the ict service.

Online Safety Lead Training

Led by Richard Riley & Jo Puckering

In partnership with the Education Safeguarding Team

Wi-Fi Access | **Cambwifi_Public**

Presentation pdf Access

https://ilearnwith.theictservice.org.uk/esafety

to follow the session and access resources and links

Agenda

- Awareness Raising

- The Impact of the Covid Pandemic

- Policies and Practices

- Reviewing and Developing Your Whole School Approach

  — Developing a Progressive, Age-Appropriate Curriculum

  — Supporting Parents and Families

- Professional Reputation

10:45 Break

12:30 – 1:15 Lunch

3.30 pm Close

Aims of Today's Training

- To help participants to understand the potential as well as the risks of technology

- To help schools and settings to meet national and local expectations for online safety

- To develop participants skills in planning for and managing online safety issues

- To review associated policies and documentation

- To look at a range of materials and activities that can be used with pupils, appropriate to their age and ability

This is a safe environment for open conversations

In attending this training,

we implicitly agree to this being

a confidential environment

without judgement.

Awareness Raising

A look back through the history of Online Safety

As a National agenda

2008

The Report of the Byron Review

2008

2010

"*Child safety (online or offline) is a hotly debated issue.*

*A focus on the most terrible but least frequent risks can skew debate in a direction that sends out negative and fear-based messages to **children**, young people and families.*

I hope that this report will enable thinking to remain proportionate and balanced and will embed the issue of child digital safety within a broader context of building resilience (for example skills of critical evaluation, risk management and self monitoring) with a clear understanding of the importance of risk experiences and their management for child learning and development.

Finally, I urge all those who read this report to retain the needs of children and young people at the centre of their thinking and consistently ask themselves how quickly and effectively we are making a meaningful difference for them."

2008
2010
2013

Inspecting e-safety in schools

Briefing for section 5 inspection

This briefing aims to support inspectors in reviewing schools' safeguarding arrangements when carrying out section 5 inspections.

2008

2010

2013

2014

2015 - Present

2019 - Present

2022 - Present

Meeting digital and technology standards in schools and colleges

March 2022
March 2023

Using technology in education - GOV.UK (www.gov.uk)

2023

The Online Safety Act

"Today will go down as an historic moment that ensures the online safety of British society not only now, but for decades to come.

I am immensely proud of the work that has gone into the Online Safety Act from its very inception to it becoming law today. The Bill protects free speech, empowers adults and will ensure that platforms remove illegal content.
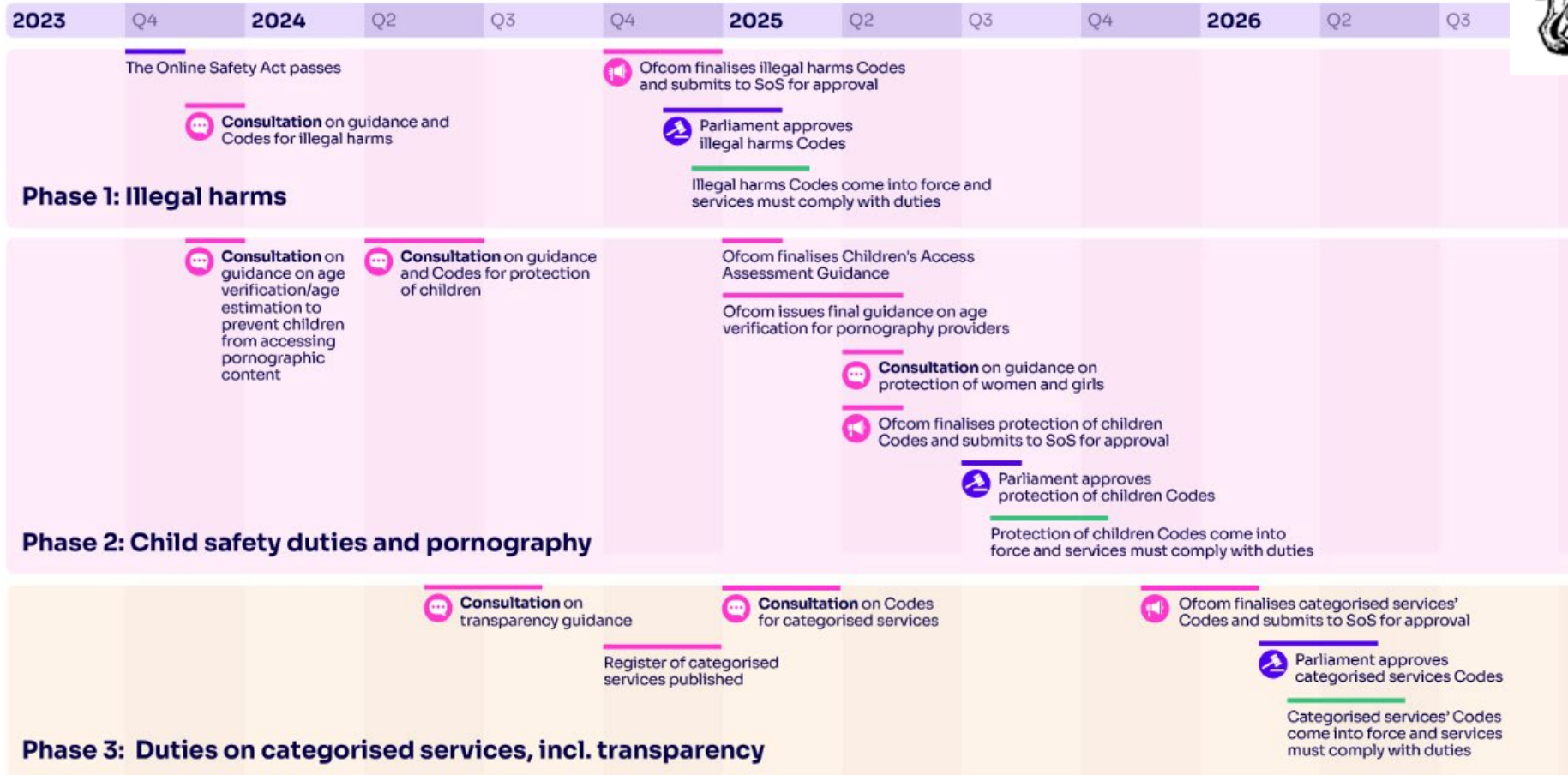
At the heart of this Bill, however, is the protection of children. I would like to thank the campaigners, parliamentarians, survivors of abuse and charities that have worked tirelessly, not only to get this Act over the finishing line, but to ensure that it will make the UK the safest place to be online in the world."

