

Online Safety Lead Training

Led by Richard Riley & Jo Puckering

 the ict service.

In partnership with the Education Safeguarding Team



Connect to Cambwifi_Public

Access today's Presentation pdf at

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

Agenda

- The Impact of the Covid Pandemic
- Policies and Practices
- Awareness Raising
- Reviewing and Developing Your Whole School Approach
- AI
- Professional Reputation
- How Does This Look in School?

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.**

What is an Online Safety Child Protection Incident?

**A safeguarding incident
where technology is involved**

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.

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
- **addiction.**

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.

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

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.

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

PIES MODEL



Policies &
Practices



Infrastructure
&
Technology



Education
& Training



Standards &
Inspection

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 level

Keeping Children Safe in Education



It is essential that children are safeguarded from potentially harmful and inappropriate online material.

An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk – the 4 Cs

Para 134

Keeping children safe in education 2024

Statutory guidance for schools
and colleges

2 September 2024

Keeping Children Safe in Education



[...Ensure] all staff undergo safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

Para 123

Para 140 for further information

Keeping children safe in education 2024

Statutory guidance for schools
and colleges

2 September 2024

Keeping Children Safe in Education



Additional updates and how they affect you:

- Reference to appropriate filtering and monitoring on school devices and school networks **para 140 – 146**
- Remote education **para 138 – 139**
- The appropriateness of any filtering 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 **para 141**

Keeping children safe in education 2024

Statutory guidance for schools
and colleges

2 September 2024

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 for pupils **para 137** and with ref to staff policies including use of social media **para 90**

Keeping children safe in education 2024

Statutory guidance for schools
and colleges

2 September 2024

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 - 2024
para 133)*

Keeping children safe in education 2024

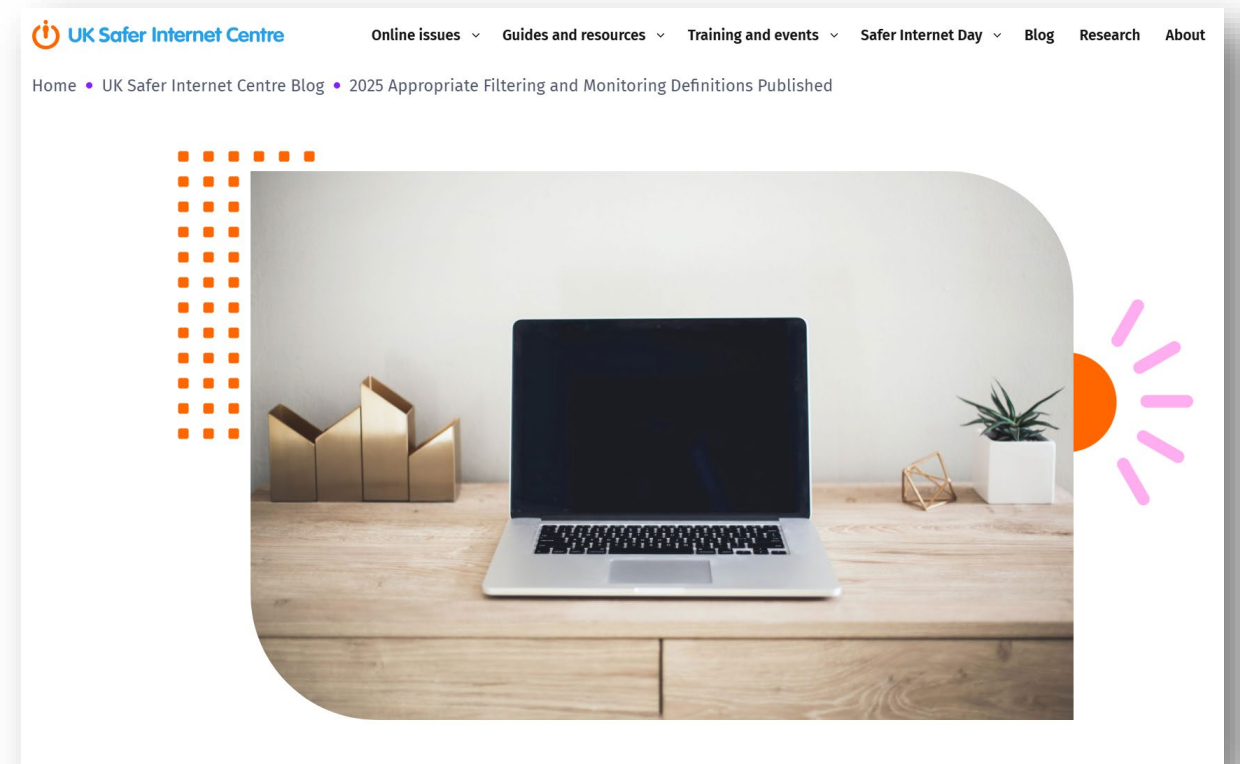
Statutory guidance for schools
and colleges

