

Guidance Document:

e-Safety Group

**a guide to establishing your group including
roles and responsibilities.**

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The author

e-Safety has been a passion of mine for a very long time, I love technology and the huge benefits that can be realised through global connectivity and collaboration. I am a strong believer that e-safety is an enabler, not a showstopper. It should never be a barrier to innovative use of technology.

For many years I was the e-safety lead at Lincolnshire County Council, Children's Services, raising initiatives across all schools, police, the voluntary sector and others with positive outcomes and a significant increase in e-safety awareness

I became a CEOP Ambassador many years ago, which was a great starting point, but there is far more to e-safety; the world is changing, technology is diversifying at an extraordinary rate and the use of technology by children is growing massively.

Since establishing my own consultancy I have worked with hundreds of schools, charities, commercial organizations, police and many others. Whether that's for training, research, strategic initiatives, whitepapers, guidance and so much more, I love the diversity. But most of all I love the challenges of empowering others in a world of technology where the future is a blank canvas.



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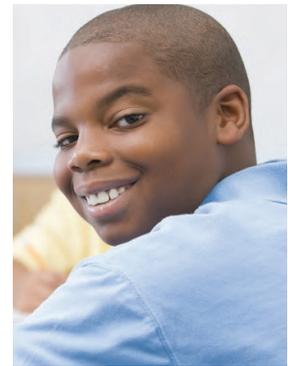
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Introduction

Over the years the term 'e-safety' has taken on a whole new meaning. Whilst safeguarding children and young people from harm should always be the prime consideration, it's clear that the issues have become much more widespread and therefore considerations for schools have expanded dramatically. Some of these considerations would include:

- The large majority of incidents will happen outside school but have a knock-on behaviour effect in school.
- Effective strategies to engage parents - critical yet difficult and no single solution.
- Ofsted inspection.
- Curriculum - just Computing?
- Evidence - what works, what could be improved?
- Standardized processes.



**Working together
to benefit all.**

There is little doubt that establishing an e-safety group with wide membership is one of the most forward thinking initiatives you can embark upon. But how do you establish this group, who should be a part of it and what are the outcomes?

This guide has been put together to help you with these questions and more. Please understand it is a guide only, I'm a single consultant with tiny budgets and these things take a lot of time to put together, but if anything is amiss or you think anything could be included in future versions let me know. Equally if you have set up a group successfully let me know and I will share your news in one of my newsletters.

Establishing your group

Before you start you need to decide what the outcomes of the group will be, and based on that who would ideally be in the group.

What are the outcomes?

In essence, to ensure governance, leadership and ownership. Specifically:

- To use the wide and varied knowledge of others with different skills.
- Wide range of opinions in terms of age and experience from the whole school community
- To monitor the impact of e-safety education and to identify and fill any gaps.
- To raise and manage new initiatives including annual initiatives such as anti-bullying week and Safer Internet Day.
- To spread the workload and build resilience.
- To monitor and review policy.
- To monitor incidents and establish the best way of dealing with them.
- To engage the community - working together to benefit all.



Who should be in it?

The following is an 'ideal' list but you will need to tailor to your environment.

- Governor - ideally the person with safeguarding responsibility.
- SLT representation.
- ICT Coordinator, Head of ICT.
- Child protection lead.
- ICT support
- Children - school council or a chance to get others involved.
- Parents or carers
- Your neighbourhood PC or PCSO
- Representation from community groups such as scouts etc.

Roles & Responsibilities

Overall day to day responsibility lies with the e-safety officer (not forgetting that strategic responsibility lies with the head teacher and governing body or trust).

Each individual organization will differ, but you can use the following as a template and change around to suit into your own environment. What is important is that you look at this from a 'whole community' perspective.

DON'T FORGET: roles and responsibilities should be formalised in your e-safety policy.



Formalise roles and responsibilities in your e-safety policy.



**Review your
e-safety
policy
annually.**

Whole-group responsibilities

- To review the e-safety policy annually or in response to an incident.
- To monitor e-safety incident log (note: probably not suitable for students to be present)
- To discuss training needs, including staff, parent/community awareness.
- To raise new community initiatives in response to training needs or as a result of polls/surveys.
- To coordinate annual events such as anti-bullying week or Safer Internet Day.