Technology Secretary Michelle Donelan

The Online Safety Act

[Information for industry.Guide for services](#)

The Online Safety Act passes

Phase 1: Illegal harms

Consultation on guidance and Codes for illegal harms

Ofcom finalises illegal harms Codes and submits to SoS for approval

Parliament approves illegal harms Codes

Illegal harms Codes come into force and services must comply with duties

Phase 2: Child safety duties and pornography

Consultation on guidance on age verification/age estimation to prevent children from accessing pornographic content

Consultation on guidance and Codes for protection of children

Ofcom finalises Children's Access Assessment Guidance

Ofcom issues final guidance on age verification for pornography providers

Consultation on guidance on protection of women and girls

Ofcom finalises protection of children Codes and submits to SoS for approval

Parliament approves protection of children Codes

Protection of children Codes come into force and services must comply with duties

Phase 3: Duties on categorised services, incl. transparency

Consultation on transparency guidance

Consultation on Codes for categorised services

Register of categorised services published

Ofcom finalises categorised services' Codes and submits to SoS for approval

Parliament approves categorised services Codes

Categorised services' Codes come into force and services must comply with duties

The coloured bar indicates the time period within which we expect the activity to take place

- Activities that are dependent on Government and Parliament
- Actions Ofcom will take
- Actions services will take

- Consultation
- Statement
- Parliamentary approval

The Online Safety Act

Taking a zero-tolerance approach to protecting children.
For social media platforms and the content they host It does this by making sure they:

☐ remove illegal content quickly or prevent it from appearing in the first place, including content promoting self-harm

☐ prevent children from accessing harmful and age-inappropriate content including pornographic content, content that promotes, encourages or provides instructions for suicide, self-harm or eating disorders, content depicting or encouraging serious violence or bullying content

☐ enforce age limits and use age-checking measures on platforms where content harmful to children is published

☐ ensure social media platforms are more transparent about the risks and dangers posed to children on their sites, including by publishing risk assessments

☐ provide parents and children with clear and accessible ways to report problems online when they do arise

"I've come up with a set of rules that describe our reactions to technologies:

1.   Anything that's already in the world when you're born is just normal and ordinary and is just a natural part of the way the world works.

2.   Anything that gets invented between when you're fifteen and thirty five is new, exciting and revolutionary and with any luck you can make a career out of it.

3.   Anything that gets invented after you're thirty five is against the natural order of things until it has been around for about ten years when it gradually turns out to be alright really."

Douglas Adams (1952 – 2001) Author of The Hitchhiker's Guide to the Galaxy

This quote first appeared in the Sunday Times on 29th August 1999

Online Safeguarding Strategy 2021 – 2023 | Cambridgeshire and Peterborough Safeguarding Partnership Board (safeguardingcambspeterborough.org.uk)

E-Safety, Online Safety, Internet Safety What do we mean?

- **E-Safety** is less about restriction and more about education about the **risks** as well as the **benefits** so we can feel confident online.

- **E-Safety** is concerned with supporting children and young people to develop safer online behaviours, both in and out of school.

- **E-Safety** is constantly evolving.

- **E-Safety** is often defined as the safe and responsible use of technology. This includes the use of the internet and also other means of communication using electronic media (e.g. text messages, online messaging, social media, gaming devices, e-mail etc).

- In practice, **E-Safety** is as much about behaviour as it is electronic security.

What is an Online Safety Child Protection Incident?

A safeguarding incident

where technology is involved

Where Technology Enables Physical Aspects and Gov.uk responses

- Feb 2019 | **Upskirting: know your rights**

- Nov 2019 | **County Lines Programme is Launched**

- Jun 2021 | **Review of Sexual Abuse in Schools and Colleges**

- April 2022 – Sept 23 | **The Online Safety Bill**

- October 2023 | **Generative artificial intelligence in education Departmental statement**

- October 2023 | **The Online Safety Act**

Breakout activity

Children's Media Lives: Year 10 Findings 2024 (Ofcom.org.uk)

Children's Media Lives: Year 10 Findings 2024 (padlet.com)

Children's Media Lives 2024

Ten years of longitudinal research

A report for Ofcom

For reference

Children and Parents: Media Use and Attitudes 2023 (Ofcom.org.uk)
Children and parents: media use and attitudes report 2022 (Ofcom.org.uk)

Ofcom Interactive Data

Rest Break
10:45 – 11:00 15mins

The Impact of the Covid Pandemic

Risks:

When children spend time online they may be exposed to:

- **online abuse**
- **cyberbullying**
- **sexual exploitation**
- **sexting**
- **grooming**
- **radicalisation**.

Europol reported an increase in some countries of offenders attempting to contact young people via social media since the outbreak of the virus (Europol, 2020).

- **Lockdowns and high-level restrictions.** Children were spending more time at home and may not have seen friends & family in person = Increased importance for keeping intouch online.
- **Increased online time:** For many children, the ways they use the internet has expanded:
  - online communities
  - video-calling platforms.
  - support from services including school staff, social workers, counsellors and others in their support network.

While all this can bring benefits to children's mental health and wellbeing, for some, it presented new exposures to online risks.

Online safety during coronavirus | NSPCC Learning

The Impact of the Covid Pandemic

- Increase in use of Video Sharing Platforms TikTok being the most popular

- Significant increase in alternate devices for 'watching TV' and accessing on-demand content

- Online gaming has been a significant platform for connecting with friends (particularly with boys)

- Social media, messaging apps & video calls used by a majority to keep in touch with friends and family

- Rise of disinformation

The Impact of the Covid Pandemic

- Use of anonymous Q&A sites or apps by a minority (around 1/5 of 12-15s and 1/10 of 8-11s)

- Gradual disengagement with news, but happy to receive news via friends on social media

- Parents have found it harder to control screen time and more concerned about their child's online use

- Parents felt the need to relax some of the rules about online use

We've talked about the National Picture.

What were / are still your pressure points?

Change in Behaviours

Common factors

- More homelife/school boundaries crossed

- Abusive language

- Increased expectations

- Aggressive behaviour – parental and pupil

- Inappropriate use of sexual language

- Inappropriate sexual behaviour

- Secretive behaviour

- Addictive behaviour

PIES MODEL

Policies & Practices

Infrastructure & Technology

Education & Training

Standards & Inspection

Whole School Approach

Whole-school approaches are likely to make teaching more effective than lessons alone. A whole school approach is one that goes beyond teaching to include all aspects of school life, including culture, ethos, environment and partnerships with families and the community.

We recommend that schools embed teaching about online safety and harms within a whole school approach.