Infrastructure and Technology



2025 Appropriate Filtering and Monitoring Definitions (Published 26 May 2025)

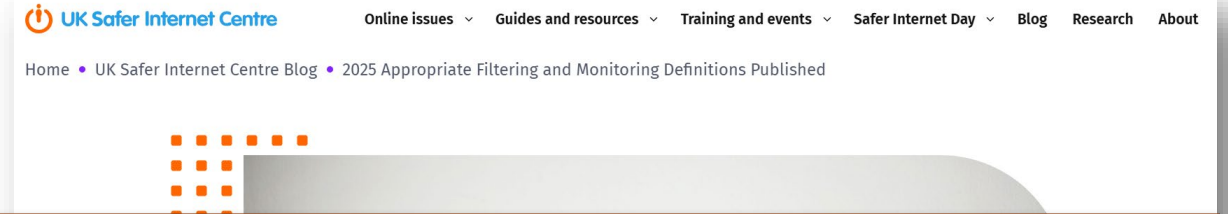
- [Appropriate Filtering for Education Settings 2025 \(SIC .pdf\)](#)
- [Appropriate Monitoring for Education Settings 2025 \(SIC .pdf\)](#)
- [UK SIC Appropriate Filtering and Monitoring 2025 | Smoothwall](#)



Infrastructure and Technology



2025 Appropriate Filtering and Monitoring Definitions (Published 26 May 2025)



Accredited Filtering Providers

Please note: No filtering system is 100% effective even with accreditation. Schools will have to install systems in accordance with the providers guidance. Schools will need to review and check that systems are working as expected.



Infrastructure and Technology



[...] Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school or college's IT system.

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, 2023-24

para 140



Keeping children safe in education 2024

Statutory guidance for schools
and colleges

2 September 2024

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, 2023-2024
para 141*



Keeping children safe in education 2024

Statutory guidance for schools
and colleges

2 September 2024

Keeping Children Safe in Education



Additional updates and how they affect you:

- Reference to cyber security standards to keep up with evolving cyber-crime technologies **para 144**
- Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) Section Five **para 459...**

Keeping children safe in education 2024

Statutory guidance for schools
and colleges

Infrastructure and Technology

Internet filtering pyramid



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

Content-aware filtering

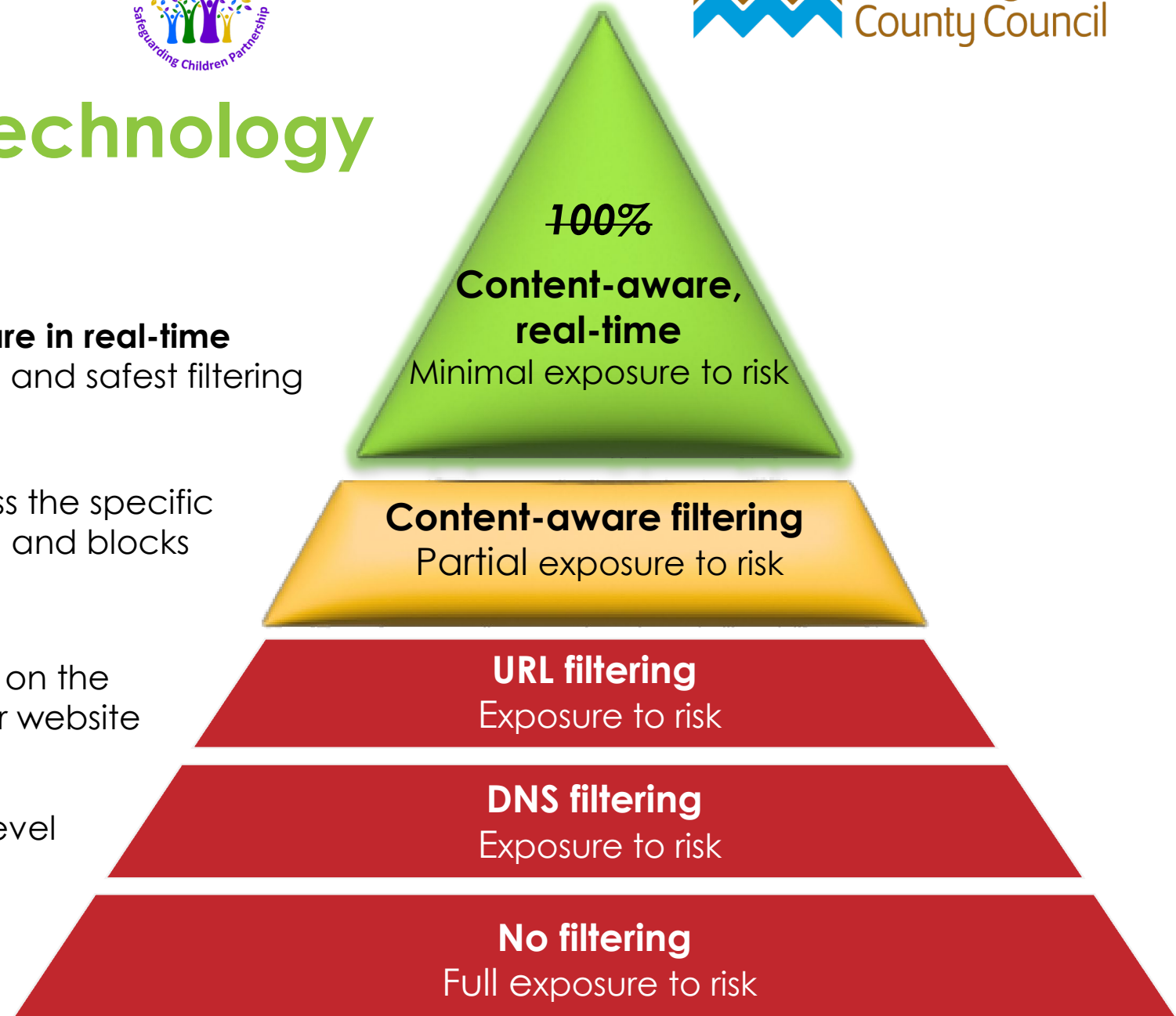
This filtering approach assesses the specific content on a given website, and blocks accordingly

