

# Online Safety

## Safeguarding Children, Protecting Staff



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“There are three  
ways to get  
something done; do  
it yourself, hire  
someone  
or forbid your kids  
to do it”

Mona Crane

# What is “e”-Safety?

- Online Safety is:
  - Safeguarding and educating children, families and online
  - Needs to develop and build resilience to online risk
  - Have appropriate mechanisms in place to intervene and support those at risk of significant harm
  - Needs a shared approach with educated and engaged adults
- The four C’s:
  - **Commerce:** being at risk of financial damage or harm
  - **Content:** being exposed to illegal, inappropriate or harmful material
  - **Contact:** being subjected to harmful online interaction with other users (peers and strangers)
  - **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm

# What's the biggest internet danger?



**That we concentrate on the dangers and forget the benefits**



# The Changing Landscape

- **Data Protection Act 1998:**
  - Notification to the Information Commissioner's Office
  - Compliance with the 8 key data protection principles
- **Education and Inspections Act 2006:**
  - Section 89 - schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils as part of the school's behaviour policy.
  - Section 90 gives Headteachers the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".
- **Education Act 2011:**
  - Section 11 makes it an offence to publish the name of a teacher who is subject to an allegation until such a time as that they are charged with an offence.
  - Section 2 give teachers powers to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.
- **Other Criminal Law:**
  - Cyberbullying: Protection from Harassment Act 1997, Malicious Communications Act 2003 etc.
  - Computer Misuse Act 1990
  - Sexual Offences Act 2003
  - Indecent images of Children: Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1988

# The Changing Landscape: DfE

- **Guidance & Advice for Headteachers, Governing Bodies & Staff:**
  - Preventing and tackling bullying, November 2014
  - Behaviour and discipline in schools, September 2014
  - Screening, searching and confiscation, February 2014
- **Computing Programmes of Study – 2014**
  - “Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy;
  - Recognise inappropriate content, contact and conduct and know how to report concerns.”
- **Keeping Children Safe in Education’ - 2014**
  - SLT and staff should be aware of a range of “specific safeguarding concerns” including child sexual exploitation, Bullying including cyberbullying, radicalisation and sexting
  - Governing bodies and proprietors should “consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum”

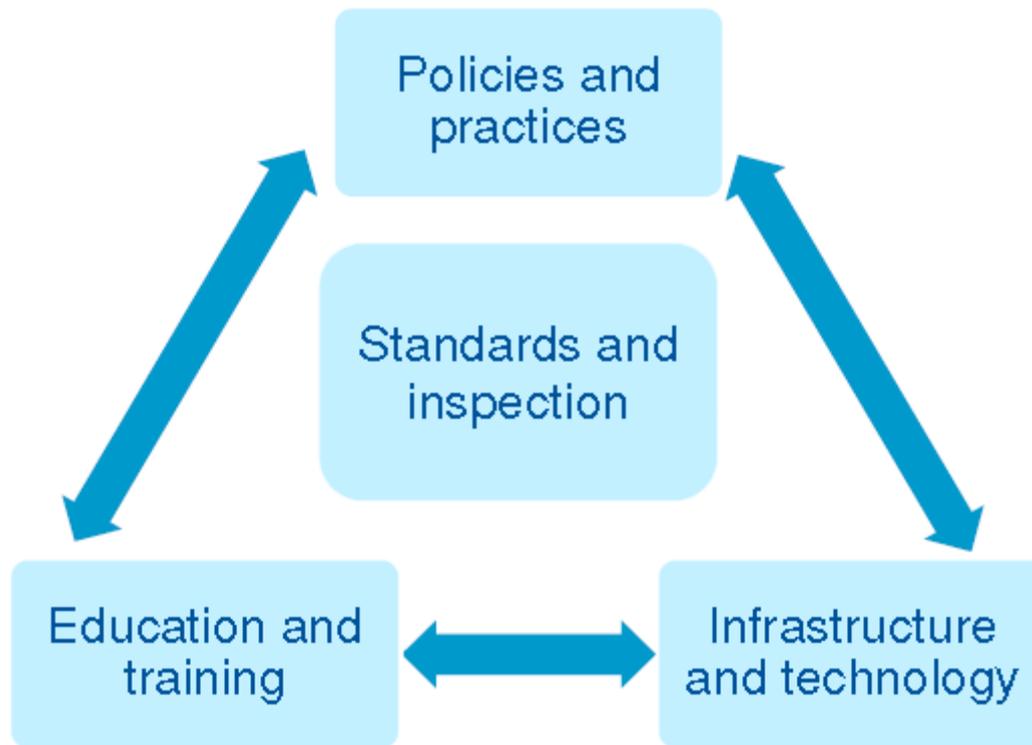
# e-Safety and Ofsted: School Inspection Framework (January 2015)

