

ONLINE SAFETY INSET

ST GILES CE PRIMARY SCHOOL



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NICOLA RUDGE – ONLINE SAFETY ADVISOR



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OUR CHANGING WORLD



Technology

Landscape 2012

 BlackBerry


UK Safer
Internet
Centre
www.saferinternet.org.uk



NOKIA
Connecting People

Current Landscape





INVISIBLE ANALYTICS

Consumers' data trails are only growing as digital infiltrates all aspects of life. Businesses need to adopt an analytical culture – think data quality, not quantity.



WEARABLES

As greater style appeal is achieved and credible use cases recognized, it is the collection, processing and delivering of personal data that holds the key to wider uptake of these devices.

MOBILE PAYMENTS

Developing markets are leading the way; for mobile payments to take off in developed markets, brands must incentivize consumers and put to rest their security concerns.



VIDEO CONSUMPTION

As digital is becoming the go-to channel on which to enjoy video, brands need to leverage the viewing data to better target content creation and distribution.



CONNECTED CAR

As in-vehicle connectivity increases, traditional automotive players and new tech entrants need to communicate to customers the value of them sharing their data.



DRONES

With their wide-ranging applications, the drone market is on an upward trajectory. Could they support your business to reduce costs and increase efficiencies?



SMART HOME

Homes will become smart only by increment. Competitors will need to collaborate to provide simple and seamless products and solutions to convince consumer uptake.

ARTIFICIAL INTELLIGENCE (AI)

We're still some way off achieving complete AI, but its potential is exciting for brands considering how to reach consumers with more relevant messages.



Ofcom
making communications work
for everyone

**Children and parents:
media use and attitudes report**

Publication date: November 2015
Research timeframe: November 2015

Tablets and mobile phones are now the most popular devices for going online, knocking laptops back into third place

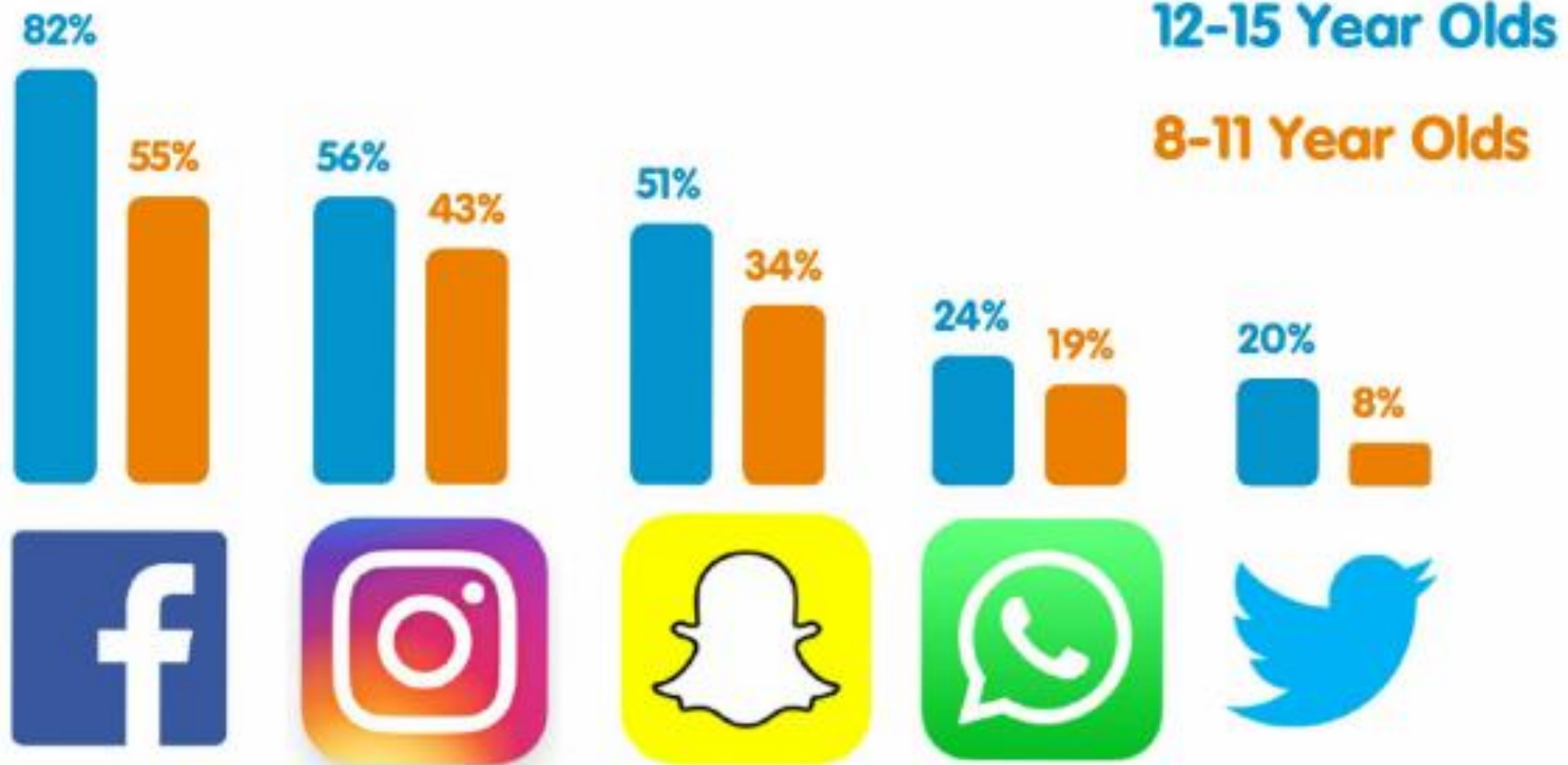
Tablet ownership among children is increasing