Do Policies Meet Practice?

Safeguarding Policy	Online Safety Policy	Acceptable Use Policies	Computing Curriculum
Relationships Education and Health Education	Behaviour Policy Does this include Anti-Bullying?	Risk Assessments	Local Guidance LA / Trust / School

Keeping Children Safe in Education

The school or college's approach to online safety should be reflected in the child protection policy which, amongst other things, should include appropriate filtering and monitoring on school devices and school networks.

Department for Education

Keeping children safe in education 2023

Statutory guidance for schools and colleges

1 September 2023

"**The 4Cs** will provide the basis of an effective online policy."

Keeping Children Safe in Education

All staff should receive appropriate safeguarding and child protection training (including online safety) at induction.

Online safety training should be integrated, aligned and considered as part of the whole school safeguarding approach...

Department for Education

Keeping children safe in education 2023

Statutory guidance for schools and colleges

1 September 2023

Keeping Children Safe in Education

Additional updates and how they affect you:

- Reference to child protection policies and appropriate filtering and monitoring on school devices and school networks (**para 138**)

- Remote education (**para 139**)

- New section referencing the new published filtering and monitoring standards to support schools to meet their duty to have appropriate/effective filtering and monitoring I place (**para 142**)

Department for Education

Keeping children safe in education 2023

Statutory guidance for schools and colleges

1 September 2023

Keeping Children Safe in Education

Additional updates and how they affect you:

- Raise awareness of expectations for relevant staff to **understand** filtering and monitoring (**para 14**)

- Reference to filtering and monitoring (**para 103**)

- Additional text added that staff training should include **understanding** roles and responsibilities in relation to filtering and monitoring (**para 124**)

- Mobile and smart technology (**para 137**)

Department for Education

Keeping children safe in education 2023

Statutory guidance for schools and colleges

1 September 2023

Infrastructure and Technology

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters 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.

(Keeping Children Safe in Education, 2022
Paragraph 134*)*

Department for Education

Keeping children safe in education 2023

Statutory guidance for schools and colleges

1 September 2023

Infrastructure and Technology

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.** Governing bodies and proprietors should consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with **the proportionality of costs versus safeguarding risks.**

(Keeping Children Safe in Education, 2023 Paragraph 141)

Department for Education

Keeping children safe in education 2023

Statutory guidance for schools and colleges

1 September 2023

Infrastructure and Technology

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty.

*(Keeping Children Safe in Education, 2022 **Paragraph 142**)*

Department for Education

Keeping children safe in education 2023

Statutory guidance for schools and colleges

1 September 2023

Keeping Children Safe in Education

Additional updates and how they affect you:

- Additional references to filters and monitoring (**para 140 – 142**)

- Reference to cyber security standards (**para 144**)

- Managing incidents of sexual harassment (**para 157**)

Department for Education

Keeping children safe in education 2023

Statutory guidance for schools and colleges

1 September 2023

Infrastructure and Technology
Internet filtering pyramid

100% Content-aware in real-time
The most dynamic and safest filtering

Content-aware filtering
This filtering approach assess the specific content on a given website, and blocks accordingly

URL filtering
A step up, URL filtering restricts content on the basis of individual pages on a particular website

