevance to online safety, the Harmful Digital Communications Act 2015 and Health and Safety Systems for Schools.	• Our Board recognises it has a responsibility to maintain safe and effective learning environments. • Our Board has a well-defined process and procedure for dealing with and reviewing online safety incidents. • Our Board has a compliance checklist against the key legislation and asks 'how well are we doing/how do we know? • Our Board supports rigorous and effective school online safety practices, and reviews how this is done. • Our Board has a process in place for the Principal to report to the Board on how well the school promotes safe, effective use of digital technology, as well as reviewing incident trends and patterns.	• Member(s) of the Board have dedicated interest areas in digital citizenship and online safety, as part of anti-bullying approaches, and advocate for initiatives that align to the school mission and values. • Our Board draws actively on Education Review Office guidance e.g. 'Wellbeing for Success'	✓	✓	✓	✓
Our Board(s) ensures digital technology is used in ways that consistently reflect our vision and values.	Our Board has the opportunity to develop their understandings of digital citizenship and online safety, and the importance of these for all students and staff.	• Our Board ensures our mission, vision, and values promote student and staff wellbeing, responsibility, and competencies when using digital technology. • Our Board ensures school goals, plans and strategies include a focus on student and staff wellbeing, and digital citizenship. • Our Board reviews digital technology policies and incident information at least annually to identify trends, opportunities and current challenges.	• Our Board actively pursues new information and knowledge about digital citizenship and online safety practices and approaches.	✓	✓	✓	✓
Our Board(s) ensures equitable access to digital technology and learning opportunities for our students.	Our Board understands the value of technology as a tool to support learning.	• Our Board reviews and supports plans to purchase/provide digital technologies for all students. • We have a deliberate focus on students who may be underserved or vulnerable — and connect with their whānau.	• Our Board actively seeks and engages students' views on digital citizenship and online safety. • Our Board takes an active interest in inclusive uses/provision of digital technology, and digital citizenship, with a focus on those less well served.	✓	✓	✓	✓

KEY AREA:

Leadership / Hautūtanga

Indicators of Effective Practice	Examples of possible activities to guide a 'best fit' judgement			Tick to indicate your current progress position			
	Establishing examples	Extending examples	Optimising examples	Scoping	Establishing	Extending	Optimising
We have expectations and plans for the use of digital technology to maintain a supportive and effective learning environment.	We have policies and guidelines related to the use of digital technology in place.	• Our policies and guidelines are promoted and shared across the school community. • Our expectations align to values and vision for our curriculum and community. • The Education Council Our Code, Our Standards | Code of Professional Responsibility and Standards for the Teaching Profession is understood by all staff in relation to the use of digital technology. • We manage and review our use of online spaces effectively – for example, school social media pages.	• Our staff, students and community co-create and implement policies, procedures and guidelines. • Our disciplinary procedures are part of a more comprehensive response such as promoting positive behaviours. • Digital incidents are addressed as part of a broader strategy to address bullying and wellbeing.				
We recognise and respond to staff's digital technology needs.	We provide professional learning focussed around digital technology for our staff.	• We deliberately ask staff what they need in terms of digital literacy skills, digital citizenship and online safety. • We have identified our staff members who can support and develop the e-capabilities of other staff members. • We identify and address barriers to staff use of digital technology.	• We have a dedicated, needs-based professional learning programme in place to support digital citizenship and online safety development. • Our staff can access professional learning within and beyond school. • We have deliberate discussion about and pay attention to staff wellbeing in relation to digital technology.				