URL filtering

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

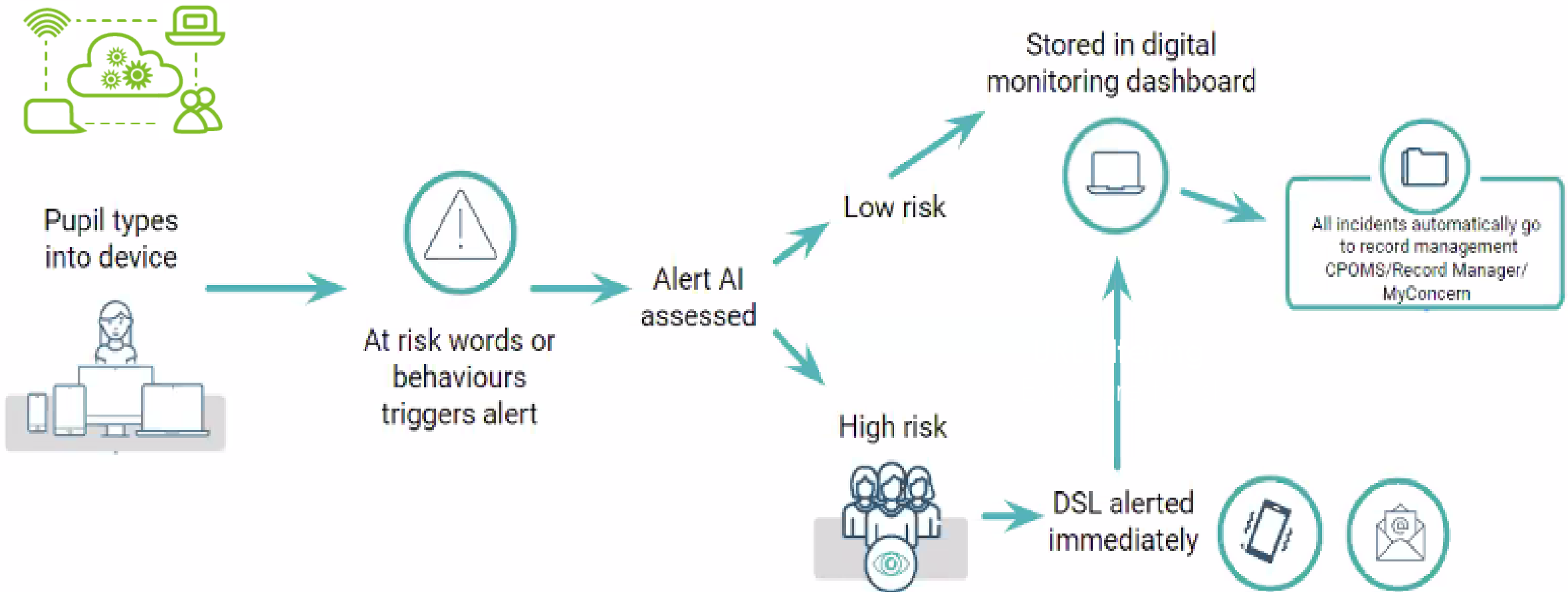
DNS filtering

DNS filtering blocks entire websites at a DNS level



Infrastructure and Technology

Digital Monitoring – how it works



Infrastructure and Technology



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.

Do Policies Meet



Safeguarding
Policy

Relationships
Education
Health
Education

When Should I Complete a DPIA?