DNS filtering
DNS filtering blocks entire websites at a DNS level

100%
Content-aware, real-time
Minimal exposure to risk

Content-aware filtering
Partial exposure to risk

URL filtering
Exposure to risk

DNS filtering
Exposure to risk

No filtering
Full exposure to risk
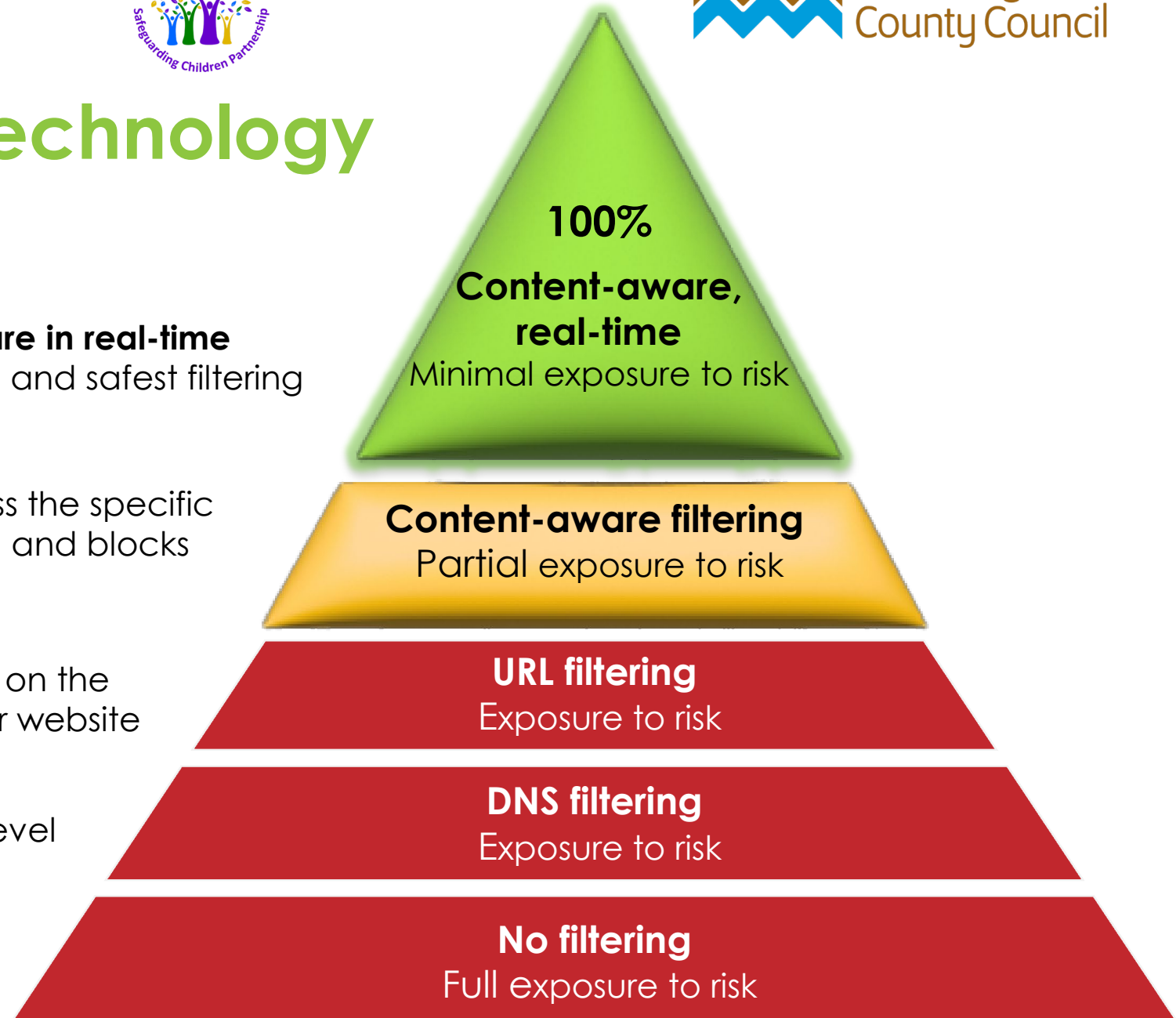
Infrastructure and Technology
Digital Monitoring – how it works
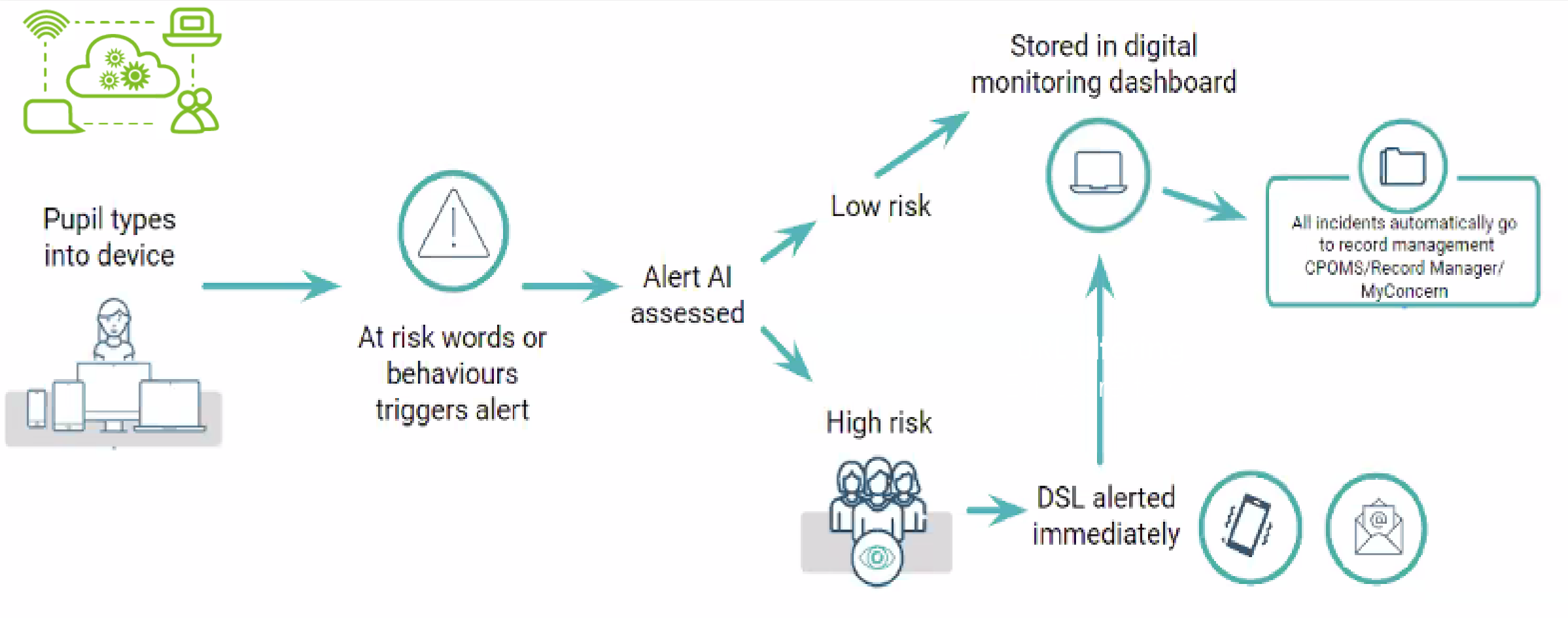
Infrastructure and Technology

April 2022 |Meeting DfE Digital Standards for Schools and Colleges.gov

Update in 29th March 2023

The categories aim to help schools and colleges to make more informed decisions about technology, leading to safer and more cost-efficient practices and learning opportunities for students including:

- **budgeting for technology procurement and maintenance**

- **buying technology equipment and services**

- **renewing a contract with a technology provider to ensure their purchases meet your needs**

- **correctly installing new equipment**

It is advised that all schools read the standards, assess if they meet the standards and plan accordingly.

Education and Training

"We want schools to equip their pupils with the knowledge needed to make the best use of the internet and technology in a safe, considered and respectful way, so they are able to reap the benefits of the online world."

Teaching online safety in school

Department for Education

Teaching online safety in school

**Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects**

June 2019

Updated Jan 2023

Education and Training

Pupils are taught about online safety and harm addressing online safety and appropriate behaviour in an age-appropriate way that is relevant to their pupils' lives.

This is taught throughout

- statutory relationships and health education in primary schools
- statutory relationships, sex and health education in secondary schools

This complements the computing curriculum, which covers the principles of online safety at all key stages, with progression in the content to reflect the different and escalating risks that pupils face.

Teaching Online Safety in Schools |Gov.uk

Department for Education

Teaching online safety in school

Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects

June 2019

Updated Jan 2023

Education and Training

"*Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline.*

This presents many positive and exciting opportunities, but also challenges and risks."

Relationships and sex education (RSE) and health education
Forward by the Secretary of State Sept 2021

Department for Education

Teaching online safety in school

Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects

June 2019

Updated Jan 2023

The 4 areas of risk (4Cs)

- **Content** – being exposed to illegal, inappropriate or harmful material

- **Contact** – being subjected to harmful online interaction with other users

- **Conduct** – personal online behaviour that increases the likelihood of, or causes harm

- **Commerce** - risks such as online gambling

KCSiE 2023 Paragraph 136

Social media and online safety | NSPCC Learning
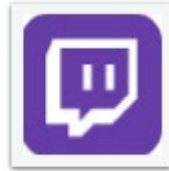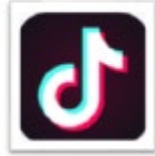
Content

- Illegal
- Inappropriate / harmful

  e.g. fake news, racism, misogyny, self-harm, extremism, pornography

Contact

- Bullying
- Grooming
- Sexual harassment
- Exploitation
- Influencing
- End-to-end encryption

Conduct

- Privacy
- Digital footprint
- Health & wellbeing
- Nudes & semi-nudes
- Copyright
- Live Streaming

Commerce

- Online gambling
- Advertising
- Phishing scams
- Financial scams
- Copyright
- Micro transactions
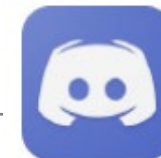
Fake news and 'viral scares'

✓ Manage the initial reaction or impulse

✓ DO NOT send out specific warnings
  Reinforce general messages, and reassure

✓ Direct parents to useful guidance
  (e.g. **ThinkuKnow**, **BBC Own IT**)

✓ Follow safeguarding procedures for any concerns

Welcome to CEOP Education

The National Crime Agency's CEOP Education team aim to help protect children and young people from online child sexual abuse.

