

Online Safety Lead Training

Led by Richard Riley & Jo Puckering

In partnership with the Education Safeguarding Team



Connect to Cambwifi_Public

Access today's Presentation pdf at

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

Agenda

- Introductions and Overview
- 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, Digital 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**
- **fake news**

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).

Hard Behaviours:

- Increase of:
 - Online use and exposure
 - Unsupervised online access
 - Risk-taking
 - Addiction and compulsive behaviours
 - Disregard for boundaries

Soft Behaviours:

- Fear of missing out (FOMO)
- Normalisation of constant connectivity
- Immaturity in digital decision-making, vs faster development of technical skills

Parental Expectations and Aggression

Schools Perceived and Actual Responsibilities:

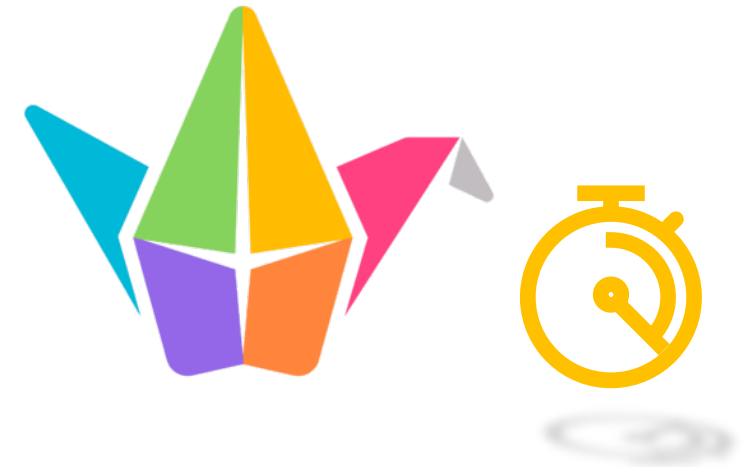
- Expanded safeguarding responsibilities
- Managing parental issues including digital disputes between families

Change in Behaviours

Common factors

- More homelife/school boundaries crossed
- Abusive language
- Increased expectations
- Aggressive behaviours – parental and pupil
- Inappropriate use of sexual language
- Inappropriate sexual behaviours
- Secretive behaviours
- Addictive behaviours
- High digital skills/low risk awareness

Padlet
Around your Table - Group Discussion



Share Your Experiences of
Changes Since the Pandemic

Change in Behaviours

Summary of previous session responses:

- **Decline in Online Behaviour and Digital Responsibility**
- **Increased Unsupervised Device Use at Home**
- **Shifts in Social Behaviour and Communication**
- **Declining Sleep and Wellbeing**
- **Increased Exposure to Harmful or Age-Inappropriate Content**
- **Changes in Parental Support and Attitudes**
- **Increasing Uses of Online Learning and Hybrid Options**
- **Earlier and Widespread Device Adoption**

Change in Behaviours

AI Generated Conclusion (from 2025 sessions)

The feedback from previous course delegates paints a picture of an education sector transformed by Covid, with technology playing a central, sometimes problematic role in children's lives.

The pandemic accelerated digital adoption, but also exposed gaps in digital literacy, safeguarding, and wellbeing.

Addressing these challenges requires ongoing collaboration between educators, parents, and policymakers, with a focus on equipping children to navigate the digital world safely and responsibly.

Change in Behaviours

AI Generated Conclusion (from 2026 sessions)

Since the pandemic, schools have faced a lasting shift in pupils' digital habits, wellbeing, and social development.

Earlier and less supervised device use, increased exposure to online risks, and changing patterns of communication have created more complex challenges for behaviour, safeguarding, and learning.

These changes are not temporary after-effects but reflect a deeper cultural shift in childhood and family life. As a result, schools now carry a greater role in developing pupils' digital responsibility, rebuilding social skills, and supporting families to navigate an increasingly online world.

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>

Whole School Approach

PIES MODEL



Policies &
Practices



Infrastructure
&
Technology



Education
& Training



Standards &
Inspection

PIES MODEL: Policy - Do Policies meet Practice?



Safeguarding Policy	Online Safety Policy	Acceptable Use Policies	AI Policy
Relationships Education and Health Education	Behaviour Policy (Inc. Anti-Bullying)	Risk Assessments (GDPR, AI etc)	Local Guidance LA / Trust / School level

PIES MODEL: Policy - KCSiE



“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 2025

**Statutory guidance for schools
and colleges**

September 2025

PIES MODEL: Policy - KCSiE



“ [...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 2025

**Statutory guidance for schools
and colleges**

September 2025

PIES MODEL: Policy - KCSiE



Ensure [...] appropriate filtering and monitoring systems are in place and regularly review their effectiveness. [...] That the leadership team and relevant staff have an awareness and understanding [...]

manage them effectively and know how to escalate concerns when identified.

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

Para 140



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for Education

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Statutory guidance for schools
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September 2025

PIES MODEL: Policy - KCSiE



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

Additional requirement and guidance to support policy reviews in **Para 141** through to, but not limited to **Para 143**



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PIES MODEL: Policy - KCSiE



- Raise awareness of expectations for relevant staff to understand filtering and monitoring **para 12**
- Reference to filtering and monitoring **para 102**
- Additional text added that staff training should include understanding roles and responsibilities in relation to filtering and monitoring **para 123**
- Ensuring appropriate filtering and monitoring systems are in place and careful that “over blocking does not unreasonably restrict that children and be taught **para 133**



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for Education

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September 2025

PIES MODEL: Policy - KCSiE



- Online safety and the school or college's approach to it should be reflected in the child protection **policy** which, amongst other things, should include appropriate filtering and monitoring on school devices and school networks.
- Considering the 4Cs will provide the basis of an effective online **policy**.

The school or college should have a clear **policy** on the use of mobile and smart technology which will also reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 4G and 5G). This access means some children, whilst at school or college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually and view and share pornography and other harmful content.

How this is managed on your premises should be reflected in your mobile and smart technology **policy** and child protection **policy**.