Governor

- To chair the e-safety group and ensure that minutes are taken and actions are delegated.
- Ensure that all initiatives, action points, concerns etc are raised at full Governors meetings

Child Protection Lead

- Liaise with LA/LADO for any county-wide areas of concern.
- Retain responsibility for the e-safety incident log alongside other safeguarding/child protection logs and ensure safeguarding incidents pertaining to e-safety have been actioned accordingly.

Children

- Pupil forums (for advice and feedback) - for example they could hold a weekly clinic where other students could come for advice or raise concerns.

SLT representative

- To ensure that training, education, initiatives, incidents etc. are in line with whole-school policy and strategic direction.
- To brief SLT on meeting minutes and any actions.

ICT support

- To ensure that the group is kept fully updated with any network security incidents or areas of concern.
- To advise on the correct use and implementation of filtering categories to ensure age-related filtering is appropriate to education.

ICT coordinator, head of ICT (if e-safety officer)

- To review the e-safety curriculum with other relevant members of staff, e.g. PSHE.
- Keep up to date with new risks, issues, developments and resources in the area of e-safety

Parents and carers

- Community issues and community voice ensuring advice and initiatives are spread far and wide in the community.

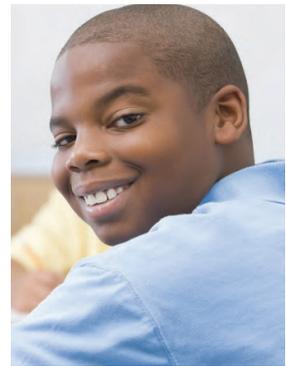
Neighbourhood PC or PCSO and community groups

- To bring to the attention of the group any incidents of concern or patterns of behaviour in the community.
- Ensuring advice and initiatives are spread far and wide in the community.

Your first meeting

Your first meeting is all about setting the scene for the future, commonly called managing expectations. In other words you will be setting the roles, responsibilities, standing agenda etc. so that everybody knows what their input is and importantly, the strategic purpose of the group.

- Nominate a chairperson.
- Discuss roles and responsibilities - devolve the roles.
- Decide standard meeting agenda
- Agree on frequency of meetings and set dates for the year.
- Consider how information will flow into and out of the group.



Who will chair?

It is recommended that the governor chairs this group as he/she will already have a significant role at the school and will be fully aware of school processes/procedures.

How will the meeting notes be compiled and shared?

You may already have a process in place, for example the same process that you use with governors, commonly email, but there are other more collaborative ways that you could consider such as:

Microsoft Onenote
Google Docs (Google Apps for Education)
Evernote

**** Whichever service you use, keep in mind one of the prime considerations - Data Protection ****

How often will you meet?

Everybody is busy so it's important that due consideration is given to balancing the importance of such a meeting alongside the frequency.

In an ideal world I would recommend half termly meetings if possible. Or, you may wish to start off with termly meetings for the first year to see how it goes, and then revisit this after a period of time, e.g. 12 months. Also be clear that there may be a rare occasion when an extraordinary meeting needs to be held at short notice. Furthermore, give consideration to the types of things that may be discussed at these meetings - it may not be necessary (or appropriate) to have students present due to the nature of the discussion, e.g. incidents.



What will you discuss?

The quality of the input will be a large factor in the quality of the output (see the input/output diagram), but what is important is that there is a structure to the meeting so that everything is consistently covered each time you meet, that everybody has a voice that is valued.

Commonly in any meeting there will be a standing agenda and 'any other business'. See page 14 for an example standing agenda.

Also don't forget there are standard times of year where you may have a specific initiative held annually, for example 'Safety Week'. There are also national initiatives that you should remember too such as:

- Safer Internet Day (February)
- Anti-bullying week (October)
- Christmas (think new consoles, games etc.)

Input to the group

governors and senior leaders

child protection lead

ICT support

students

parents/carers

neighbourhood policing team

online reporting systems

swgfl boost tool

google alerts

worry box

polls/questionnaires

local authority/lscb

national guidelines and policy



Output from the group

website and social media

letters

parents and carers

newsletters

ICT evenings



website and social media

wider community

local newspaper/media

curriculum/lessons

assembly

school

digital leaders

staff meetings

Standing agenda - example

There will be standing items in each meeting which could include:

- Review and update of actions from last meeting
- Review of e-safety incidents - child protection lead
- New national guidance or policy requirements - e-safety lead
- Filtering reports - ICT support
- IT security issues - ICT support
- Concerns or questions from the community - parents, PC, PCSO
- Updates on any in-process initiatives.
- Any other business - including proposals for new initiatives



Other regular items may include

- Anti-bullying week (discuss in July or September)
- Safer Internet Day (discuss in October)
- Annual review of e-safety incidents (discuss in June/July)
- Discuss appropriate training needs as required (staff, governors, parents)
- Review e-safety curriculum (discuss towards end of curriculum year to allow time for planning)
- e-Safety and acceptable use policies (reviewed annually)

Community engagement

One of the most difficult, yet arguably the most important aspects of e-safety is parental and community engagement so you need to think out of the box, but in such a way where there isn't a significant amount of work to do.