We do this through our education programme, providing training, resources and information to professionals working with children, young people and their families.

I am:

A professional working with children and young people

A parent or carer

4-7 years old

8-10 years old

11-18 years old

OWN IT

The Basics   Take Control   It's Personal   Don't Panic   About Us

Education and Training

Computing Curriculum	PSHE & Computing Curriculum

Computing Curriculum

- Safely, Respectfully, Responsibly
- Know where to go for help and support
- Recognise acceptable / unacceptable behaviour

PSHE & Computing Curriculum

- Online identities
- Healthy relationships, both online and offline
- Respect for others even when anonymous
- Critically consider online 'friendships' and sources of information
- Citizenship

- Recognising the risks of online content to wellbeing and health
- Benefits of the internet and managing online time
- Respectful behaviour and keeping personal information private
- Age restrictions
- Reporting concerns and accessing support
- Being a discerning consumer of information

STATUTORY ONLINE SAFETY CURRICULUM

Teaching online safety

- Teach behaviours, not technology

- Link online and offline activity

- Keep it relevant - but beware 'promoting' behaviours

- Recognise shift to focus on health, wellbeing and relationships

- Integrate PSHE approaches (e.g. distancing)

- Make reporting easy

- Be careful about your messaging

Curriculum audit

**The ICT Service |
e-safety/education-and-training**

Online Safety Curriculum Audit Template

Online Safety Curriculum Audit

This auditing tool has been designed to provide a checklist for schools wishing to evaluate suitability and appropriateness of their online safety curriculum. It is not intended to be fully comprehensive but aims to cover a wide range of factors and is designed to support discussions around how the schools' online safety education can be further improved in line with the requirement to:

'ensure that children are taught about safeguarding, including online safety...as part of providing a broad and balanced curriculum.'
(KCSIE)

'have an age-related, comprehensive curriculum for e-safety' (Ofsted 2010).

This audit has been created by The Cambridgeshire Education ICT Service and includes questions from the UKCCIS 'Online safety in schools and colleges: Questions from the Governing Board'

This auditing document should be considered alongside the original and widely recognised "PIES model for limiting e-safety risk". This was an effective framework developed to provide a safeguarding strategy for organisations. It offers a simple way of mitigating against risks through a combination of effective **policies and practice**, a robust and secure technology **infrastructure**, and **education and training** for learners and employees alike, underpinned by **standards and inspection**.

School name:	
Conducted by	
Date audit completed:	Proposed date for review:

Curriculum Resources | Planning
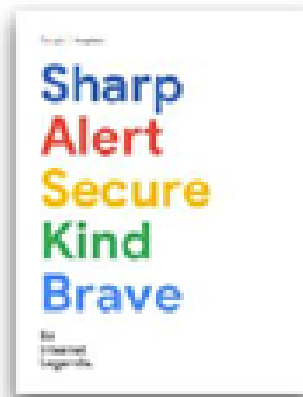
Curriculum Resources

Online safety for families and children with SEND

Online safety for families and children with SEND

We have partnered with Ambitious about Autism to bring online safety tips, advice and activities specifically for parents and carers of children with SEND.

How to support children with SEND with talking to people online

Young people use the internet to contact friends they might know from school or other activities. Sometimes children with special educational needs and disabilities may struggle with making friends when other children are not being inclusive or kind. Find out how to support your child.

Find out more

Supporting online wellbeing for children with SEND

We partnered with Ambitious about Autism to bring online wellbeing tips, specifically for parents and carers of children with SEND. Try the suggested tips and see which work for your family.

Find out more

https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-safety-families-children-with-send/

https://www.nspcc.org.uk/globalassets/documents/online-safety/online-safety---downloadable-resources/cso_send_sharing-personal-details_jan2022.pdf

Inspection

- Understanding the categories of online risk and developing a culture of e-safety

- Identifying e-safety provision around policy, practice, infrastructure, education and training

- Highlighting good and poor practice and exploring sample inspection questions

https://www.kelsi.org.uk/__data/assets/pdf_file/0008/28871/Inspecting-e-safety-Ofsted.pdf

Inspection

September 2022 Update

Previous guidance for Ofsted inspection said that schools should have *"appropriate filters and monitoring systems in place to protect children from online harms and cyber security risks"*.

The update goes now goes further, stating that inspectors should consider whether governing bodies and proprietors *"do all that they reasonably can to limit children's exposure to any risks from the school or college's IT system". It adds: "As part of this process, governing bodies and proprietors ensure that their school or college has appropriate filters and monitoring systems in place to protect children from potentially harmful content, and regularly review their effectiveness."*

https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills

Lunch
12:30 – 1:15

We still need to….

- Engage children and young people in a conversation. Make sure they know the importance and value of protecting their personal information online and only share location data with those they trust.

- Check that they know who to talk to if someone makes them feel uncomfortable online, such as a Trusted Adult.

- Teach children and young people about the importance of knowing how to report and block on the platforms they use.

- Check that all their devices have the best safety settings enabled.

- Speak to the children about their safety and privacy settings online and check that they limit public access to their social media images.

Artificial Intelligence (AI)

The Guardian
https://www.theguardian.com/global-development/2023/nov/27/uk-school... ▾

UK school pupils 'using AI to create indecent imagery of other ...
Web Harriet Grant Mon 27 Nov 2023 00.00 EST Last modified on Mon 27 Nov 2023 00.02 EST
Children in British schools are using artificial intelligence (AI) to make indecent images of ...

BBC
https://www.bbc.co.uk/news/uk-65932372 ▾

Illegal trade in AI child sex abuse images exposed - BBC News
Web Illegal trade in AI child sex abuse images exposed. Paedophiles are using artificial
intelligence (AI) technology to create and sell life-like child sexual abuse material, the ...