Para 137



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Statutory guidance for schools
and colleges

September 2025

PIES MODEL: 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 - 2025
para 133)*



Department
for Education

Keeping children safe in education 2025

**Statutory guidance for schools
and colleges**

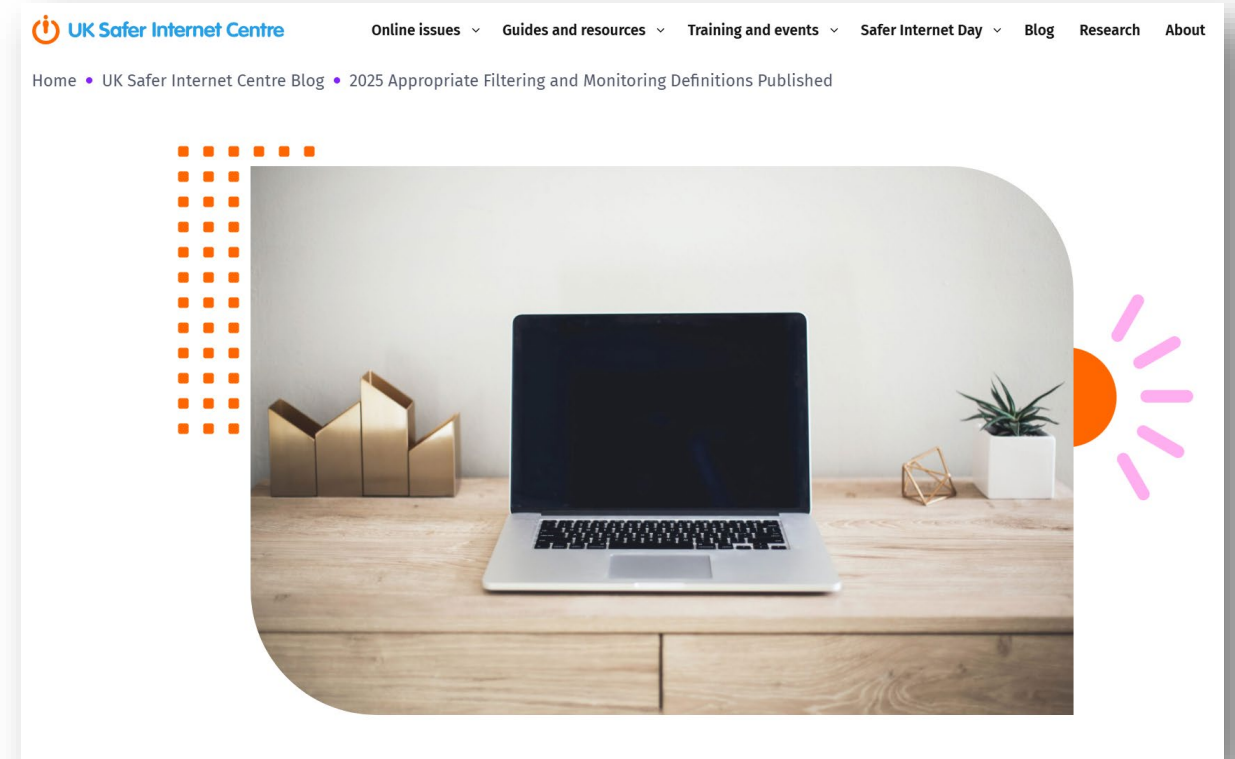
September 2025

PIES MODEL: 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](#)

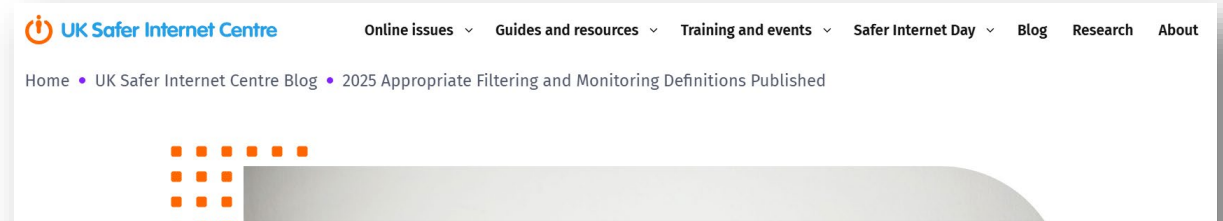


[UK Safer Internet Center \(SIC\)](#)

PIES MODEL: 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.

PIES MODEL: 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 2025

Statutory guidance for schools
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September 2025

PIES MODEL: 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*



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**Statutory guidance for schools
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September 2025

PIES MODEL: Infrastructure and Technology



- 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 2025

Statutory guidance for schools
and colleges

September 2025

PIES MODEL: 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

No filtering

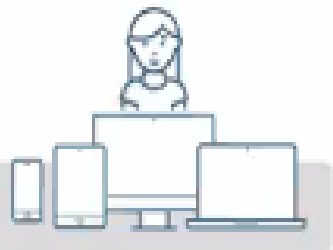
No education setting should have no filtering in place



PIES MODEL: Infrastructure and Technology - Digital Monitoring



Pupil types
into device



At risk words or
behaviours
triggers alert



Alert AI
assessed

Low risk

High risk



Stored in digital
monitoring dashboard



All incidents automatically go
to record management
CPOMS/Record Manager/
MyConcern



DSL alerted
immediately



PIES MODEL: Infrastructure and Technology



Meeting DfE Digital Standards for Schools and Colleges.gov

Update 10th March 2025

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.

PIES MODEL: Policies



Safeguarding Policy			
Relationships Education and Health Education			Finance School

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.

This includes:

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

Rest Break
10:45 – 11:00 15mins

PIES MODEL: 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

Updated Jan 2023

PIES MODEL: 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

Updated Jan 2023

PIES MODEL: 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

Updated Jan 2023

PIES MODEL: Education and Training – the 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 2025 para 135](#)

[Social media and online safety | NSPCC Learning](#)

PIES MODEL: Education and Training – the 4Cs

Content

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

Contact

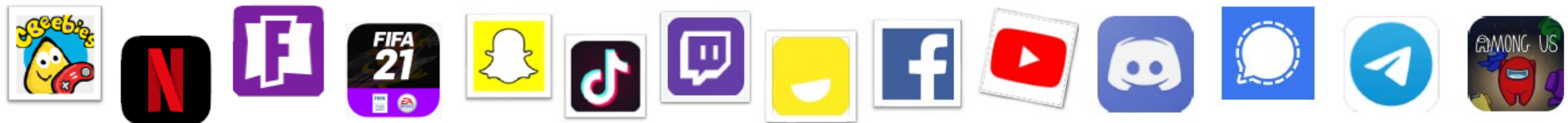
- Bullying
- Grooming
- Sexual harassment
- Exploitation
- Influencing
- End-to-end encryption

Conduct

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

Commerce

- Gambling
- Advertising
- Phishing scams
- Financial scams
- Copyright
- Micro transactions



PIES MODEL: Education and Training - Teaching online safety



Computing Curriculum

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

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

PIES MODEL: Education and Training - 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

PIES MODEL: Education and Training – 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:

PIES MODEL: Education and Training – AI 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.

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<https://www.gov.uk/government/news/ai-teacher-tools-set-to-break-down-barriers-to-opportunity> (Jan 2025)

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

PIES MODEL: Education and Training – AI Resources



“The Department for Education (DfE) is committed to supporting the [AI Opportunities Action Plan](#). Generative artificial intelligence (AI) presents exciting opportunities to improve people’s lives, including by making our public services better. AI will support with the delivery of the Plan for Change and our opportunity mission.