When any project or activity involves processing personal data that is likely to result in a high risk to individuals, including:

- ✓ **Implementing new Technologies** that process personal data
- ✓ **Large Scale Processing** of personal data
- ✓ **Systematic Monitoring**
- ✓ **Automated Decision Making** that might significantly affect individuals

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



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



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



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

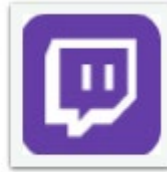
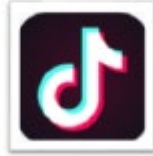
Updated Jan 2023

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 2024 para 135

Social media and online safety | NSPCC Learning



Content

- Illegal
- Inappropriate / harmful
e.g. fake news, racism, misogyny, self-harm, extremism, pornography

Contact

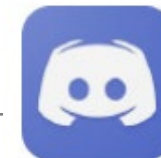
- Bullying
- Grooming
- Sexual harassment
- Exploitation
- Influencing
- End-to-end encryption

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

 Education from the National Crime Agency

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

Education and Training



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)

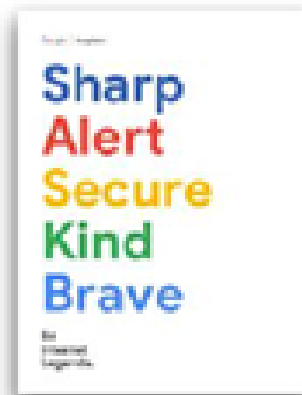
'have an age-related, comprehensive curriculum for e-safety' (Ofsted 2010).

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



Curriculum Resources



The content store is a £3 million data library funded by the Department for Science and Technology which will be used to provide large language AI models with high quality educational information, like curriculums and mark schemes. This means AI products will be even more effective at producing resources to help teachers.

We also announced the [AI Tools for education](#): £1 million of funding through Innovate UK's contracts for innovation programme. This was awarded to 16 innovators to use the information from the content store to build AI tools that will help with teacher workload across a range of the key stages.

We have also announced an additional £1m of Contracts for Innovation funding to accelerate the development of AI tools for teachers — moving them from the design phase into real classrooms. This brings ground breaking AI tools a step closer to being ready for everyday use in schools.

We have also announced an additional £1m of Contracts for Innovation funding to accelerate the development of AI tools for teachers — moving them from the design phase into real classrooms. This brings ground breaking AI tools a step closer to being ready for everyday use in schools.

<https://www.gov.uk/government/news/ai-teacher-tools-set-to-break-down-barriers-to-opportunity>

<https://educationhub.blog.gov.uk/2025/06/artificial-intelligence-in-schools-everything-you-need-to-know/>

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



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 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>

Rest Break
10:45 – 11:00 15mins

Breakout activity



Children's Media Lives: Year 10 Findings 2024
([Ofcom.org.uk](https://www.ofcom.org.uk))



Children's Media Lives: Year 10 Findings 2024
([padlet.com](https://www.padlet.com))



For reference

Children and Parents: Media Use and Attitudes 2023 ([Ofcom.org.uk](https://www.ofcom.org.uk))
Children and parents: media use and attitudes report 2022 ([Ofcom.org.uk](https://www.ofcom.org.uk))

Ofcom Interactive Data



For further exploration

[Children and parents: media use and attitudes report 2024 – interactive data](#)

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



Department
for Education

Computing programmes of study: key stages 1 and 2

National curriculum in England

2008
2010
2013
2014
→ 2015 - present



Keeping children safe in education

Statutory guidance for schools and
colleges

2008
2010
2013
2014
2015 - present
2019 - Present



Department
for Education

Collection

Using technology in education

Policy documents, support and guidance for education providers on the use of technology in education.

[Meeting digital and technology standards in schools and colleges - Guidance - GOV.UK](https://www.gov.uk/government/publications/meeting-digital-and-technology-standards-in-schools-and-colleges-guidance)
(www.gov.uk)

2008
2010
2013
2014
2015 - present
2019 - Present
→ 2022 - Present



Department
for Education

Meeting digital and technology
standards in schools and colleges

March 2022

March 2023

March 2025 – greater emphasis on cyber security

[Using technology in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

2008
2010
2013
2014
2015 - present
2019 - Present
2022 - Present
→ 2023



**New updates focusing on
Filtering & Monitoring**

**Keeping children
safe in education
2023**

Statutory guidance for schools and
colleges

1 September 2023

2008
2010
2013
2014
2015 -
2019 -
2022 -
2023

UK
Parliament

Parliamentary Bills

[UK Parliament](#) > [Business](#) > [Legislation](#) > [Parliamentary Bills](#) > Online Safety Act 2023

[Bill feed](#)

Online Safety Act 2023

Government Bill

Originated in the House of Commons, Sessions 2021-22, 2022-23

Last updated: 31 October 2023 at 10:49

Commons

Lords

Final stages



[See full passage](#)

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.