Forbes
https://www.forbes.com/sites/elijahclark/2023/10/31/pedophiles-using... ▾

Pedophiles Using AI To Generate Child Sexual Abuse Imagery
Web The Internet Watch Foundation released a 2023 report highlighting the rise of AI-generated
child sexual abuse material. The study found over 3,000 such images on a single dark ...

The Guardian
https://www.theguardian.com/technology/2023/oct/25/ai-created-child... ▾

AI-created child sexual abuse images 'threaten to overwhelm ...
Web AI-generated CSAM is illegal under the Protection of Children Act 1978, which criminalises
the taking, distribution and possession of an "indecent photograph or pseudo ...

BBC
https://www.bbc.co.uk/news/uk-wales-67344916 ▾

AI: Fears hundreds of children globally used in naked images
Web In their October 2023 report, the foundation found that in just one month more than 20,000
AI-generated images were found on one forum which shares child sexual abuse material.

Express
https://www.express.co.uk/news/uk/1821208/Fears-AI-child-porn-gangs... ▾

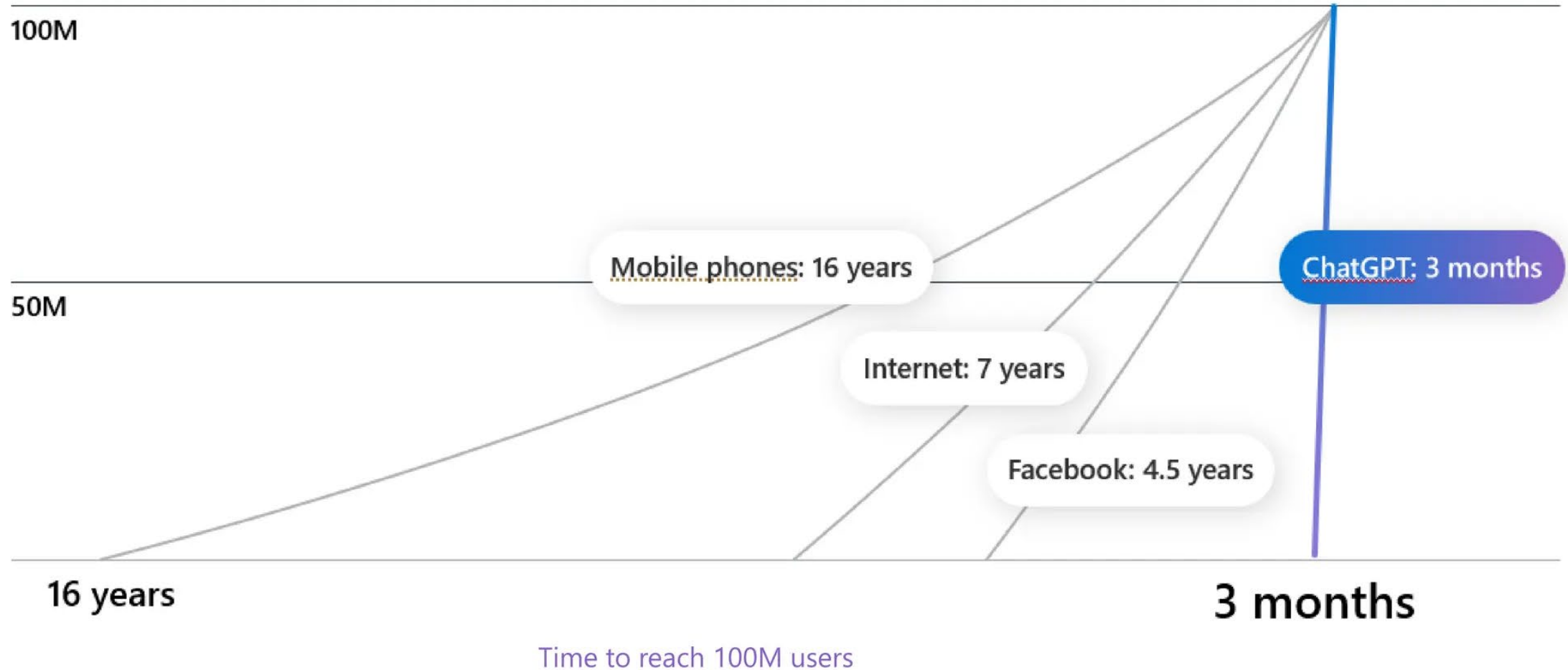Fears AI child porn gangs are about to outsmart the law
Web Fears AI child porn gangs are about to outsmart the law | UK | News | Express.co.uk
CRIMINAL gangs peddling child pornography produced using AI will develop software ...

MSN
https://www.msn.com/en-us/news/crime/child-psychiatrist-sentenced-to... ▾

Child Psychiatrist Sentenced to 40 Years for AI-Generated Child ...
Web A North Carolina child psychiatrist, David Tatum, has been handed a 40-year prison
sentence for using artificial intelligence (AI) to create explicit pornographic images of ...

The AI technology is here

100M

50M

Mobile phones: 16 years

Internet: 7 years

Facebook: 4.5 years

ChatGPT: 3 months

16 years

3 months

Time to reach 100M users

Protecting data, pupils and staff

"Generative AI

- *stores and learns from the data it is given – any data entered should not be identifiable*

- *can create believable content, including more credible scam emails requesting payment*

- *people interact with generative AI differently and the content may seem more authoritative and believable"*

Protecting data, pupils and staff

"Schools and colleges should:

- *protect personal and special category data…*

- *not allow or cause intellectual property, including pupils' work, to be used to train generative AI models, without appropriate consent or exemption to copyright*

- *review and strengthen their cyber security by referring to the cyber standards – generative AI could increase the sophistication and credibility of attacks*

- *ensure that children and young people are not accessing or creating harmful or inappropriate content online, including through generative AI - keeping children safe in education provides schools and colleges with information on:*

  - *what they need to do to protect pupils and students online*

  - *how they can limit children's exposure to risks from the school's or college's IT system"*

Generative Artificial Intelligence in Education

Gov.uk

Protecting data, pupils and staff

As professionals:

☑ **Manually fact-check the output provided to verify whether a piece of information is correct or not.**
Lateral Reading: checking facts, figures, and arguments against news sites, industry reports, books, studies via a search engine…

☑ **Do due diligence**
Risk assess to protect your professional **reputation** and that of your school/MAT.

☑ **Be mindful of the risks and limitations**
of these technologies to ensure your get the best results

As educators:

☑ **Ensure learners know the importance to fact-check and to verify whether a piece of information is correct or not.**
Scaffolding with appropriate digital literacy skills across all ages, supporting them to question and to know how to fact check.