Herein lies the beauty of the e-safety group as certain responsibilities and initiatives can be devolved to other members of the group. Here's a small list of examples:

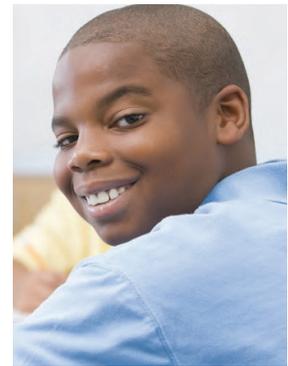
- Digital leaders - hold a weekly or fortnightly walk-in centre for other pupils to raise any concern or question.
- Curriculum - use the imagination and creativity of children to create a drama or play about certain aspects of e-safety; there is no better way to get the parents in. You could create a song or record a series of videos. These creative ideas not only inspire, but also pull in many other aspects of the curriculum so that you are not treating e-safety as something which is bespoke.
- Newsletters - regular newsletters with pertinent information discussed with the e-safety group. Get creative again, record videos, create a newsletter and embed the videos into the newsletter using something like Aurasma.
- Social media - don't be put off by some of the scaremongering stories you hear. There have been some minor incidents but the positive engagement hugely overwhelms the negative. Facebook is by far the best way of doing this with Twitter coming a close second, but there are plenty of others such as Pinterest and even Instagram or Snapchat if you really want to be forward thinking and creative. You could even use 2 or more for maximum engagement and these can be automated using a free service such as IFTTT (www.ifttt.com).
- The community members of your group (such as parents/carers, police, local groups etc.) are the best people to get this engagement message out.



Risk assessing

What is Risk Assessment?

Schools have to risk assess all the time. Sometimes this is a formally documented process, sometimes it is assessment through experience. If you think about it, you are already risk assessing constantly: when you get into your car to go to work you take into account the weather, the amount of traffic on the roads, children waiting to cross the road and much more. This is assessment through experience. You know what to do in situations such as these. But, when something happens that is unfamiliar you have to re-assess and make a decision, you have to weigh up all the factors and the unknowns.



It's a matter of discussing all the unknowns and then coming up with a plan to mitigate against the risks. If you can't mitigate the risks, are they so low that you can accept the risk? This is where your e-safety group comes in.

Are you getting new technology in the school? Are you thinking of using a new service, perhaps a new cloud service or thinking about getting a Facebook page for parental engagement? All the members of your group have a part to play in this, for example your IT support will be able to advise on the technical aspects, parents will be able to raise any concerns from their perspective, the child protection lead will be able to raise or allay any CP concerns.

Liability

Risk assessment plays a very significant role in order to reduce the risk of harm to the child and adult but it also plays another vital role: that being to mitigate the risk of liability or damage to reputation of the school.

Whilst the purpose of this guide isn't to go into the different aspects of risk assessment, you can refer to [Newsletter 12](#) for a more in-depth explanation, and my model [e-safety policy](#) for risk assessment templates, both of which are on my website.

Useful links and resources

Further resources from Alan Mackenzie

All of my resources are at - www.esafety-adviser.com

Monthly (free) newsletters for parents and staff
Model e-safety policy and guidance
Questionnaires for staff, pupils and parents
Twitter guide for teachers

..... and more



Other links and resources

Online training for staff 1 - <http://www.esafety.academy/>

Online training for staff 2 - <http://childprotectioncompany.com/CPC/>

Google alerts - <http://goo.gl/emrm3Z>

Professionals Online Safety Helpline - <http://www.saferinternet.org.uk/about/helpline>

Safer Internet Day - <http://www.saferinternet.org.uk/safer-internet-day/2015>

eCadets Scheme - empowering children - <http://www.ecadet.zone/>

SWGfL BOOST reporting tool - <http://boost.swgfl.org.uk/Home.aspx>



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