

e-Safety Newsletter

- Educational Resources - what, when and how?
- Responding to an incident
- Embedding e-Safety

Edition 19

Hello and welcome back from the Easter break. I hope you enjoyed a well-earned rest and recuperation ready for the challenges ahead.

For some, one of those challenges is how to embed e-safety into the new curriculum (Computing). It's one of the most common resource-type questions I'm asked, so in this edition I'm going to hopefully point you in the right direction of my favourite resources to use in school.

Of course, money is tight for many so all of the resources mentioned in this newsletter are free for schools to use. Speaking of which, my website has been completely re-designed (and is mobile friendly) and there are a small number of free resources on there too (not curriculum resources).

Let me know what you think of the website, I'm really pleased with it.

Alan Mackenzie

Educational Resources - what, when and how?

There are so many resources for e-safety out there on the internet it can sometimes seem like a bit of a minefield trying to find the right ones for the right situation. We need to look at this from a number of different angles:

- Responding to an incident;
- Ofsted;
- National curriculum

As well as the above, we also need to consider what we mean by e-safety in this context.

When we talk about risk, ordinarily we will talk about current and past issues such as bullying,

sexting, trolling, abuse and much more. In other words the very safeguarding-type issues that are vitally important for everybody to understand in order to recognize and respond to risk or incidents.

But of equal importance is the future; by this I mean the 'digital trail' we leave behind us for many years to come. How will that trail be viewed by others such as university and employers? Are there things we may regret saying in our younger years?

How can we empower children and young people to be safe and responsible?

Speaking with many students, I'm told the same thing time and again, "Showing us a video in assembly is pointless, it has a scare factor of a few hours especially as we see the same thing 2 or 3 times a year."

The videos and resources used are often from the ThinkUKnow website (CEOP). I have nothing but the utmost respect for CEOP, the resources they produce and the work they do, and this brings us to the first area:

Responding to an Incident

Sometimes, things just happen. A particular incident in school (or outside school) identifies a more widespread issue that needs to be tackled sooner rather than later. A classic example of this would be incidents such as sexting.

Agencies such as the CEOP education team, in collaboration with others such as NSPCC, Childnet and SWGfL often respond quickly to anything from a national perspective and so you will find that if there is anything of a safeguarding nature, there is a good chance a resource has already been created along with

Internet Content Filtering

A balance between blocking and managing

Read a whitepaper I wrote on behalf of Impero Software here:

<http://www.esafety-adviser.com/internet-content-filtering-balance-blocking-managing/>

advice for the students, for staff, and also very importantly for parents too.

I would be surprised if there are any schools that don't know about these resources so there's no need to go into any detail.

<http://www.thinkuknow.co.uk/>
<http://www.childnet.com/resources>
<http://www.saferinternet.org.uk/>

and of course, BeatBullying

<http://www.beatbullying.org/gb/resources/>

Embedding e-Safety

Too often e-safety is seen as this dark world of undesirable things that are happening on the internet. Every time I go into a school to give staff training, I can see the look of impending doom and gloom in their eyes, and I really don't blame them.

But for e-safety to really have an impact we need to turn this round into something which is positive for the children and young people. As I mentioned in my last

newsletter, the theme of Safer Internet Day this year is, 'Let's Create a Better Internet Together,' and this is wonderful.

e-Safety needn't be something that is bespoke; from an Ofsted and curriculum perspective it needs to be embedded across the curriculum. By doing this the outcomes will be far more positive. But how do you do this? Here are a few tips and resources to help:

A Few Useful Tips

1. Instead of a monologue, have a dialogue. A really engaging discussion about what they love to do, where, with what and with who. What concerns them, what would they like to know more of? Do they understand what risk is and how to respond? What are their favourite sites and apps? You will find a discussion like this will identify areas that need to be covered, in other words you are targeting a need rather than making assumption. You can then use these identified areas over a term or year (see the SWGfL resources below) and also use that information to target the parents.
2. As simple as it sounds, it works. Blog, blog and keep blogging. This alone has so many positive outcomes of which e-safety is only one. This is by far my favourite, particularly for primary (see the Safe Social Networking resources below).
3. With older students discuss and debate issues around morality and ethics. Use examples of inappropriate comments from articles (Daily Mail is always good for this!!); think about Big Data (discussed in the last newsletter) and the ethics of data mining; get the students to think about the data they post and the implications this could have in their future.

The Best (and only) Resources You'll Need

1. Brilliant scheme of work and lesson plans, videos etc. to empower the safe use of social media using blogs as a platform (primary and secondary)

www.safesocialnetworking.org

2. There's simply too much to say about these phenomenal resources from the South West Grid for Learning, take a look for yourself (all year groups from EYFS)

www.digital-literacy.org.uk

Computing Corner

Peter Richardson

@primarypete_

A great blog post from Pete, to help teachers and Computing school leaders implement the new 2014 Computing National Curriculum.

<http://primarypete.net/the-computing-curriculum>

Minecraft

A HUGELY popular game with children and young people, and increasingly being used within the classroom.

How Minecraft taught my 9 year old son with Asperger's to read and write - a fascinating blog:

<http://www.stam.se/blog/2013/01/05/how-minecraft-taught-my-9-year-old-son-with-aspergers-to-read-and-write/>

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A new website to help primary teachers prepare for the new computing curriculum

<http://www.primaryschoolcomputingco.uk/>

Not computing but important

New statutory guidance - keeping children safe in education (April 2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KCSIE_gdnce_FINAL.pdf

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Digital Classrooms - social media and the primary classroom.

<http://www.digitalclassrooms.co.uk/?p=890>