

e-Safety Newsletter

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Safe, Smart and Social

The roots of e-safety

Common Inspection Framework

A renewed e-safety focus





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Alan now works for himself, in partnership or collaborating with many others, across the country helping and advising schools, charities and other organizations with a particular focus on e-safety.

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Foreword from Alan Mackenzie

Hello and welcome back to a brand new school year, I hope you managed to have a wonderful break.

I don't know about you but when I go on holiday I like to be away, as in really away where I can't be contacted, can't get the internet and sometimes can't even get a mobile signal. Every now and again that's bliss to me, a real digital detox, and believe me if you're a heavy user of technology, a detox every now and again really does work. So what if you miss something? Who cares! If it's that important you'll soon find out some other way.

I once knew someone who, after returning from his holidays, would open up his email client, press Ctrl and A (select all) followed by 'Delete'.

Gutsy, but it worked, no stress!

Safe, Smart and Social

The roots of e-safety

There's a wonderful initiative in the United States called Safe, Smart, Social created by Josh Ochs. If you haven't heard of Josh it's worth looking at his YouTube channel, it's really good, lots of things you can share with parents in particular..

My take on **Safe, Smart and Social** is different.

From a safeguarding and an education perspective, most would agree that age is probably the biggest factor that needs to be taken into consideration.

Put it this way - when our children are very young we don't let them out of our sight; we hold their hand when we're out; they can play in the garden as long as it's secure. As they grow older, the children are allowed greater freedom in accordance with our comfort levels. That freedom comes with boundaries and is based largely on trust; break that trust and there are sanctions.

We know that children need to grow up, they have to build resilience, and although we don't like it we know that they will take risks to some extent - exactly the same as we did growing up. In this context online life is no different whatsoever to real life.



Safe, Smart and Social

Continued

SAFE - (Age 0-7)

We know that younger and younger children are using technology, that goes without saying. So we have to allow them to enjoy this use of technology whilst keeping them safe.

Children of this age will have little understanding of what 'risk' or 'safe' is, so this is a full hands-on approach whilst empowering them with simple strategies. These strategies might include: filtering web content to pre-approved sites or services only; understanding the basics of 'personal information'; we'll talk to them about their feelings, so if they're doing something that makes them happy that's okay, but if something makes them sad or unsure we tell them who to turn to for help. Essentially SAFE is the foundation of e-safety; the roots upon which we build.

SMART - (Age 8-11)

Being SMART builds on SAFE and reflects the growing curiosity as their use of technology and online experiences expand.

This may include online games where they have the ability to talk and interact with others. It may be video streaming sites (commonly YouTube) where there is considerable age-inappropriate content, and considerably more age-inappropriate comments. It could also include use of various social media where there is even more potential for exposure to inappropriate content and conduct by others. That last aspect may generate a few sharp intakes of breath, but it is happening, we all know that, do we ignore it, ban it or empower?

SOCIAL - (Age 11+)

SOCIAL again builds on SAFE and SMART and this is where e-safety expands enormously, much like the branches of the tree.

This is where we need to start considering aspects of 'digital citizenship' rather than just e-safety. It doesn't specifically relate to social media, but of course that has to be a consideration. Here we understand that as children grow older, the social aspects of their life will expand further. Independence and privacy becomes increasingly important; peer pressure and adolescence add to a difficult stage of life. Personal information is considerably more than the normal age, date of birth etc. It now relates to what they do, where they go, what they say, who to and when.

NOTE: This is a framework that I'm working on; it's my intention to build on this in future newsletters so if you have any thoughts or input please let me know.

Common Inspection Framework

A renewed focus

You will be aware that Sept 15 has seen a renewed focus from Ofsted on safeguarding, including e-safety under the Common Inspection Framework. Specifically this is 'inspecting safeguarding in early years, education and skills from Sept 2015.'

First and foremost this re-iterates the fact that **e-safety is not a technology issue**; from the perspective of a school it is primarily a safeguarding matter.