If used safely, effectively and with the right infrastructure in place, AI can support every child and young person, regardless of their background, to achieve at school and college and develop the knowledge and skills they need for life.

[Using AI in education settings: support materials](#) provides free online support to help with the safe and effective use of AI in education.

AI has the power to transform education by helping teachers focus on what they do best: teaching. This marks a shift in how we use technology to enhance lives and tap into the vast potential of AI in our classrooms.[...] ”

[Generative artificial intelligence \(AI\) in education - GOV.UK](#)

PIES MODEL: Education and Training - 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

PIES MODEL: Education and Training - Fake news and 'viral scares'



1. Facebook – “Pope Endorses Donald Trump” (2016)

A false story claimed that Pope Francis had endorsed Donald Trump for U.S. president.

- It went viral on Facebook, shared millions of times.
- Fact-checkers and the Vatican confirmed it was completely fabricated.

2. Twitter (now X) – Hurricane Sandy Photos (2012)

During Hurricane Sandy, photos of sharks supposedly swimming through flooded streets in New Jersey went viral on Twitter.

- They were later proven fake - edited images taken from elsewhere.
- Mainstream media and fact-checkers debunked them.

3. WhatsApp – India Child Kidnapping Rumours (2017–2018)

Viral WhatsApp messages warned of “child kidnappers” roaming villages in India.

- The fake news sparked mob violence that led to over 20 people being killed.
- The Indian government confirmed the messages were false and urged restraint.

PIES MODEL: Education and Training - Fake news and 'viral scares'



4. TikTok – COVID-19 “Garlic Cure” (2020)

Short TikTok videos claimed that eating raw garlic or drinking garlic water could cure or prevent COVID-19.

- The World Health Organization and health experts publicly debunked this as misinformation.
- Garlic has no effect on the coronavirus.

5. Instagram – Australia Wildfires “Koala Extinction” Claim (2019–2020)

During the Australian bushfires, Instagram posts went viral claiming that koalas were “functionally extinct.”

- Conservation experts later clarified this was false.
- While koalas were badly affected, they are not extinct, and populations still exist.

PIES MODEL: Education and Training - Fake news and 'viral scares'



Discussion

Consider “fake news” scenarios and discuss the processes of managing these as learning opportunities.



PIES MODEL: Education

'viral scares'



Discussion

Consider your fake scenario and discuss how you would manage this as a class leader. This is a great opportunity

 the icf service.

- ✓ **Think critically about what you're reading, watching, sharing**
- ✓ **Check multiple sources:** Reliable information is usually reported by several reputable sources.
- ✓ **Verify with experts:** Trust information from experts in the field. For example, if you're reading about the something like the "Moon landing", look for facts from scientists and educators.
- ✓ **Look for evidence:** Credible claims are backed by evidence and scientific data.
- ✓ **Be aware of AI images on social media.**
Advice on how to spot manipulated images

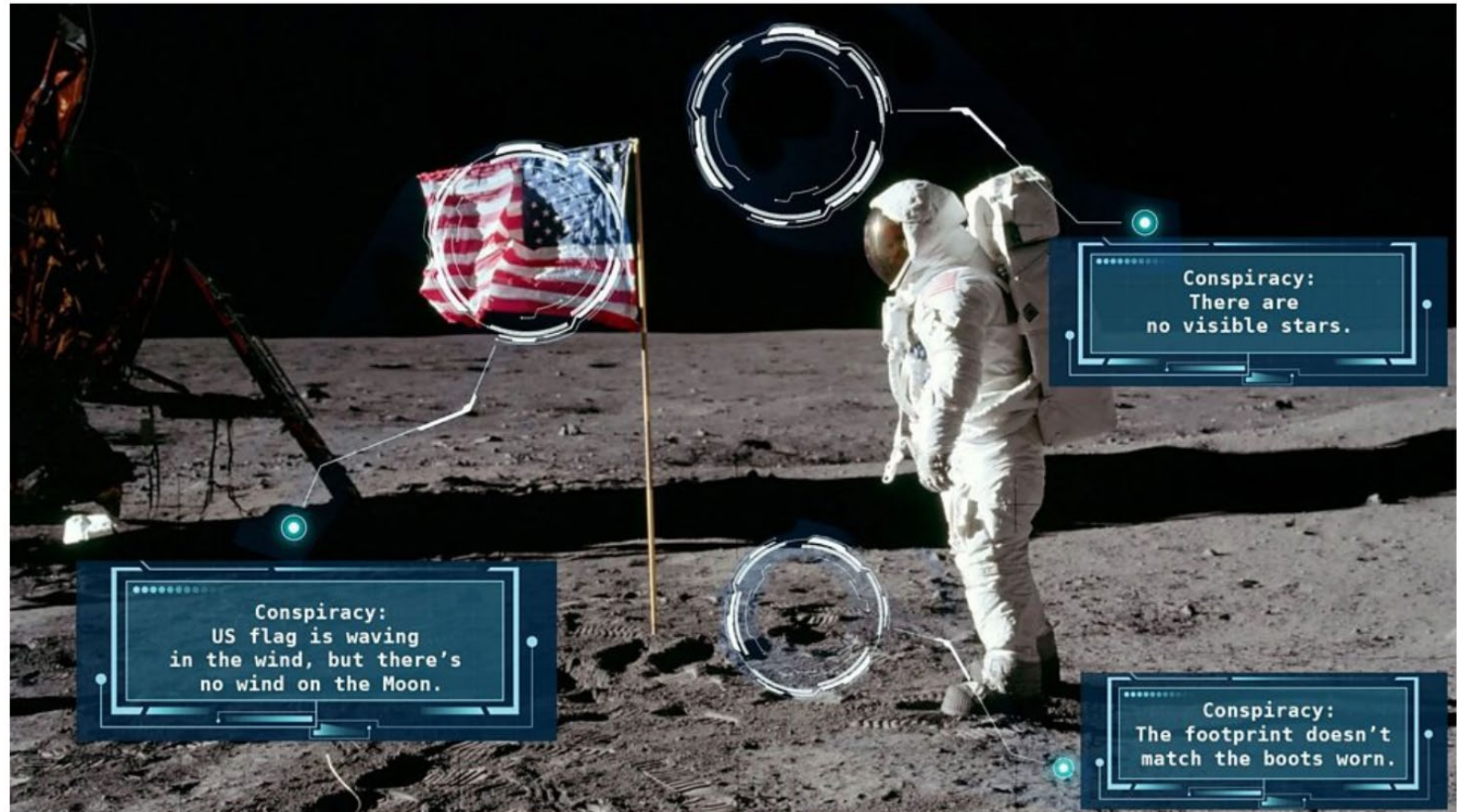
PIES MODEL: Education and Training - Fake news and 'viral scares'



There have been lots of conspiracies and fake news about the Moon. One of the earliest fake news stories happened in 1835.