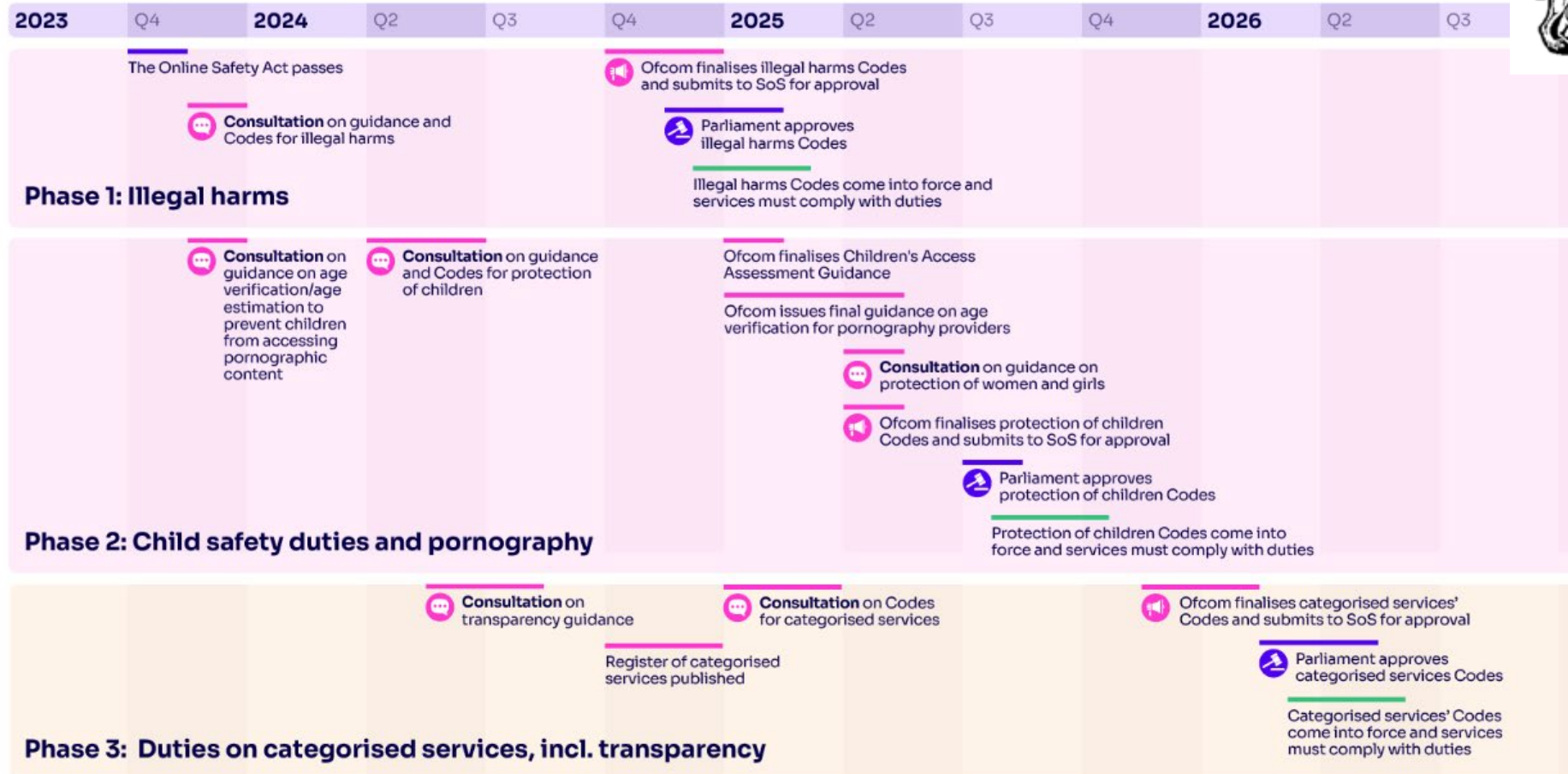
At the heart of this Bill, however, is the protection of children. I would like to thank the campaigners, parliamentarians, survivors of abuse and charities that have worked tirelessly, not only to get this Act over the finishing line, but to ensure that it will make the UK the safest place to be online in the world.”

Technology Secretary Michelle Donelan



The Online Safety Act

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



The 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

2008
2010
2013
2014
2015 - present
2019 - Present
2022 - Present
→ 2023 - Present



Department
for Education

**Generative artificial intelligence
(AI) in education**

November 2023

[Generative AI in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/generative-ai-in-education)

2008
2010
2013
2014
2015 - present
2019 - Present
2022 - Present
2023 - Present
→ 2024



Keeping children safe in education 2024

Statutory guidance for schools
and colleges

2 September 2024

2008
2010
2013
2014
2015 - present
2019 - Present
2022 - Present
2023 - Present
2024
2025

GOV.UK

Home > Education, training and skills > Generative AI: product safety expectations

Department
for Education

Guidance

Generative AI: product safety expectations

Published 22 January 2025

Applies to England

Contents

- Filtering
- Monitoring and reporting
- Security
- Privacy and data protection
- Intellectual property
- Design and testing
- Governance

Print this page

These expectations outline the capabilities and features that generative artificial intelligence (AI) products and systems should meet to be considered safe for users in educational settings. They are mainly intended for edtech developers and suppliers to schools and colleges.

Some expectations will need to be met further up the supply chain, but responsibility for assuring this will lie with the systems and tools working directly with schools and colleges.

The expectations are focused on outcomes but do not prescribe specific approaches for meeting those outcomes.


Filtering

This information is relevant to child-facing products.