KEY AREA:

Leadership / Hautūtanga continued

Indicators of Effective Practice	Examples of possible activities to guide a 'best fit' judgement			Tick to indicate your current progress position			
	Establishing examples	Extending examples	Optimising examples	Scoping	Establishing	Extending	Optimising
Our digital citizenship and incident response policies and procedures follow effective guidance.	We have documented procedures to respond to digital-related issues when they occur.	• We nominate staff members to lead digital citizenship and online safety initiatives (this might connect to a bullying prevention team). • We draw on resources to guide process, wellbeing and learning. • We have lead staff who are familiar with national guidelines and make sure the guidance is implemented. • We record all online incidents on a register and deal with them in a timely and consistent manner. • Our students understand how issues are dealt with, that they will be supported and that usual school processes apply. • We understand there is a relationship between wellbeing and learning.	• We can identify where wellbeing, positive behaviour and learning are promoted through the curriculum. • Our nominated staff analyse incident data to look for patterns of strength/ improvement. • Our staff are up to date with the most effective ways to address digital citizenship/online safety with young people.				
We maintain appropriate infrastructure and systems to promote positive and safe use of digital technology.	We consider the safety and security of staff and students in the design and implementation of our technology infrastructure.	• Our resourcing and security plan is reviewed across the year to ensure we have appropriate supports in place. For example filtering, firewalls, password management, data back-up, review & management of digital platforms used, HR/IT support & oversight of devices on school networks. • We have clear privacy guidelines on the use of digital information, images and content.	• We plan our approaches with the understanding that online/offline, home/ school are converging as devices become ubiquitous. • Our decisions about infrastructure start with insights about our students' needs and identified learning needs. • We keep up to date with information from external organisations about the safe and secure use of digital technology e.g. Netsafe, Enabling e-Learning, N4L & CLA.				

KEY AREA:

Curriculum / Marau

Indicators of Effective Practice	Examples of possible activities to guide a 'best fit' judgement			Tick to indicate your current progress position			
	Establishing examples	Extending examples	Optimising examples	Scoping	Establishing	Extending	Optimising
We develop digital citizenship and online safety skills, knowledge and values across the curriculum.	We provide opportunities for all of our students to develop online safety knowledge and skills.	• Our student graduate profile acknowledges the importance of digital citizenship. • We align our digital citizenship skills and capabilities to broader initiatives that promote the key competencies, school vision and values. • We regularly engage with students to understand their needs, prior experience and knowledge of digital technology. • We have identified key areas in the curriculum where deliberate support is needed so that all students can access learning through digital technology safely and effectively. • We have mapped digital skills, capabilities and online contexts across curriculum programmes wherever technology is used for learning. • Our digital citizenship-related activities are on-going, age-appropriate and authentic. • Our staff access and use digital citizenship resources available online.	• Our students' needs and experiences drive our digital citizenship programme. • Digital citizenship and wellbeing are embedded within our curriculum and are increasingly aligned to the Key Competencies and values. • Our students and teachers take advantage of 'teachable moments' in the curriculum related to digital challenges and current issues. • Our students and teachers share the responsibility for promoting digital citizenship positively. • Our school demonstrates integrity and respect in how we use the internet and digital devices e.g. intellectual property & copyright law.	✓	✓	✓	✓
Our students learn about online safety and digital citizenship through collaborative and inclusive approaches	Our school provides some opportunities for developing online safety and digital citizenship activities with our students.	• We develop our digital citizenship and online safety activities with our students. • Our students have regular opportunities to talk about and shape their online experiences together. • Our online safety & digital citizenship activities model effective learning practices. • Our online safety and digital citizenship activities start with students' current skills/ experience/knowledge, invite collaboration and offer learning opportunities to apply competencies as they develop.	• Digital technology learning is designed in ways that remove barriers to learning. • Our students share their learning with community in local, national, and global contexts. • Our activities involve others' expertise and perspectives. • Our students use an inquiry-based model to explore what they need to learn in relation to skills, knowledge, and values in digital citizenship and online safety.	✓	✓	✓	✓

KEY AREA:

Professional confidence / Te tū māia

Indicators of Effective Practice	Examples of possible activities to guide a 'best fit' judgement			Tick to indicate your current progress position			
	Establishing examples	Extending examples	Optimising examples	Scoping	Establishing	Extending	Optimising
We engage in professional learning to model digital citizenship confidently.	We have discussed ethics and standards and their application in our approach to digital technology.	• We have a dedicated programme for professional learning related to the use of digital technology every year. • We provide support for staff wellbeing in the use of digital technology, including when incidents occur. • Our nominated staff lead and support their peers. • We draw on external support/facilitation as required.	• Our staff engage in self-review/ reflection and have identified their digital technology development needs based on student needs. • Our staff collaborate with others in/beyond school and use online professional learning forums. • We have established cluster/ community wide professional learning with other schools. • Our staff model powerful digital technology-related practice and provide support for others.		✓		
We know how to integrate digital citizenship and online safety into effective learning programmes.	We understand what digital citizenship is and how it relates to our vision, curriculum and graduate profile.	• Digital citizenship and online safety is seen as an enabling approach that removes barriers to learning and promotes wellbeing. • We can identify purposes for using digital technology, and opportunities to explore online safety in the context of learning.	• Our students and staff work in partnership to co-create opportunities for learning about positive uses of technology, as part of the learning programme and in the wider community. • Our students' digital awareness, wellbeing and safety is regularly monitored and reviewed by staff and students informally and formally.		✓	✓	✓
We know how to identify and take steps to minimise potential online risks to our students and respond appropriately to incidents.	We identify possible issues/risks related to students' use of digital technology.	• We are aware of students who may need specific support/advice and respond accordingly. • We have nominated staff to support issues related to online safety/wellbeing. • Our processes enable prompt identification of issue/incident and referral to a lead team member. • When issues arise we immediately remove the risk to the student and the school/kura. • Our incident response processes include clear, on-going communication with students, their parents/ whānau and external agencies as required. • When an incident occurs we provide on-going monitoring and support as needed.	• We regularly review the impact of interventions or support for students and their parents/ whānau. • We identify where patterns of response to incidents might be addressed proactively. • Students and staff engage in regular conversation and activity designed to promote a community approach to positive behaviours online.		✓	✓	✓

KEY AREA:

Inquiry and review / Te aromātai

Indicators of Effective Practice	Examples of possible activities to guide a 'best fit' judgement			Tick to indicate your current progress position			
	Establishing examples	Extending examples	Optimising examples	Scoping	Establishing	Extending	Optimising
We review plans for online safety and developing digital citizenship by drawing on a range of sources.	We have a documented plan to develop online safety in our school which covers all aspects of building and maintaining a safe environment for staff, students and community.	• We have an annual review and evaluation of our digital citizenship and online safety initiatives. The review covers how we're doing against our objectives and actions for improvement. The review considers how we assess ourselves and gathering insights/ feedback from our school community. E.g. using Netsafe's Safeguard Review Tool. • We identify key sources of information available across the school community to help us review digital citizenship and online safety across the school. (E.g. surveys, incident records, focus groups) • Our evaluation feeds directly into our forward planning, development and implementation of next initiatives. • We report progress and next steps to the lead team, Board and community at least annually.	• Our students are actively engaged in the review process. • We use tools that ensure student and community views are at accurately reflected. • We review the success of the tools chosen to gather views of students and community with students and community. • We draw on external agencies/ groups to support our review processes. • We involve other schools in our digital citizenship and online safety activities, taking a cluster/ community-wide approach to review and planning. • We have a deliberate focus on finding out what is happening for students who may be underserved or vulnerable.		✓		
We review incident response procedures regularly, including after an incident has occurred.	We review our incident response procedures after serious online incidents occur.	• We ensure all school documentation, policies and procedures reflect current effective practice and guidance from external agencies. • We improve our responses to digital-related incidents as required.	• Our review and feedback includes students and community's views. • We identify where patterns of response to incidents might be addressed proactively through learning / whole school initiatives with students.			✓	
We engage with community to understand how students experience digital technology.	We consider how students' and their whānau experience digital technology in our online safety planning process.	• We survey/engage our community to talk about how students' and their whānau experience digital technology. • We provide regular opportunities for our students, parents, whānau and community to understand what initiatives are happening in relation to how digital technology is used by our students.	• We deliberately gather information about online needs and experiences from across our community. • Ensure that community feedback is central to the review processes.				✓