The "Great Moon Hoax" was a series of articles in The New York Sun claiming that a famous astronomer had discovered life on the Moon. These articles were intended to be a joke but showed how easily **false information can spread.**

BBC Bitesize – Was the Moon landing fake? Debunking the Apollo 11 conspiracy theories.



PIES MODEL: Education and Training - 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.

<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

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](#)

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](#)

PIES MODEL: 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

PIES MODEL: 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”.

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> August 2023

PIES MODEL: Inspection




- [School inspection: toolkit, operating guide and information](#) (Ofsted Sept 2025)
- [Advice for Governors and Trustees](#) (SIC)

Older links:

- [Online safety in schools and colleges. Questions from the Governing Board.pdf \(2022\) .pdf](#)

No longer available online:

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

 Menu Search


Home > [Education, training and skills](#) > [Inspections and performance of education providers](#)
> [Inspection and performance of schools](#) > [Inspection of maintained schools and academies](#)

Guidance

School inspection: toolkit, operating guide and information

Guidance for inspectors and schools on inspecting maintained schools and academies in England under the renewed education inspection framework, available for use from 10 November 2025.

From: [Ofsted](#)
Published 9 September 2025

 [Get emails about this page](#)

Applies to England

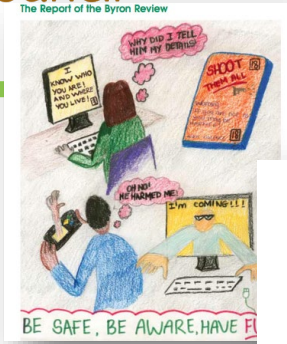
Awareness Raising

A look back through the history of

Online Safety as a National agenda



2008



2013

Inspecting e-safety in schools
Briefing for section 5 inspection

Ofsted
raising standards
improving lives

Department
for Education

Computing programmes of study:
key stages 1 and 2
National curriculum in England

Department
for Education

Keeping children
safe in education

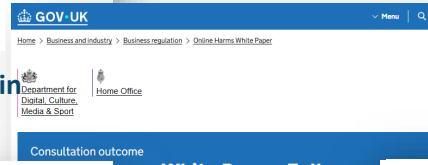
Statutory guidance for schools and
colleges

1 September 2023

2014

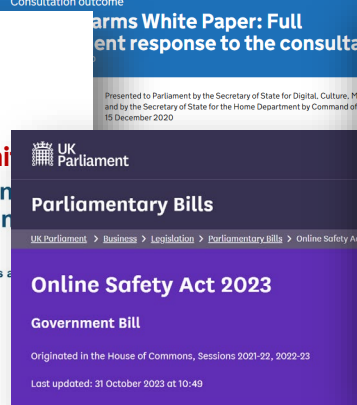
2015

Department
for Education
Collection
Using technology in
education

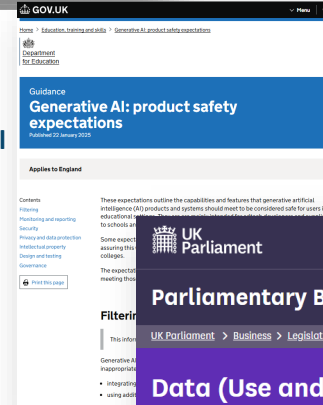


2019

Department
for Education
New updates
focusing on
Filtering & Monitoring
Keeping children
safe in education
2023
Statutory guidance for schools and
colleges



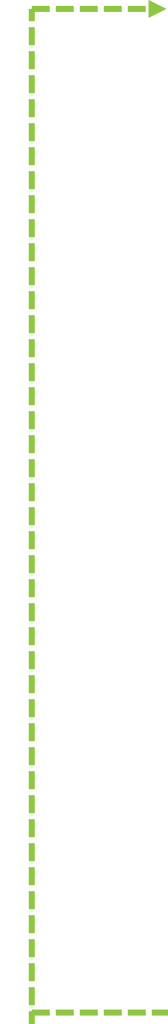
Department
for Education
Generative artificial
intelligence (AI) in
education
November 2023



2020

2023

2025



Children's Media Habits

A range of new research providing insight across various aspects of the online lives of children in the UK.

Children's Media Lives:

- [Children's Media Use and Attitudes 2025](#)
- [Summary of Findings](#)

For further exploration of the data

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



For reference

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



Lunch
12:20 – 12:40

“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?

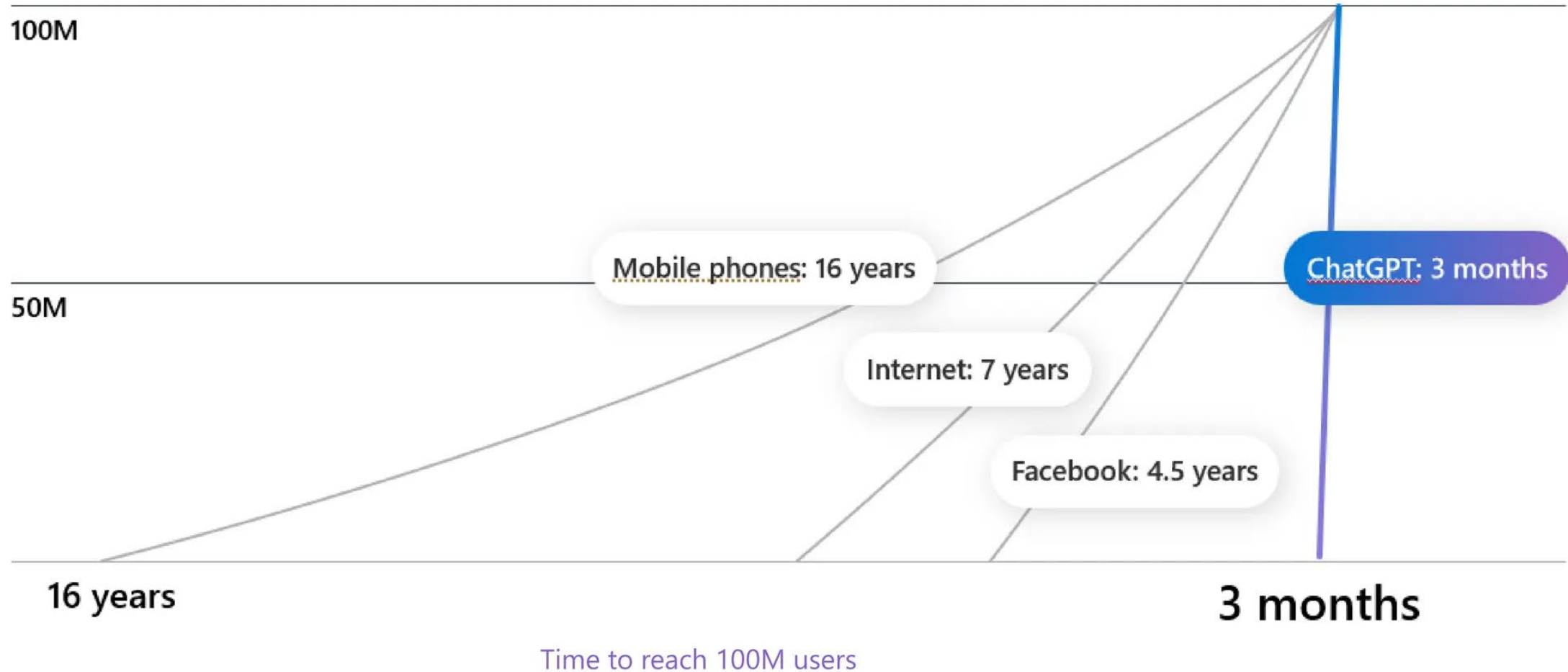
- 🧠 The next big thing.
- 🧠 An opportunity.
- 🧠 I've no idea!
- 🧠 A disrupter.