Social media is central for both tweens and teens. 43% of 10 & 11 year olds have a social media profile

Fewer 12-15s in 2015 nominate Facebook as their main social media profile while more are nominating Snapchat

Current UK Trends	2013	2014	2015	2016
Time spent online per week (12-15)	17.1hrs	17.2hrs	18.9hrs	20.1hrs
Mostly access the internet in bedroom (12-15)	40%	38%	34%	35%
Smartphone ownership - 8-11yrs	18%	20%	24%	32%
Smartphone ownership - 12-15yrs	62%	65%	69%	79%
Tablet Ownership - 3-4yrs	0%	3%	15%	16%
Tablet Ownership - 5-7yrs	0%	13%	29%	32%
Tablet Ownership - 8-11yrs	2%	18%	43%	49%
Tablet Ownership - 12-15yrs	4%	26%	45%	49%
Parents concerned about the Internet	16%	28%	25%	30%
Parents concerned about gaming content	13%	22%	21%	21%

Parents and Children: Media Use and Attitudes 2016





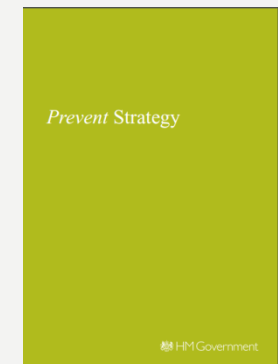
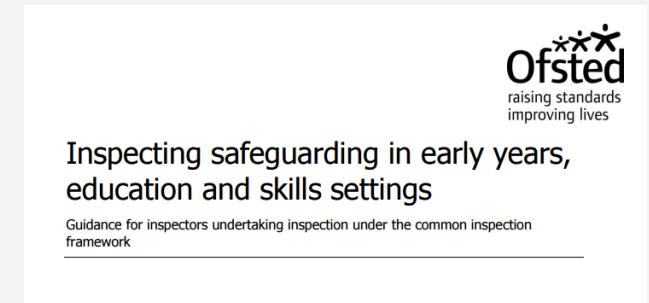
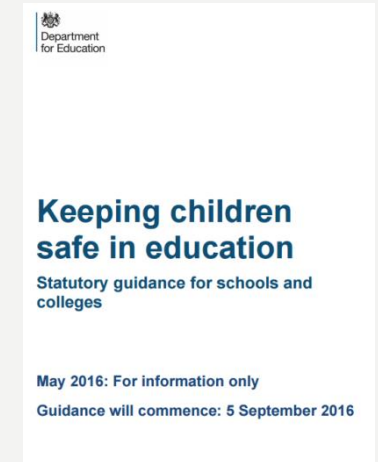
SCHOOL CONSIDERATIONS



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4 KEY DOCUMENTS

- Keeping Children safe in Education (SEPTEMBER 2016)
- Inspecting safeguarding in early years, education and skills
- Protecting children from radicalisation: the Prevent duty
- Your school's online safety policy, anti bullying policy and Acceptable use policy



Keeping children safe in education

Statutory guidance for schools and
colleges

May 2016: For information only

Guidance will commence: 5 September 2016

Specific safeguarding issues

41. All staff should have an awareness of safeguarding issues- some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

42. All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

Online safety

67. As schools and colleges increasingly work online it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place. Additional information to support governing bodies and proprietors is provided in Annex C.