Now when I say e-safety, Ofsted has changed e-safety to 'online safety' to reflect issues that go beyond the scope of safeguarding. Similarly the term cyber bullying has been replaced with 'online bullying'.

There is no doubt that inspectors are much more focussed in regards to e-safety. Going back a couple of years you wouldn't see many references to e-safety within Ofsted reports but now it is becoming increasingly common, not just in schools but across other settings such as childminders.

Safeguarding includes the most important aspects such as:

- Bullying, to include cyber bullying or online bullying and prejudice-based bullying;
- Radicalisation and extremism;
- Child sexual exploitation;
- The impact of technologies on sexual behaviour such as 'sexting.'

As with any safeguarding arrangement, high quality leadership and management is paramount; managing e-safety is the key here. In other words not just devolving the responsibility to somebody, but having a clear understanding of the risks and issues not only to the students, but also the risks such as reputation of the school. It includes enabling high quality staff development including one or more persons to lead on e-safety and also having effective, clear and widely understood policies plus good intervention and reporting routes.

If this is all new to you, as a starting point you need to consider this:

Who manages e-safety in your school; is it just the IT lead or is there a shared ownership including a lead governor, IT, designated safeguarding lead, parents and students? Commonly when I visit schools, a person has been handed the responsibility without any understanding what that means. In other words the roles and responsibilities have not been defined by senior leaders and governors.

If you're a regular reader of this newsletter you'll know that my advice is that you should have an e-safety committee or group; without doubt this is the best thing you can do in regards to e-safety and if you haven't seen it already, there's a free, comprehensive guide on my website that you can download.

<http://www.esafety-adviser.com/resources/>

Monitoring the online lives of students

Should you?

It depends on the circumstances. For example:

In school (on the school network) yes, I don't see any problem at all with this. In fact I would go so far as to say I would rather schools monitored rather than filtered using great tools such as Impero or Securus. Internet content filters are blunt instruments and I'm not a great fan.

But outside school, in other words on the internet?

Absolutely, most definitely not (in my opinion)!

But this is something that is happening over in the United States in Orange County.

Using software called Snap Trends the schools will be scanning for social media posts using keyword search which may give indications of cyber bullying, violence, suicide etc.

Don't get me wrong, under some circumstances I can completely understand this, but as something which is done as standard it fills me with horror.

Regardless of what we think children and young people are getting up to on the internet, there is an expectation of some privacy, even if the social media posts aren't private but are in the public domain.

If you think about it in the real world, children playing in the park or on the playground will be playing and talking. It's public; everyone can see and hear what they're doing. But if you walk up to them with a recording device what are they going to do, even if they haven't got anything to hide? Nobody wants that level of surveillance imposed on them.

I think there is a significant difference between monitoring the school network for safeguarding, security and duty of care reasons, and monitoring social media 'just in case.'

**For all your e-safety training and
consultancy needs please contact me:**

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or via

www.esafety-adviser.com



Bits n Bytes

PREVENT

Loads of really useful information in regards to PREVENT (radicalisation and extremism)

<http://bit.ly/1UA8l78>

So You Got Naked Online

A fabulous resource (now in version 2) to help tackle this difficult subject. You can also download or order the leaflets directly to hand out to your students.

<http://bit.ly/1VD6hOs>

IMPORTANT

The Department for Education has set up a helpline for teachers who may have questions or concerns about extremism.

0207 340 7264

You can also email at:

counter.extremism@

education.gsi.gov.uk

Whenever I'm doing parents talks in schools, an hour isn't a lot of time to get across much information.

Therefore, I've created a new [website](#) which is essentially an extension to my talks, and simply signposts parents to relevant information, advice and resources.



internet safety

There is also a dedicated [Facebook](#) page where there are more regular updates.. Feel free to link on your school website.

www.parentsonlinesafety.com

www.facebook.com/esafetyadviser



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