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



The AI technology is here



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

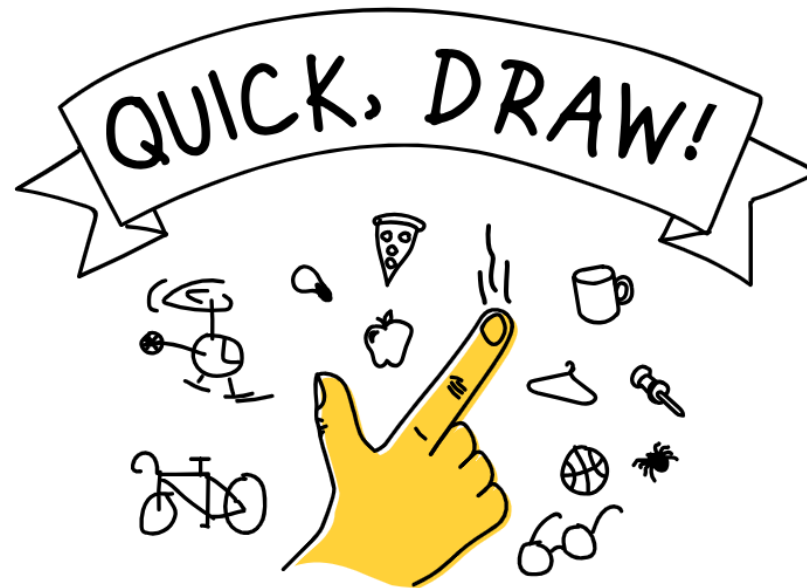
Web Fears AI child porn gangs are about to outsmart the law | UK | News | Express.co.uk
CRIMINAL gangs peddling child pornography produced using AI will develop software ...

 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 ...

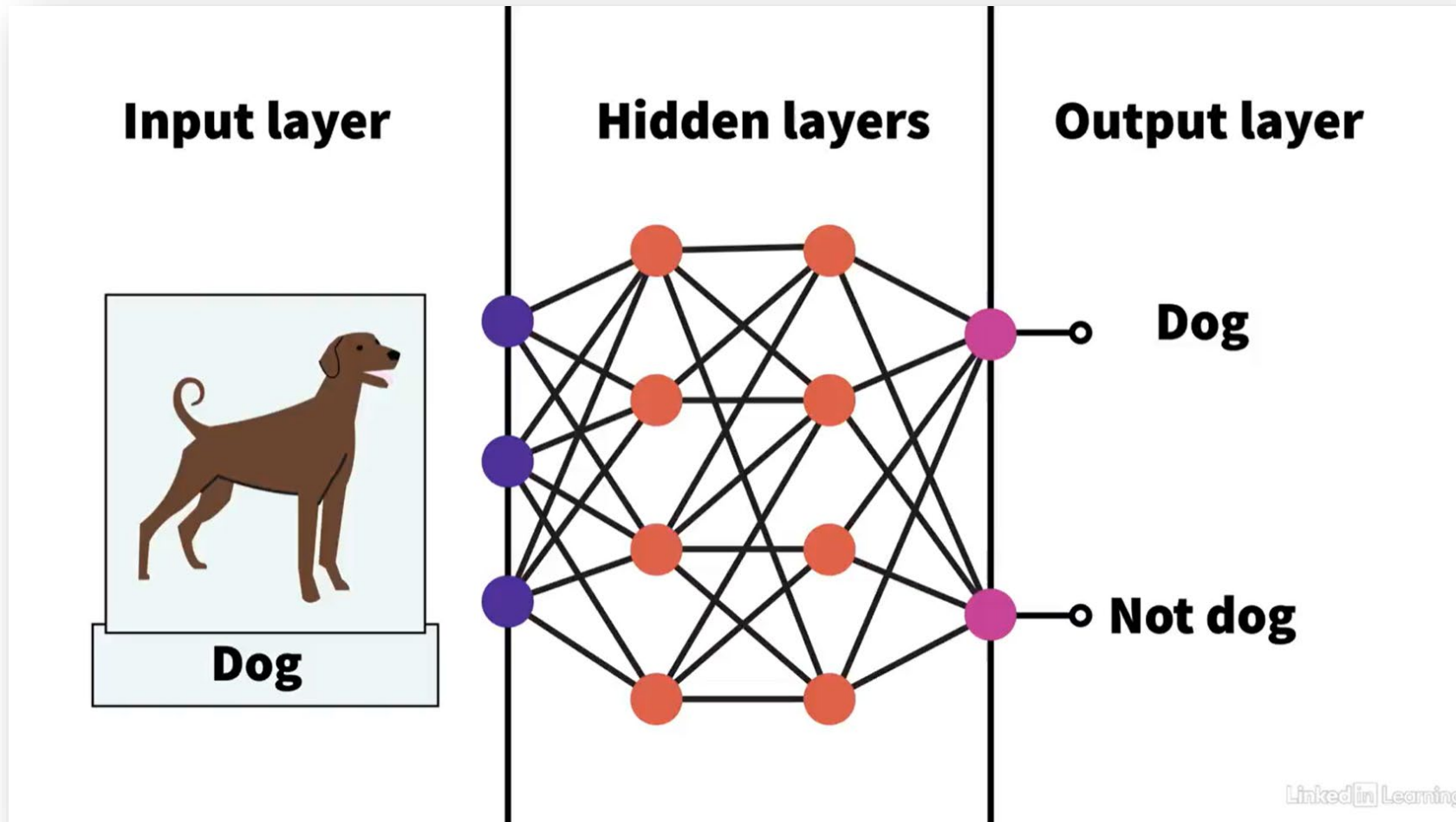
Artificial Intelligence (AI)



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.