Inspection

70. From September 2015 all inspections by Ofsted have been made under: [A new common inspection framework: education, skills and early years](#). Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective. Ofsted has published a document setting out the approach inspectors should take to inspecting safeguarding: [Inspecting safeguarding in early years, education and skills settings](#). Individual inspectorates will also report on safeguarding arrangements and have published frameworks which inform how they inspect the independent schools that are not inspected by Ofsted at: [School Inspection Service](#) and [Independent Schools Inspectorate](#).

WHAT DO YOU NEED TO CONSIDER AS A SCHOOL?

How can you develop and improve
your online safety policy?

- Reporting?
- Monitoring?
- Awareness?
- Engaging?



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Allegations of abuse made against other children

76. Staff should recognise that children are capable of abusing their peers. Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with. The policy should reflect the different forms peer on peer abuse can take, make clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. It should be clear as to how victims of peer on peer abuse will be supported.

77. Peer on peer abuse can manifest itself in many ways. Governors and proprietors should ensure sexting and the school or colleges approach to it is reflected in the child protection policy. The department provides [searching screening and confiscation advice](#) for schools. Child Exploitation Online Protection Centre (CEOP) has recently updated their sexting guidance: **NOTE: We will add this advice when it's available.**

78. Governors and proprietors should ensure the child protection policy reflects the different gender issues that can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

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Annex C: Online safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- 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

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Filters and monitoring

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 colleges IT system. As part of this process governing bodies and proprietors should ensure their school has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the schools IT system and the proportionality of costs Vs risks.

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.⁸¹

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Inspecting safeguarding in early years, education and skills settings

Guidance for inspectors undertaking inspection under the common inspection framework

Online Safety

The term 'online safety' reflects a widening range of issues associated with technology and a user's access to content, contact with others and behavioural issues

P6 10

- Safeguarding action may be needed to protect children and learners from:
- bullying, including online bullying and prejudice-based bullying
 - the impact of new technologies on sexual behaviour, for example sexting

Adults understand the risks posed by adults or learners who use technology, **including the internet, to bully, groom, radicalise or abuse children or learners**. They have well-developed strategies in place to keep children and learners safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe.

Leaders oversee the safe use of technology when children and learners are in their care and take action immediately if they are concerned about bullying or children's well-being. Leaders of **early years settings implement the required policies with regard to the safe use of mobile phones and cameras in settings**.

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Inspecting how effectively leaders and governors create a safeguarding culture in the setting



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P12 18

staff, leaders and managers understand the risks posed by adults or young people **who use the internet to bully, groom or abuse** children, young people and vulnerable adults; there are well-developed strategies in place to keep learners safe and to support them in learning how to keep themselves safe

staff, leaders and managers oversee the **safe use of electronic and social media by staff and learners and take action immediately if they are concerned about bullying or risky behaviours**

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Inspecting safeguarding in early years, education and skills settings

Guidance for inspectors undertaking inspection under the common inspection framework

inspectors will consider, among other things, children's and learners' understanding of how to keep **themselves safe from relevant risks such as exploitation and extremism, including when using the internet and social media**. Inspectors should include online safety in their discussions with pupils and learners (covering topics such as online bullying and safe use of the internet and social media). Inspectors should investigate what the school or further education and skills provider does to educate pupils in online safety and how the provider or school deals with issues when they arise.

Inspecting and reporting on safeguarding concerns

Inspectors should ensure that they are aware of information available to the public, reported in the press or accessible on the internet, including that available on the early years setting, school or further education and skills provider's website, if available. This may contain information related to safeguarding. **Inspectors should do a check on the internet as part of their preinspection planning** to see whether there are any safeguarding issues that may need to be followed up during inspection. All evidence that relates to planning for the inspection should be recorded.