- **Quality of leadership in and management of the school**
  - Inspectors should consider...the effectiveness of safeguarding arrangements to ensure that...all pupils are safe
    - Effectiveness with which a school identifies pupils who may be at risk
    - Action taken following any serious incident
    - Promotion of safe practices and a culture of safety, including **e-Safety**
  
- **Behaviour and safety of pupils at the school**
  - Inspectors should consider
    - effectiveness of the schools action to prevent and tackle all forms of bullying and harassment; this includes **cyberbullying**...
    - The success in keeping pupils safe, whether within school or during external activities, through, for instance, effective risk assessments, **e-Safety arrangements** and action taken following any serious safeguarding incident
    - The extent to which pupils are able to understand, respond to and calculate risk effectively (including e-Safety)
    - The schools response to any extremist or discriminatory behaviour shown by pupils
  
- Inspectors should include **e-safety in their discussions with pupils** ... and what measures the school takes to promote safe use & combat unsafe use, both proactively and reactively

# “Inspecting Safeguarding” Section 5

- “Safeguarding is not just about protecting children from deliberate harm. It also relates to aspects of school life including **internet or e-Safety**, cyberbullying..., radicalisation and extremist behaviour,.... child sexual exploitation, sexting....”
- *“ Adults understand the risks posed by adults or young people who use the internet to bully, groom or abuse children and have well-developed strategies in place to keep children safe and to support them in learning how to keep themselves safe. Leaders oversee the safe use of electronic and social media when the children are on site and take action immediately if they are concerned about bullying or risky behaviours.”*
  - e-Safety must be viewed as a whole school safeguarding issue and up-to-date, relevant and regular whole staff training should be in place.
  - Leaders and managers have an essential role to ensure that there are relevant, clear, up-to-date and effective policies (either specific to e-Safety or embedded) regarding the safe use of technology, including social media and other devices.
  - Adults in schools/settings need to be able to discuss online safety with children in a confident and age appropriate way. School curriculums should be flexible, relevant and engage pupils’ interests and encourage them to develop resilience to online risks and not rely on filtering or blocking or one off events or assemblies. This may also include participation in national events such as Safer Internet Day.
    - e-Safety is not just about educating pupils about the risk of “grooming” by strangers and highlights that children can also be at risk of harm by their peers.
  - There should be clear procedures to follow regarding online concerns. These should apply to staff, pupils and families and could be included as part of the schools child protection and safeguarding practices. This will include ensuring that all members of the school/setting community understand appropriate online behaviour and conduct with a clear policy which includes a relevant, up-to-date, understood and respected Acceptable Use Policy (AUP).

# The e-Safety Agenda: A Whole School Approach





# What is your schools “e-Safety” practice?

- How does your school ensure that **all** staff receive appropriate online safety training that is **relevant and up to date**?
- What **mechanisms** are in place to support **pupils and staff** with online safety concerns?
- How does your school **educate and support families** with online safety?
- Does your school have **e-Safety policies and acceptable use policies** in place which is **clear, understood** and **respected by all**?
- How does your school support and educate children to **build knowledge, skills and capability – online resilience**?

# Keeping Staff Safe

- Do **ALL** members of staff understand the importance of professional practice and reputation (both their own and the schools)?
- Does the school have clear guidance about professional responsibilities and boundaries regarding use of technology e.g. AUPs?
  - e.g. adding parents/pupils as “friends”,
  - Communication via work approved channels
  - Using personal equipment etc?
- Do all members of staff receive up-to-date and appropriate training?
  - Induction? Annual update? Staff Meetings?
- Are there clear support mechanisms and processes for staff to use if they have a concern?



[www.kelsi.org.uk](http://www.kelsi.org.uk)

Welcome to CEOP's Thinkuknow

Help your children understand what's safe and what's not safe on the internet. We've got lots of resources for you to use in your classroom or at home.