Artificial Intelligence



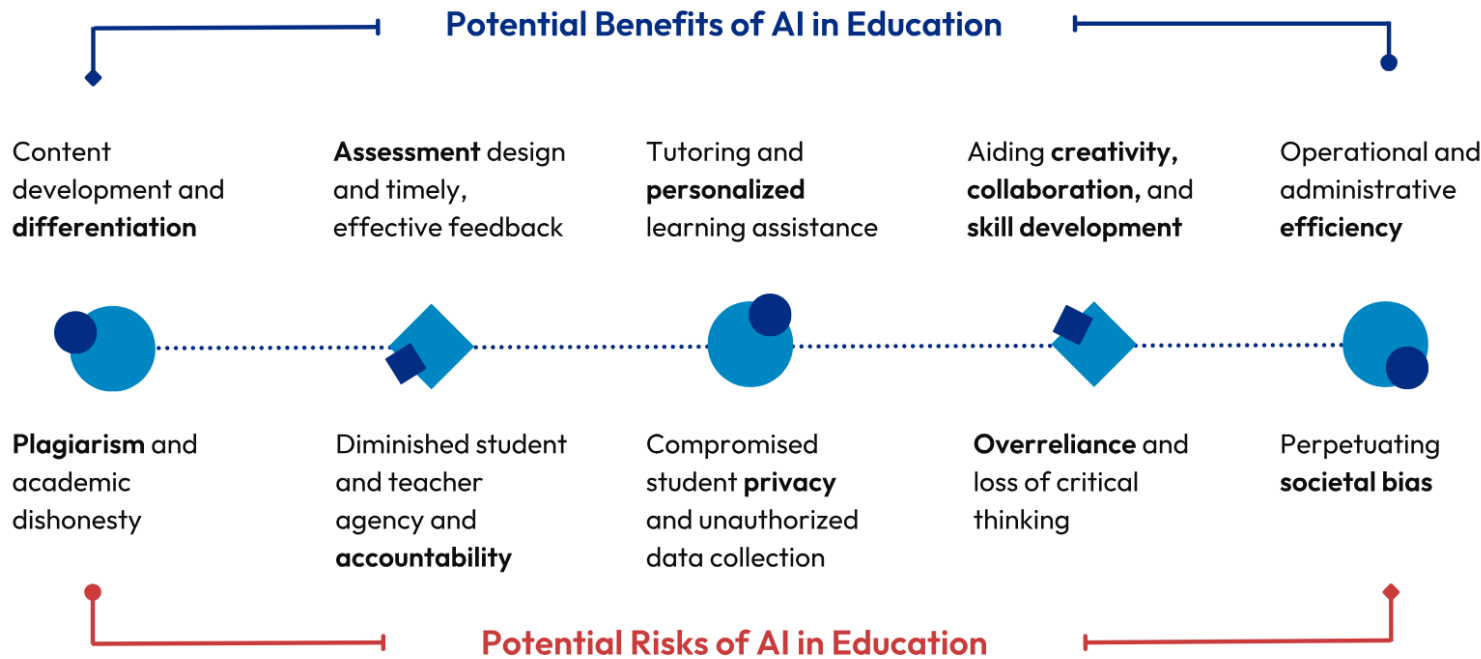
Artificial Intelligence

“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](#)

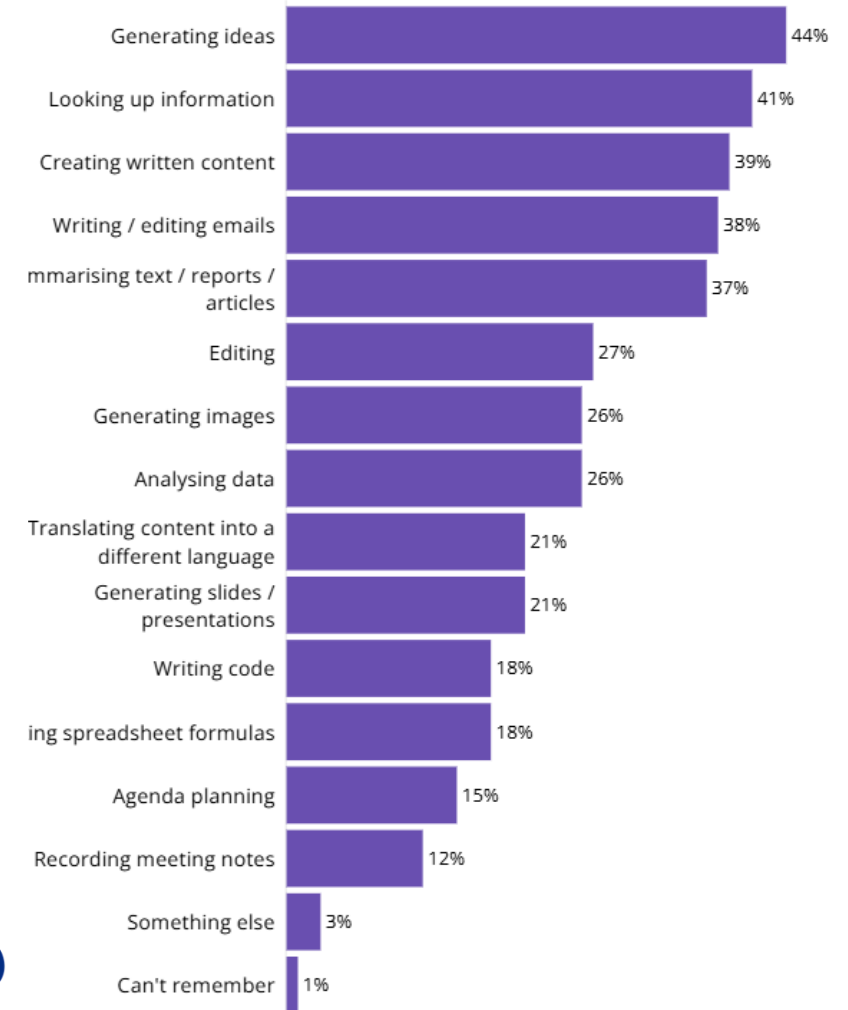


Artificial Intelligence Risks and Benefits



Teach AI

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%)]



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 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

To achieve this, your school / Trust should:

- **Have policies in place which address the use of Generative AI - AUPs covering what every stakeholder can and must not do for**
 - Personnel
 - Governors / Trustees
 - Pupils / students (age appropriate)
- **Develop an approved list of tools that can be used. These should be risk assessed.** If you are still in the research phase, ensure you should outline the expectations and parameters of this.
- **Ensure awareness of what constitutes “personal data”, the risks of using personal data to training Large Language Models**
- **Develop an AI Transparency Statement for your setting. Guidance suggests that this is published on your website**

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 you get the best results

As educators:

- ✓ **Ensure learners know the importance of fact-checking, 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 you get the best results.