Generative AI products must effectively and reliably prevent access to harmful and inappropriate content by users. This may be achieved by:

- integrating the highest standards of filtering possible within the product
- using additional filtering solutions that work on top of an AI product

2008
2010
2013
2014
2015 -
2019 -
2022
2023
2024
2025

 UK Parliament

Parliamentary Bills

[UK Parliament](#) > [Business](#) > [Legislation](#) > [Parliamentary Bills](#) > [Data \(Use and Access\) Bill \[HL\]](#) [Bill feed](#)


Data (Use and Access) Bill [HL]

Government Bill

Originated in the House of Lords, Session 2024-25

Last updated: 12 June 2025 at 09:05

Lords Commons Final stages



[See full passage](#)

Lunch
12:30 – 1:15

“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 \(safeguardingcambspeterborough.org.uk\)](https://safeguardingcambspeterborough.org.uk)

Artificial Intelligence (AI)

Where do you sit?

💡 The next big thing.

💡 I've no idea!

💡 An opportunity.


💡 A disrupter.



**Is this a subject to cover
when we are talking about
online safety?**



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

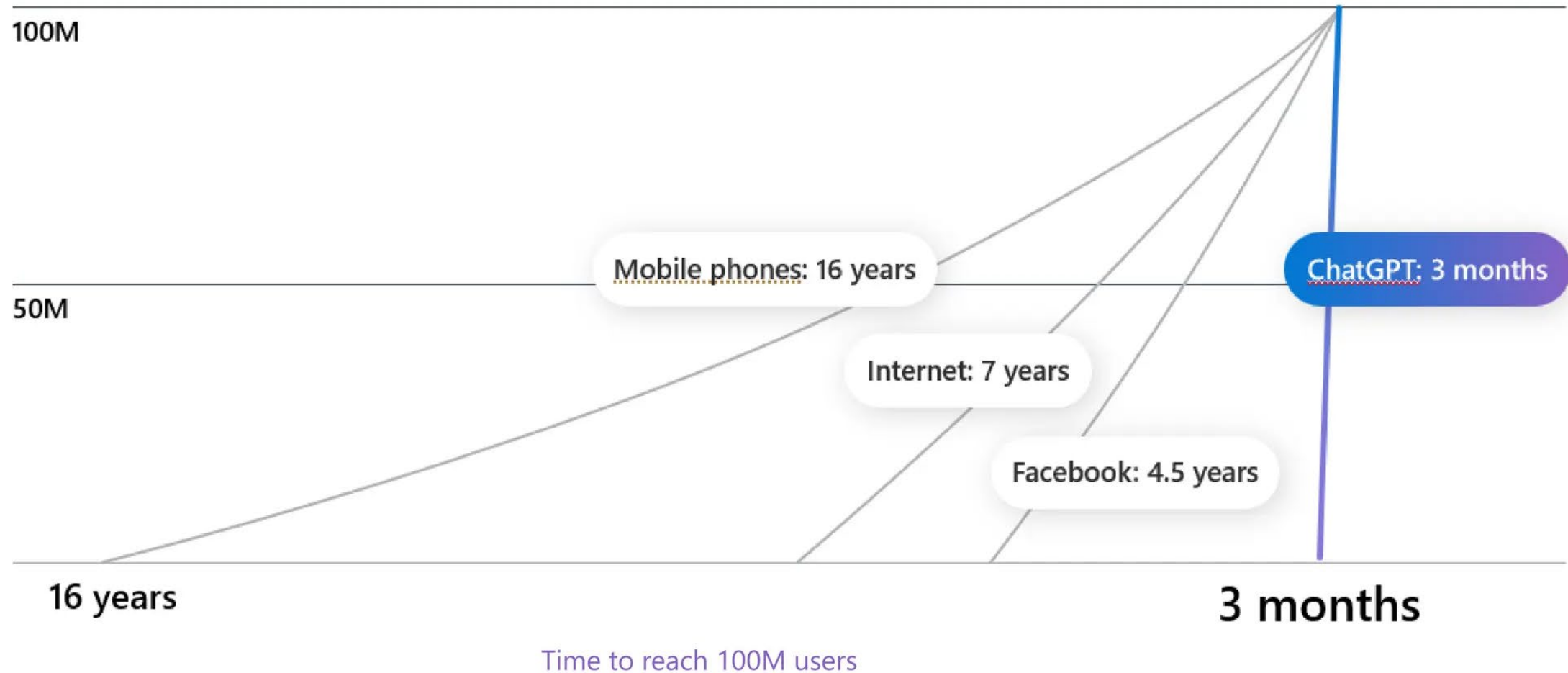
Web Fears AI child porn gangs are about to outsmart the law | UK | News | Express.co.uk
CRIMINAL gangs peddling child pornography produced using AI will develop software ...

 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



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”

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.

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

[Microsoft Education AI Toolkit](#)

[The ICT Service Template AUPS](#)

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](#)



AI or REAL?

TAKE THE QUIZ

The monthly AI or real quiz

Artificial intelligence is already very impressive, with many AI images and videos so flawless that it can be difficult to tell what's fake and what's real. But as it continues to develop, will this become an impossible task?

Challenge yourself with this month's quiz and see if you can spot the REAL from the AI!