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outstanding

- Whole school consistent approach
- Robust integrated reporting routines
- Effective staff development
- Clearly communicated and respected policy
- Progressive curriculum
- Secure and effective infrastructure
- Effective monitoring and evaluation

inadequate

- Personal data is unsecured
- Security of passwords is ineffective
- Policies are generic and not updated.
- There is no progressive, planned e-safety education
- There is no Internet filtering or monitoring.
- There is no evidence of staff training.
- Children are not aware of how to report a problem.

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OFSTED'S VIEW



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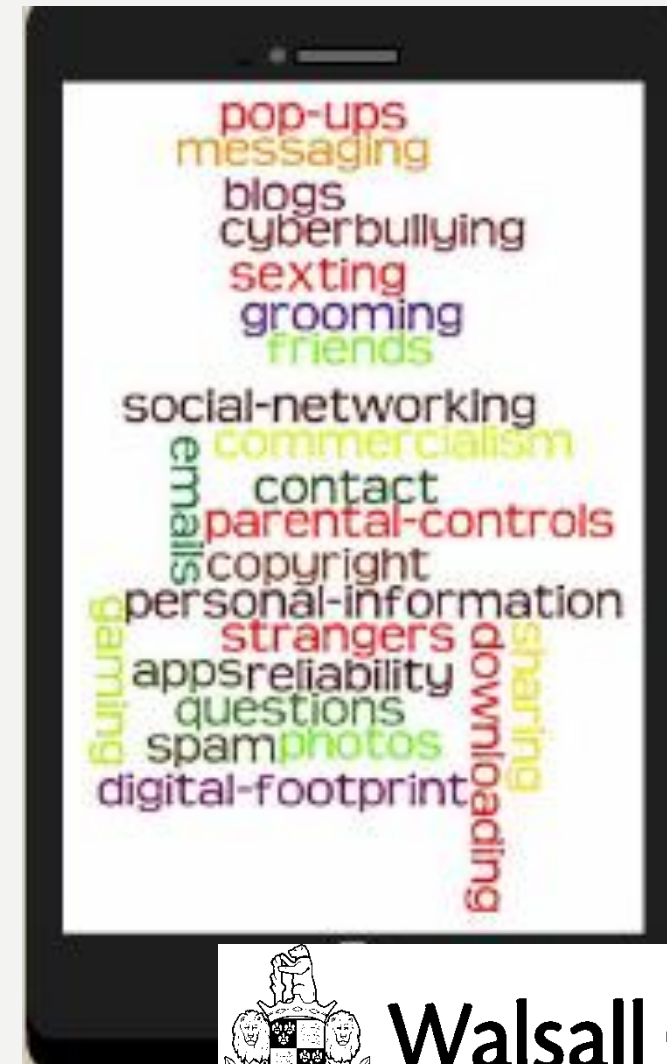
SO WHAT CAN WE DO?

- Embrace the evolving change of technology
- Make sure we know how to be safe using technology
- Help children make informed decisions
- Have conversations
- Learn from children
- Record incidents – Safeguarding



WHAT ONLINE ISSUES ARE YOU AWARE OF?

- Do you know what your pupils like to do online? Have they changed?
- Have there been any more incidents in school?
- Is online safety written into the curriculum for the subject you teach?
- What topics do you need further information on?



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WHERE NOW?

www.childnet.com/resources

www.childnet.com/teachers-and-professionals

Hot topics - Advice for key issues facing young people

Need help - Support with blocking and reporting and responding to concerns

Resources - Targeted resources which can be filtered by key stage and topic

FAQs - for your workplace

Childnet International

Young people Teachers and Professionals Parents and Carers Press and Policy What we do New for Schools