Age groups:

- 5-7?
- 8-10?
- 11-13?
- 14+?
- Parents/Carers?
- Teacher/Trainer?

REPORT ABUSE

DIGITAL LITERACY & CITIZENSHIP

from the South West Grid for Learning

REGISTER TODAY FOR FREE ACCESS TO ALL DIGITAL LITERACY MATERIALS

DIGITAL LITERACY AND CITIZENSHIP WITH SWGL

These free resources are designed to empower children and young people to think critically, behave safely, and participate responsibly in our digital world. They are resources that you can use right in your classroom.

Join us to help shape the future. To discover our latest news and events, sign up to our newsletter or follow us on social media.

VIEW DIGITAL LITERACY RESOURCES BY YEAR:

FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11

Internet Matters Learning

schools

There are lots of resources to choose from when it comes to teaching internet safety, and lots of ways that schools can get parents engaged in the subject. Through these pages we hope to make it simple for you as teachers and advisors to find the right information quickly, best for use in the classroom and to help parents make positive changes.

56% of parents use their internet for advice about technology

70% of parents used to share their children's online activities

1 in 3 of parents that reported to teach their children about internet safety at home

An introduction to our pages for schools

Childnet International

Welcome to Childnet International, a non-profit organisation working with others to help make the internet a great and safe place for

Twitter

Kent e-Safety - Safer Online

Kent County Council

Childnet teach new resource to help parents and carers talk to their children about pornography on the internet

Childnet International have launched a new resource to help parents talk to their children about pornography.

This resource includes a new cartoon character that shows that lots of people use their phones to look at porn. It also includes a new cartoon character that shows how easy it is to find porn on the internet.

Childnet are encouraging all parents and carers to start an ongoing dialogue with their children about internet use, and the content they see. It's important that children understand that it's not just about pornography, but about all the things they see on the internet.

Childnet, part of the Kent Safer Internet Centre, developed the resource after consulting a focus group with children from Kent schools.

[www.childnet.com](http://www.childnet.com)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

[www.internetmatters.org](http://www.internetmatters.org)

[www.iwf.org.uk](http://www.iwf.org.uk)

[www.digital-literacy.org.uk](http://www.digital-literacy.org.uk)

[www.kentesafety.wordpress.com](http://www.kentesafety.wordpress.com)

Kent County Council

KELSI Kent Education Learning and Skills Information

Home

School management

Curriculum and pupil learning

Pupil support and wellbeing

Safety, health and wellbeing

Child protection and safeguarding

KSCE

E-Safety

Contributing

e-Safety

The Kent e-Safety Strategy group, comprised of teachers, Kent County Council Officers, Child Safeguarding Officers, Connexions, Libraries and Academics, Kent Police and other children's assistance professionals, has shown an active safety to the young people in Kent. This was led by the Kent Children's Safeguarding Team and the Kent Safeguarding Children Board.

Kent e-Safety policy template and guidance

The Kent schools and settings e-Safety policy template has been updated for 2012 to reflect the changes in technology and practice within schools.

Information posters

- e-Safety classroom posters
- Think (44) power and
- Kent Police and ACC posters
- Welcome
- Handing pictures
- Do you know who you're talking to online?

# Action Points

- So what now...
- Possible ideas:
  - Identify someone to lead on e-Safety for the Governing Body and SLT
  - Audit current practise: [www.360safe.org.uk](http://www.360safe.org.uk) or Kent Tool
  - Identify areas of strengths and weaknesses in relation to e-Safety practice in your school
  - Create an “action plan” to improve practice and build on strengths
  - Evaluate and review actions after a set period of time



# Safeguarding Children, Protecting Staff Online

- e-Safety is about safeguarding & behaviour, not technology
- e-Safety needs a shared whole setting approach to be fully embedded – not just ICT or off one events
- Be aware that children will push boundaries
  - Discuss safe and appropriate online behaviours
  - Discuss what to do when encountering inappropriate online content and contact
  - Signpost to sources of support – CEOP, ChildLine, IWF etc.
- All staff need to be able to recognise, respond and refer
- If in doubt, consult with e-Safety/safeguarding lead
- **e-Safety = “Protecting children whilst they are in our care and educating them for when they are not”**

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