Challenge yourself with this month's quiz and see if you can spot the REAL from the AI!
become an impossible task.
that it can be difficult to tell what's fake and what's real. But as it continues to develop, will this
Artificial intelligence is already very impressive, with many AI images and videos so flawless

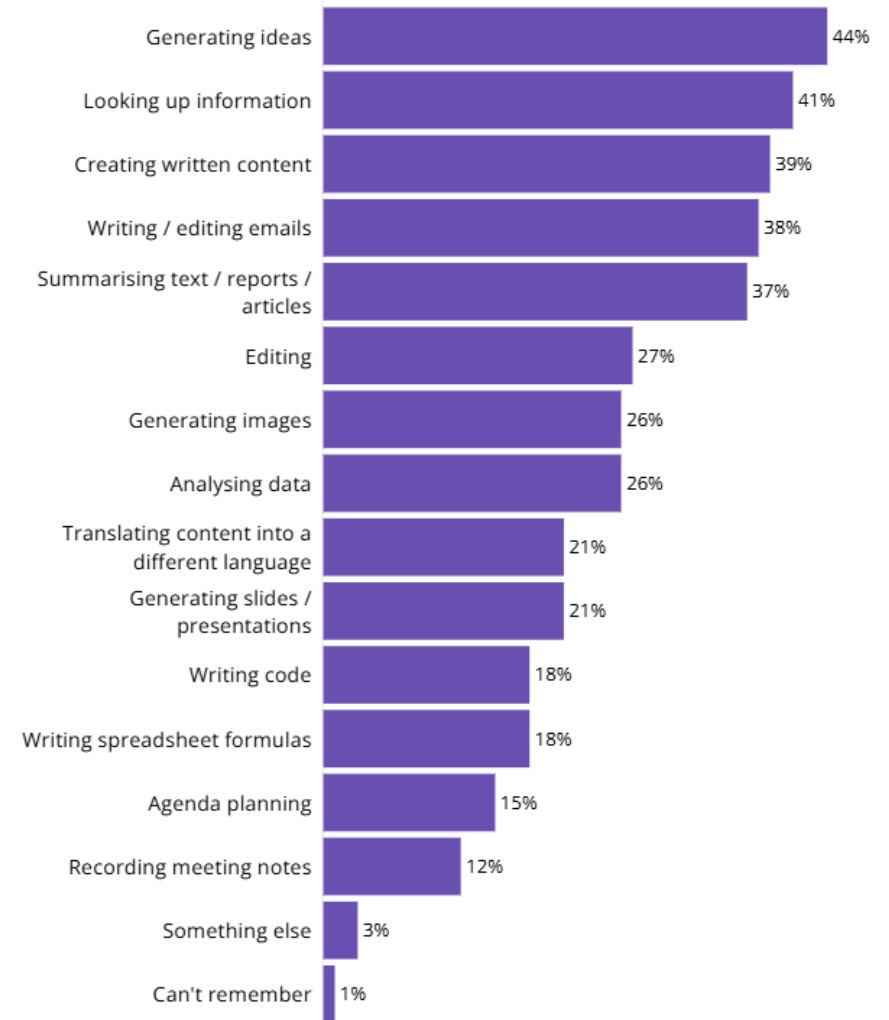
Artificial Intelligence

Everyone's jumping on the AI doll trend - but what are the concerns?



Left: BBC technology editor Zoe Kleinman. Right: Her AI-generated action figure

Q: Which of the following work tasks have you used any Generative AI tools for?
[Asked of those who have used Gen AI for work (14%)]



Source: Deloitte Digital Consumer Trends, UK, 2024

Artificial Intelligence

“Large Language Models don’t store facts like a data base – they generate responses dynamically based on having read everything that humans have ever written and the prompt that you give it....”

Dr Hannah Fry:
Why you should be polite to Ai



Text-to-Image Technology



Text-to-image UI (eg: Midjourney)

You type in what you want to see; the software generates the image.

- Available as local opensource (Stable Diffusion) or closed cloud (DALL-E, Midjourney) software.
- Accepts positive text '**prompts**' (desirable attributes) and negative (non-desirable attributes).
- Trained on enormous tagged datasets of real imagery.

Realism



What are we seeing?

1. Hundreds of new AI CSAM images based upon known victims;
2. AI CSAM generated from online images of children in non-abusive situations;
3. Children as creators;
4. De-aging of celebrities to make them look childlike, depicting them in sexually abusive contexts;
5. Likenesses of famous children in sexual abuse situations;
6. Celebrities as offenders. This could affect anyone with enough images available of them in the public domain.
7. The commercialisation of this imagery.



Sharing nudes and semi-nudes
Advice for education settings working with children and young people - GOV.UK

Children making AI-generated child abuse images, says charity - BBC News

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 recommended that schools and colleges should inform shortlisted candidates that online searches will be carried out. [KCSiE: Part three, Safer recruitment, para 226](#)**

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 channels for communication

Your professional use of technology

Consider your own use and relationship with technology; the behaviours that you model and practice with particular focus on good Data Protection, GDPR and information management.