☑ **Be mindful of the risks and limitations of these technologies.**
If you are using them, to ensure your get the best results.

☑ **Have conversations**
Increase your awareness and that of your learners, appropriate to age and stage without promotion.

<u>Do you have policies in place which cover these considerations for staff use and for student use?</u>

Artificial Intelligence (AI)

Can a neural network learn to recognize doodling?

Help teach it by adding your drawings to the world's largest doodling data set, shared publicly to help with machine learning research.

Quick, Draw | Help teach a neural data set by adding your drawings to the world's largest doodle data set
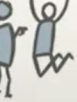
Artificial Intelligence (AI)

Artificial Intelligence
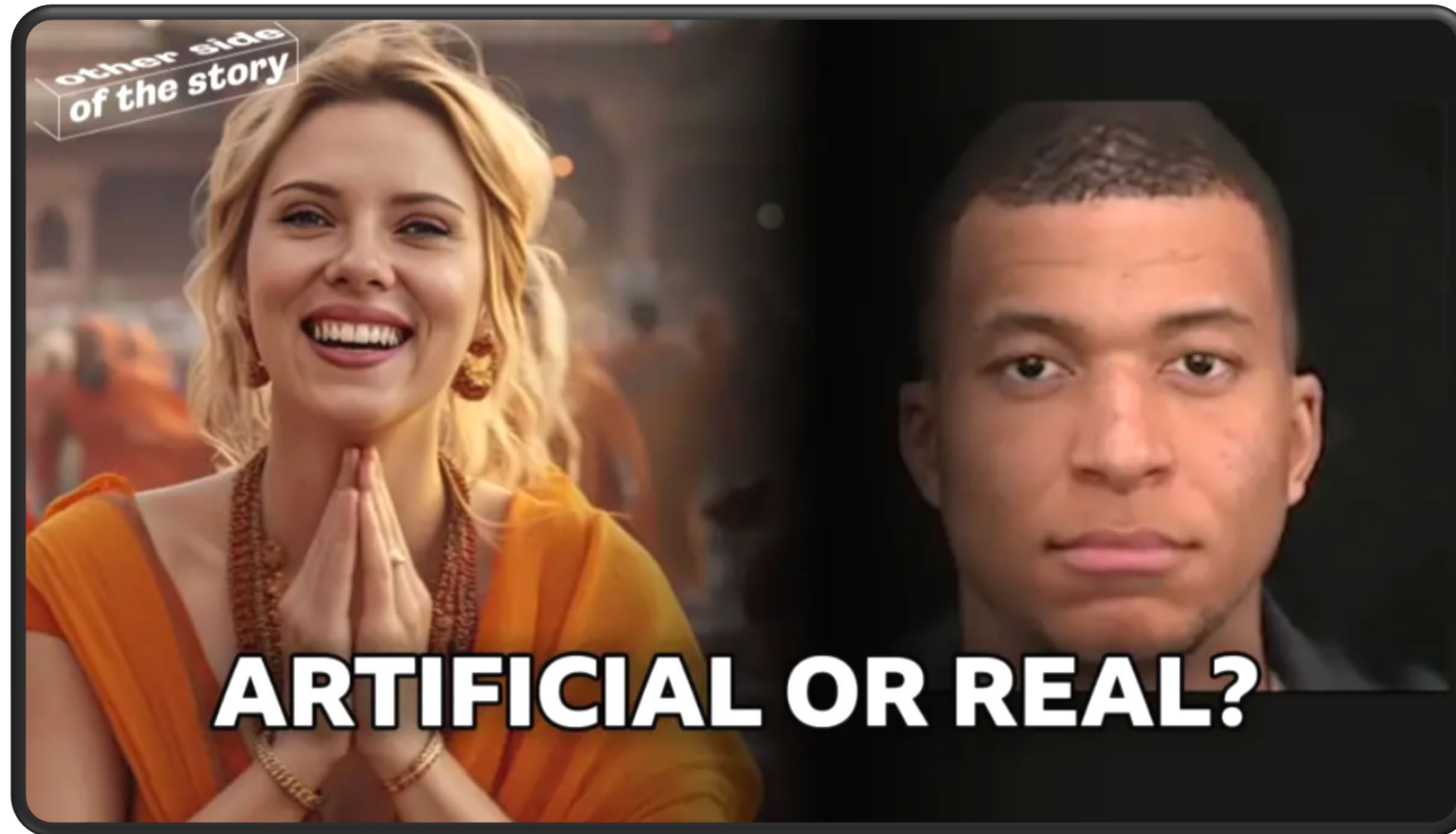

BBC Bitesize: The monthly AI or real quiz

Protecting your professional reputation online

- Teacher suspended, facing dismissal for Facebook comments

- School suspends 29 pupils for insulting teacher on Facebook

- Teacher suspended for gun pictures on Facebook

- Teachers ordered to close Facebook accounts to spare blushes

- Teacher fired over Facebook posts

- Teacher in Facebook warning

- **It is good practice for schools to inform shortlisted candidates that online searches will be carried out. KCSiE: Part three, Safer recruitment, Footnote 221**

Is the personal hotspot, email address, social media handle appropriate for your/your staff's professional role?

"

Sexy Blond

Big Bust

The dogs nuts

David Beckham's left foot!

No, I'm GOD

Balls of Steel

I'm the genius

Hot chick

Dude

Sexy Kitten

Me Tarzan you Jane

Porn Star

…

"

Are these kind of pictures of your staff on Social Media?

Protecting Your Professional Reputation Online

Communicating with children online

If you're using social media or messaging/video apps to communicate with children as part of your work, you must consider safeguarding measures.

NSPCC has updated online safety and social media page to include information and advice on:

- policies and procedures for ensuring online safety

- behavioural codes and appropriate language when using social media

- managing online communities

- how to livestream safely.

- using the correct form of communication

Protecting Your Professional Reputation Online

1. Google yourself

2. Remove damaging content

3. Watch what you post

4. Establish a professional social media presence

5. Lock down your personal social media profiles

6. Address student concerns both in class and online

7. Clearly document everything when dealing with difficult situations

8. Create content that showcases your knowledge and expertise

9. Monitor review sites

9 essential online reputation management tips for educators - ReputationDefender

Protecting Your Professional Reputation Online

Guidance for Safer Working Practice

"All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children.

They should adopt high standards of personal conduct in order to maintain confidence and respect of the general public and those with whom they work."

Guidance for safer working practice for those working with children and young people in education settings (pg 3)

Supporting parents

Modelling the online safety principles consistently.

This includes expecting the same standards of behaviour whenever a pupil is online at school - be it in class, logged on at the library or using their own device in the playground.