Resources

Trust me ndcs

Family agreement Know IT all digizen

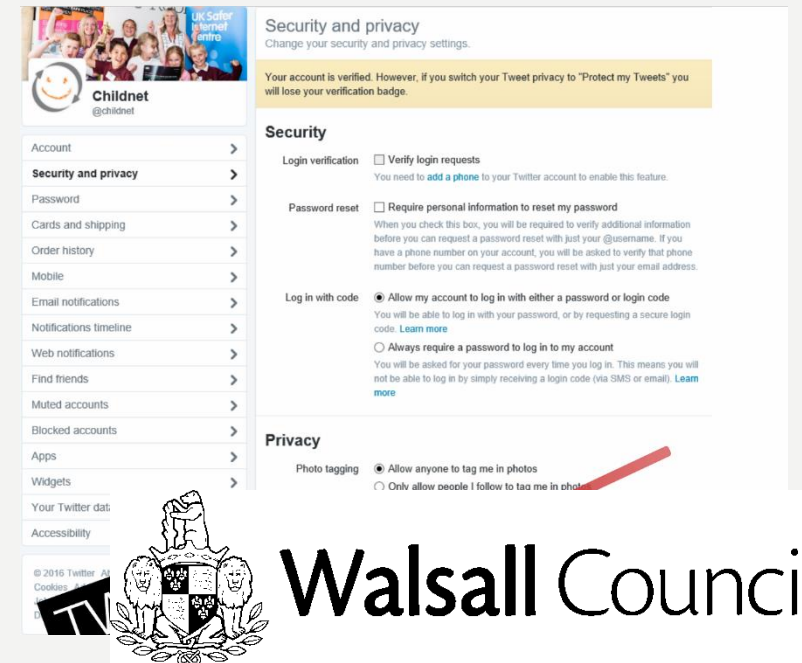
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OUR LIFE ONLINE

Things to remember:

- Code of Conduct/ Professional standards
- Check your privacy settings - <http://www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/safety-features>
- Search for yourself – check your online digital footprint
- Change your name and use a secure password
- Respect each other's privacy
- Make sure you report anything that isn't right including cyberbullying
- Be careful who you 'friend', 'accept', 'follow' etc.



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PASSWORDS



- [How to generate a secure password:](#)

- Your password should be at least eight characters long.
- Your password needs to be easy for you, but not other people, to remember.
- Use a sequence of characters randomly composed of numbers, symbols, upper case, lower case and spaces (if spaces are allowed by the website/system).
- Never use a correctly spelled, or almost correctly spelled or dictionary word. This includes foreign languages and slang.
- Don't use the same password for every website, and try to use a different password for each site.
- Use a password you can type in quickly. This makes it more difficult for people to try and look over your shoulder.
- Use a strong password generator application or website.
- Merge two words or numbers you will remember to create a password which a computer will find difficult to guess. For example I went on holiday to Devon in 1983. The password could be "D1e9v8o3n."



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ALPHANUMERIC PASSWORDS -IPADS

- Go to settings
- Go to Passcode
- Change Passcode
- Enter old passcode
- Change to alphanumeric
- Put in new passcode



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GUIDED ACCESS - IPADS

How to enable *Guided Access* on iPhone and iPad

1. Launch the **Settings** app on your iPhone or iPad.
2. Tap on **General**.
3. Tap on **Accessibility**.
4. Tap on **Guided Access** under the **Learning** section.



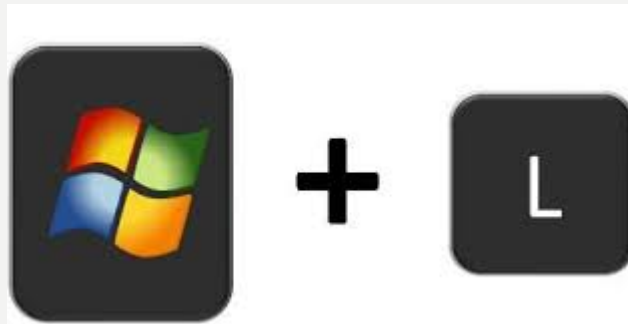
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LOCKING COMPUTERS



Why?



- Keeps your network and information safe
- Network monitoring incidents
- Made more difficult to access



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POSH

Are you a professional working with
Children and Young People?
Do you need help with an Internet
safety concern?

For free, independent, expert advice
and support contact the



Professionals
Online Safety
Helpline

We can help if a child you know is being bullied online.

We can help if an abusive fake profile is set up about you.

We can help you figure out the most effective response to any online
issue, and support your actions going forward.



UK Safer
Internet
Centre

www.saferinternet.org.uk

helpline@saferinternet.org.uk

Tel: 0844 381 4772



to provide quality
funding for that
helping line
and support
by the internet
industry and
other users



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**It's never too late to tell
someone if something makes
you feel uncomfortable.**

If you suspect it, report it!



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KEY POINTS

- Remember to highlight the positives
- Think carefully before you react – safeguarding
- Talk!



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