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

Notable points for schools 2025-26:

- ✓ Stronger emphasis on leadership understanding and oversight of filtering and monitoring systems. Schools should
 - Review at least annually
 - Record risk assessments of settings and expectations
 - Ensure systems address static and AI generated content
 - Clarify roles (DSL, IT lead/provider, governor oversight) and keep evidence (minutes, actions, timelines)
- ✓ Cyber incidents are now explicitly linked to safeguarding risk.
 - Leadership (not just IT) must understand the cyber controls and incident response procedures.
 - Schools should maintain and test proportionate technical and organisational measures.
- ✓ KCSiE Guidance now explicitly includes misinformation, disinformation and conspiracy theories as recognised online harms. Schools should address these in their safeguarding and online safety policies and teach critical evaluation skills.

Notable points for schools 2025-26:

- ✓ Regarding Generative AI
 - Screen AI products for misuse before use
 - Ensure AI tools cannot bypass filtering and monitoring
 - Add clear boundaries for staff and pupils in acceptable use policies and induction materials
- ✓ AI Policy Guidance
 - Review your policies to include AI risk assessments and transparency statements
 - Ensure staff and pupils understand the risks and benefits
 - Risk assess and audit AI use across school
- ✓ The Online Safety Act of 2023 and Data Usage (and Access Act) 2025 places legal duties on online platforms to protect children from harmful and illegal content, enforce age restrictions and conduct regular risk assessments. While the main impact is on tech companies, schools should
 - Continue to teach online safety and critical thinking
 - Be aware that platforms must now enforce age verification and remove harmful content
 - Understand that safeguarding duties remain with schools not the tech companies

Protecting your professional reputation



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](#)

Your online reputation is the perception, estimation and opinion that is formed when you are encountered online. This could be when someone visits your social networking profile, but could also be when anyone reads a comment you posted on another profile. It could also be when someone sees your online photo albums or an image with you in it, indeed any instance or reference of you that either you posted or someone else did – what your digital footprint says about you.

[Professional reputation - UK Safer Internet Centre](#)



Protecting your professional reputation

Teacher / Case	Platform / Medium Involved	What They Did	Outcome / Discipline
Kay Elizabeth Hollingsworth (Essex)	Instagram / Snapchat	She sent messages with “sexual innuendo” to an 11-year-old pupil over Instagram, e.g. “single and ready to mingle”, “about to have a shower”, also exchanged Snapchat messages with a former pupil. BBC	Sacked for gross misconduct; teaching misconduct panel banned her from teaching indefinitely. BBC
Kamran Mohammed (West Midlands)	Instagram	As head of PE, he followed and messaged a pupil on Instagram; gave gifts; made inappropriate comments, saying the pupil “meant a lot to him”, etc. BBC	Struck off (banned from teaching) indefinitely. BBC
Callum Hatch (Cambridgeshire)	Instagram	Sent “inappropriate messages deemed sexually motivated” to a vulnerable pupil; followed and liked photos of a pupil; offered to pick her up, invite to his house etc. BBC	Banned from teaching; found guilty of unacceptable professional conduct. BBC

Protecting your professional reputation

Teacher / Case	Platform / Medium Involved	What They Did	Outcome / Discipline
Peter Hoare (Tamworth, Staffordshire)	Twitter	He posted explicit sexual content of himself on a Twitter account (not involving minors), including videos and images. BBC	Struck off (banned indefinitely) from the profession. BBC
Lisa Manship (Wales)	Facebook	She struck up a friendship with a 17-year-old pupil via Facebook and discussed sexual content ("humping" a boy) in messages. BBC+1	Suspended for 18 months; sacked for gross misconduct; required to complete safeguarding / child protection training before returning to teaching. BBC
Teacher at St Edward's School, Oxford	WhatsApp	Shared a digitally manipulated image of Adolf Hitler as a Black man accompanied by what appeared to be a racial slur over WhatsApp. BBC+1	Suspended pending a full investigation. BBC+1

Protecting your professional reputation

Name / Case	Platform / Medium	What they did (non-pupil related)	Outcome / Discipline
Kristie Higgs	Facebook	Shared posts critical of LGBT+ relationship teaching ("No Outsiders" programme), describing them as "brainwashing", etc., from her personal Facebook account. BBC+1	She was sacked (pastoral administrator & work experience manager role) in 2019. Later, in 2025, the Court of Appeal ruled that her dismissal was unlawfully discriminatory. BBC+1
Simon Pearson	Facebook / social media posts	Publicly criticised a prison sentence (Lucy Connolly case) as "two-tier policing", had posts alleged to be Islamophobic / racially discriminatory, on his personal social media. The Free Speech Union+2Northampton Chronicle and Echo+2	He was dismissed from his ESOL teaching role at Preston College after an internal investigation, on grounds that the posts violated policy, risked damaging professional relationships and bringing the institution into disrepute. The Free Speech Union+1
Amrik Nijran	Online comments / images	Shared extremist material: a bestiality image with a caption about Muslims; made derogatory comments about Muslims in online posts. Though outside school hours, his posts were visible to pupils. BBC	Found guilty of unacceptable professional conduct by a disciplinary panel; banned from teaching. BBC
Joshua Sutcliffe	YouTube / video platform	Posted views in a video saying "Muhammad is a false prophet", among other religious views, on his YouTube channel. These were not about pupils but about religious belief. BBC	He lost his job (or was "constructively dismissed") from a school in London, and previously also lost a job in Oxford over similar issues. BBC

Protecting your professional reputation

Teacher / Case	What happened	Discipline / Outcome
Bethan Thomas (Staffordshire)	Found guilty of buying cocaine; police found a gram of cocaine in a search while she was driving. BBC	Dismissed after disciplinary hearing; banned from teaching (indefinitely) by the Teaching Regulation Agency (TRA). BBC+1
Stephanie Szymanska (Colchester)	Caught dealing cocaine in Colchester while teaching at a sixth form college. BBC	Banned from the profession for at least three years by a TRA panel. BBC
Ashley Atkin (Cheshire)	Turned up to work “dazed and staggering” after having drunk more than a bottle of wine (plus a glass) the previous night; smelled of alcohol; was unsteady. BBC+2 BBC+2	Prohibited from the teaching profession for two years before the decision can be reviewed (i.e. indefinite prohibition order) by the TRA. BBC+1
Neil Hansford (Sheffield)	Admitted using heroin (a Class A drug) one or more times outside of school; used illegal means (dark web) to source it. BBC	Struck off permanently from the profession by disciplinary panel. BBC
Sheamol Ali (Gloucestershire)	Took cocaine on a weekend before remote teaching days; under influence of a Class A drug before teaching (though remote) was considered relevant. BBC	Banned from the profession by the TRA for unacceptable professional conduct. BBC
Teacher in Suffolk (unnamed)	Took a gun (an antique / pellet gun) into a classroom, allegedly pointing it (holding it) to a pupil’s head. BBC	Sacked (dismissed) by the county council; disciplinary action taken. BBC

Protecting your professional reputation

Strategies for Your Online Presence

- Look yourself up online, to understand your digital footprint
- Test your privacy settings on Social Media services
 - [Facebook: settings guidance](#)
 - [Facebook: Timeline Review](#)
 - [Facebook "View as" – how others see your profile](#)
- Think before you post - consider appropriate language and behaviour
- Discuss expectations with your friends
- Review your organisations policies
- Know how to report a problem

Protecting your professional reputation

Is the personal hotspot, email address, social media handle appropriate for your or 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

...