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 7)

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
- Back to school sessions

[NSPCC Kids Safety Net Local Campaign](#)
Free Online Parent Session Dates Available

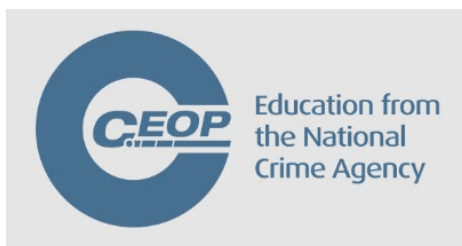


Supporting parents

www.nspcc.org.uk
support for parents

NSPCC

www.thinkuknow.co.uk



www.saferinternet.org.uk



www.parentzone.org.uk

parentzone

Keeping up with information

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

[The Smoothwall Online Safety Hub](#)



The screenshot shows the homepage of 'the ict service'. The header includes the logo, a search bar, and a navigation menu with links: Home, About, Services for Schools, Services for MATS, Training, E-Safety, and Contact. Social media icons for Twitter and Facebook are also present. The main content area is titled 'Infrastructure & Technology' and features a sub-section 'System Security'. To the left of the text is an icon depicting a cloud with gears, a Wi-Fi signal, a laptop, and a person. The text discusses the need for a robust framework for technology and infrastructure in the education sector. A quote from 'Keeping Children Safe in Education (KCSiE), 2023 Paragraph 134' is included. The footer consists of a decorative pattern of green squares.

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)

How does this look in school?

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world.

Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.

Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

How does this look in school?

Computational Thinking

The ability to understand concepts and develop strategies to

Solve problems

Understand behaviours including those of humans/in nature

Break complex problems into smaller, manageable parts

Develop algorithms to solve problems

Utilise logical reasoning to solve a problem

Computational Extraction

Simplifying complex problems by focusing on essential details.

Ignoring unnecessary information.

How does this look in school?

129. In schools, relevant topics will be included within

- **Relationships Education (for all primary pupils)**
- **Relationships and Sex Education (for all secondary pupils)**
- **Health Education (for all primary and secondary pupils).**

130. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

How does this look in school?

130. [...] These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and disabilities and other vulnerabilities).

This programme will tackle, at an age-appropriate stage, issues such as:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- how to recognise an abusive relationship, including coercive and controlling behaviour the concepts of, and laws relating to - sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called 'honour'-based violence such as forced marriage and Female Genital Mutilation (FGM).

How does this look in sd

130. [...] These will be underpinned by the school support system, as well as by a planned programme of regularly timetabled lessons and reinforced through

Such a programme should be fully inclusive development appropriate (especially where and disabilities and other vulnerabilities).

This programme will tackle, at an age-app

- **healthy and respectful relationships**
- **boundaries and consent**
- **stereotyping, prejudice and equality**
- **body confidence and self-esteem**
- **what constitutes sexual harassment and sexual violence and why these are always unacceptable**

The image shows a "Password Change Sign Up sheet" from the Cambridgeshire & Peterborough Safeguarding Children Partnership. The sheet is titled "Password Change Sign Up sheet" and includes instructions: "If you'd like to change your password please fill out the form below and we will change your password on the system you indicate." The form has columns for Full Name, System (Yardi, email, ect.), Current password, and New password. Handwritten entries include:

Full Name	System (Yardi, email, ect.)	Current password	New password
Kyle Smith	Email	Scooter448	Scooter442 (all upper case)
JACK JONES	PHONE	89621	4281
Jack H.	Email	Password	Password
Big Ed	Facebook	mimikay	mimikay
Sam Adams	Pine Pass	redsteph	redsteph

A yellow sticky note at the bottom of the sheet reads "Come See Me - Shawn". The background features a green banner with text about children's safety, including "Children Safe in Education 2024.pptx" and "Cambridgeshire County Council".

How does this look in school?

[...] This programme will tackle, at an age-appropriate stage, issues such as:

- **healthy and respectful relationships**
- **boundaries and consent**
- **stereotyping, prejudice and equality**
- **body confidence and self-esteem**
- **what constitutes sexual harassment and sexual violence and why these are always unacceptable.**

**How can we ensure a narrative
that equips our young learners
with essential life skills?**

**To foster resilience,
empathy, and
critical thinking...**

**To develop positive
behaviours and
attitudes**

**What is our own
relationship
with technology?**

**How do we use it
ourselves?**

To enhance our lives?

To get jobs done?

To switch off?

To self-regulate?

How does this look in school?

BBC Radio 4 08/10/2024 | Peter Hyman and Amol Rajan talk Oracy

Peter Hyman, former senior advisor to Tony Blair and Kier Starmer, discussed the need for a broader, richer, and more cutting-edge curriculum that equips young people for life and work in the modern world [...] aimed at raising school standards and ensuring students are prepared for future challenges.

Hyman emphasised the importance of oracy, or the ability to express oneself fluently and grammatically in speech, as a critical skill for social mobility and personal development [...] the “golden thread” that weaves through all subjects in the curriculum. He highlighted its benefits not only for academic knowledge but also for fostering empathy, bridging social divides, and improving mental health and well-being.

He argues that the modern curriculum should include oracy and digital skills.

In a world of rapid technological change, students need to be equipped with the digital literacy necessary to navigate AI and other emerging technologies [... That] the current curriculum doesn't provide the space for educators to fully embrace these skills.

<https://www.gov.uk/government/news/government-launches-curriculum-and-assessment-review>

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>