Schools should also ensure they extend support to parents, so they are able to incorporate the same principles of online safety at home. The further sources of information section includes information about organisations who can either support schools engage with parents or support parents directly.

Teaching-online-safety-in-schools
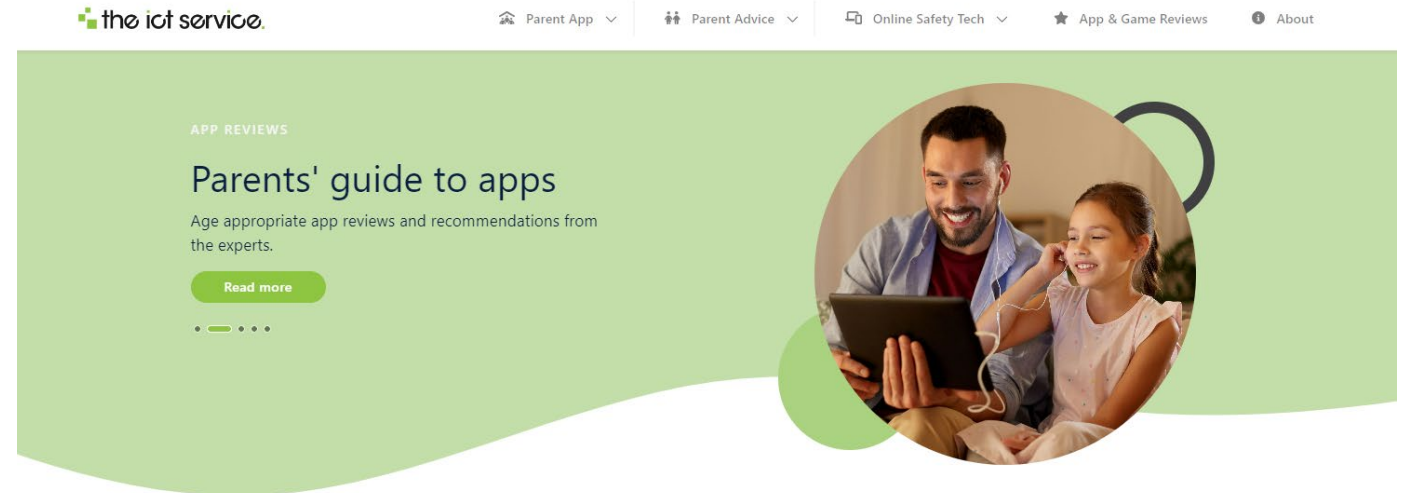
Supporting parents

- Provide information that can be accessed through Newsletters, Website etc

- Try to be proactive rather than reactive

- Provide easy access to policies

- Run regular events aimed at different audiences

- Get in early – promote good behaviours and if possible, parental agreement, from when children start school

NSPCC Kids Safety Net Local Campaign 2023
Free Online Parent Session Dates Available

Supporting parents

The ICT Service Online Safety Hub

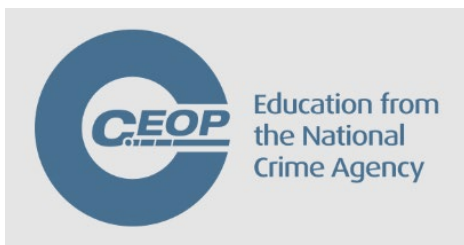

APP REVIEWS

Parents' guide to apps

Age appropriate app reviews and recommendations from the experts.

Read more

www.thinkuknow.co.uk

www.parentzone.org.uk

www.nspcc.org.uk support for parents

www.saferinternet.org.uk

Supporting parents – Chat GPT's Response

Social media can be a great way for children to communicate, learn and have fun, but it also comes with some risks and challenges. Primary school staff in the UK can support parents where children aged 7 to 11 years old are using social media by:

- *Providing online safety education for children and parents, covering topics such as cyberbullying, fake news, privacy, security, screen time and digital resilience. There are many free online safety resources for primary schools available on the Internet Matters1 and UK Safer Internet Centre2 websites.*
- *Encouraging parents to set age-appropriate parental controls on any devices and apps that their children use, and to supervise their online activities. The government has published some guidance on how to help children aged 2 to 4 to learn at home during the coronavirus pandemic, which includes some advice on keeping them safe online3.*
- *Communicating with parents regularly about their children's online experiences, and offering support and advice when needed. For example, teachers can use electronic observation systems to share children's daily activities with parents online, and invite parents to comment back and provide feedback4.*
- *Promoting positive and responsible use of social media among children and parents, and modelling good online behaviour as professionals. Teachers and school staff should also protect their own online reputation, and follow the appropriate policies and codes of practice when using social media for work or personal purposes2.*

Keeping up with information

https://theictservice.org.uk/e-safety/

The ICT Service Online Safety Hub

the ict service.

Search this website

To search, type and hit enter.

| Home | About | Services for Schools | Services for MATS | Training | E-Safety | Contact |

Infrastructure & Technology

System Security

With the rise of digital learning, advanced technologies and the targeting of cyber-attacks on the education sector resulting in data loss, breaches and high recovery costs, schools need to have a robust framework for their technology and infrastructure.

This framework should cover a broad range of aspects, including hardware, software, network, and data management to ensure the security of data and the safety and well-being of the staff and pupils.

"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. "

(Keeping Children Safe in Education (KCSiE), 2023 Paragraph 134)
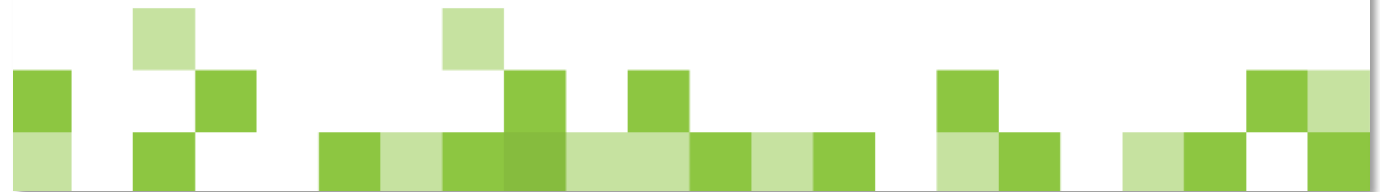
What next…

Rate yourself with a simple self review survey regarding Online Safety here

This is an anonymous form
Feel free to share or duplicate it to complete with your Staff and Governors too.

Professional Conduct

Trailer for ENO Opera, Two Boys

http://www.youtube.com/watch?v=aDycZH0CA4I