”

Protecting your professional reputation



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

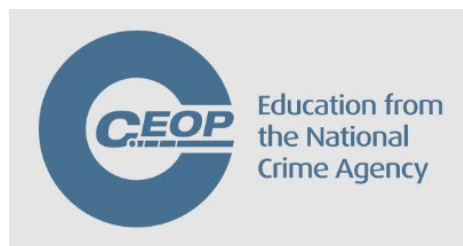


Supporting parents

www.nspcc.org.uk
support for parents

NSPCC

www.thinkuknow.co.uk



www.saferinternet.org.uk



www.parentzone.org.uk

 parentzone

Supporting parents

[Irish Online Safety Advert](#) (YouTube Link)



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).

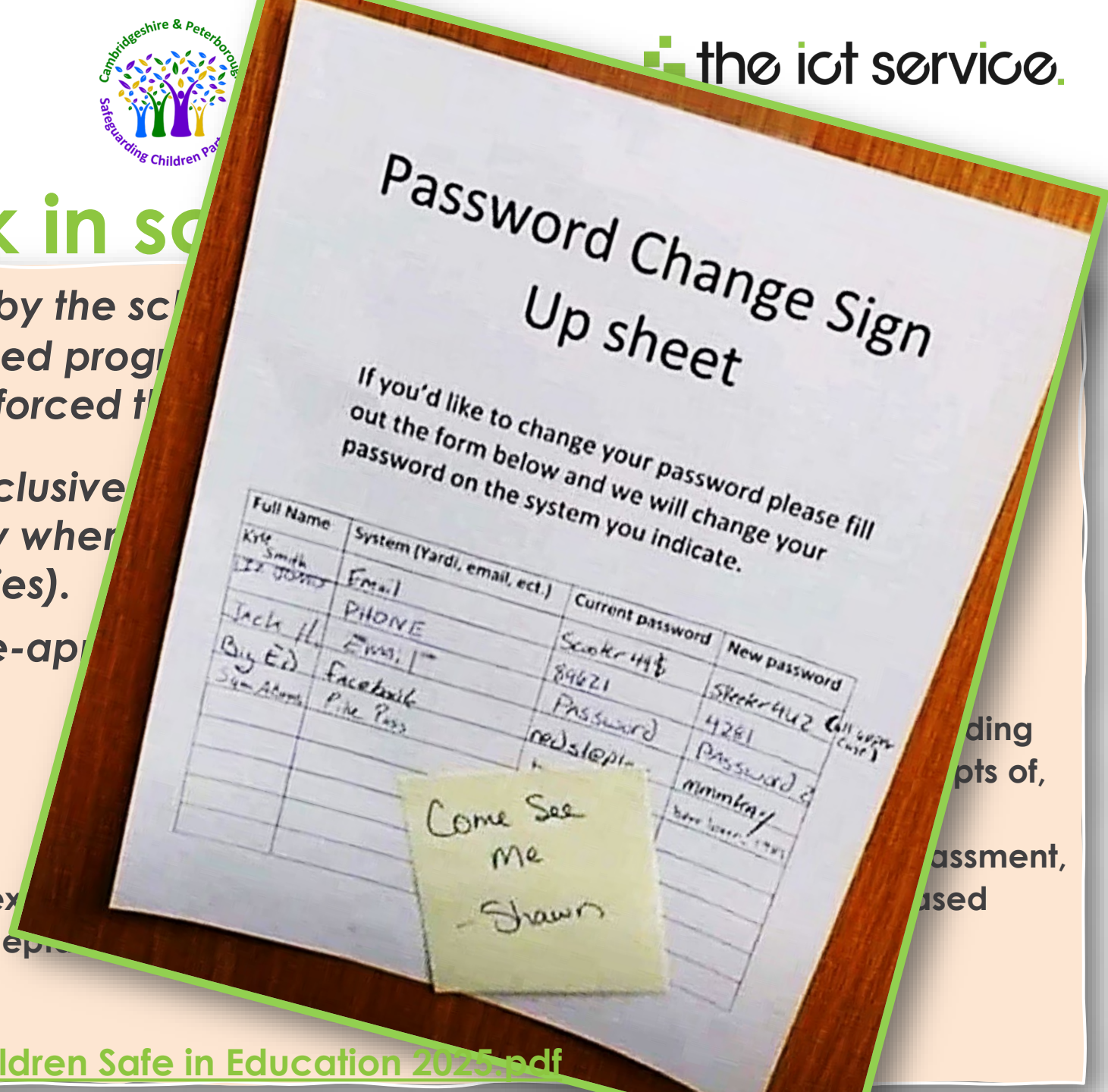
How does this look in school?

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

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

This programme will tackle, at an age-appropriate level,

- 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 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?

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.

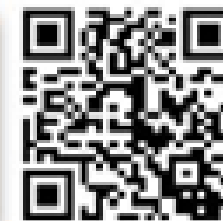
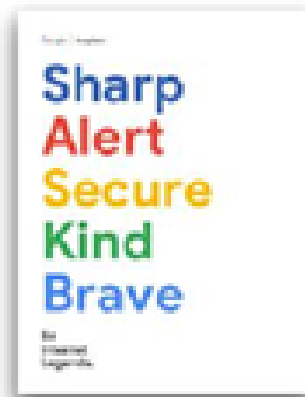


Professional Conduct

Trailer for ENO Opera, Two Boys

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

Curriculum Resources | Planning



Curriculum Resources



Curriculum Resources

Digiduck

Animal Magic

INTERLAND

BBC OWN IT

JESSIE & FRIENDS

Goldilocks

Barefoot
Sharpening skills for tomorrow

BAND TOGETHER

Send me a pic?

5 to 7s
online safety toolkit

THE SMART CREW

8 to 10s
online safety toolkit

ONLINE BLACKMAIL