Why You Need Mobile Guardian at School

At Mobile Guardian, they understand that the growing number of electronic devices you need to manage brings with it a growing number of challenges, including an increased amount of IT budget and support.

That’s why they have developed a ‘device agnostic’ Mobile Device Management (MDM) platform to deliver an unsurpassed, secure learning environment that simplifies digital classroom management, saving teachers’ time and enhancing student learning.

They deliver a platform that facilitates parent inclusion, to both share knowledge and ensure that device management and learning are not confined to the classroom.

Their Cloud-based technology has been developed specifically for education. That’s why they have not just one, but three interactive dashboards – allowing the IT team, teachers and parents to access the information they require without being overwhelmed by irrelevant data.

Why Mobile Guardian for Schools?

For the education establishment, Mobile Guardian delivers a myriad of benefits and features for multiple stakeholders.

Their platform gives teachers, IT administrators and parents total oversight of all the tablets and smartphones their students and children use.

With the intuitive, dashboard-driven interface it is both quick and easy to determine how devices are being used and where they are, whilst simplifying application control and providing a safe online environment.

Mobile Guardian allows schools to extend the reach of mobile technology into the home, creating a boundless and safe learning environment for their students and delivering full visibility and inclusion to parents.

Safeguard Students, Empower Teachers and Offer Parental Inclusion

With Mobile Guardian, schools can manage, track, secure and protect all education related devices, whether on school property or off-campus. They will also safeguard students and deliver an engaging digital curriculum.

Why Mobile Guardian in the Classroom?

Mobile Guardian place control of the digital classroom firmly in the teacher’s hand – enabling you to plan and share content, control and limit device use, track progress, eliminate distractions, manage apps and ensure only appropriate content is accessible to students.

You can also share screens, communicate with students and view every device simultaneously via the Teacher Portal.

Our Dedicated Teacher Dashboard was Designed to Save You Time

The intuitive Teacher Dashboard, enables you to control every classroom device and to deliver effective, appropriate educational content. Their tools not only support you in the class, but also streamline planning and reporting, enabling you to take complete control of your digital curriculum delivery.

With their one-to-one curriculum management and granular reporting, you can keep track of individual student progress and ensure they are each supported according to their learning style, development and needs.

Support IT with Shared Administration

For the IT department, Mobile Guardian delivers an intuitive platform to create multiple policies per device and shared administration access across numerous departments. So, whilst supporting teachers and educators, their technology also frees up IT support time by sharing control.

Parental Control at Home

Parents can limit time spent on devices, block apps and inappropriate content. It’s also possible to find the location of your child’s device at any time.

Their Cloud-based technology extends protection to both school devices in the home and personal home-owned devices to deliver omnipresent security and device management regardless of location.

Using the multiple policy-setting functionality guarantees that whether on campus, at home or on a school trip only relevant content is accessible and that the location of your child’s device (and of the child using it) is only a click away.
Changes to the Data Protection Act

On 25th May 2018 the General Data Protection Regulations (GDPR) will come into effect. This will mean that the legislation relating to how organisations, including schools and academies, handle data will change.

Schools are data rich environments. From filing cabinets stuffed with pupil records to folders of staff details, from CCTV coverage to archived letters to parents, from school trip photographs to end of year reports, schools hold an enormous amount of personal data.

Ever since the 1998 Data Protection Act (DPA), schools have been obliged to exercise duty of care over all this data, ensuring that it is kept securely and limiting with whom it can be shared.

The GDPR legislation will increase schools’ responsibilities for ensuring that data is managed correctly and require schools to be able to demonstrate that they are compliant with the new legislation.

The Information Commissioner’s Office (ICO) is urging all organisations including schools and academies to start thinking about the impact the GDPR will have and to start putting appropriate policies and practices in place.

What Should You be Doing to Prepare for GDPR?

Read the ICO 12 step guide on Preparing for the General Data Protection Regulations (see next page) https://goo.gl/meKUkF

Read Harrison Clarke Solicitors’ 10 step guide with specific advice for schools and academies.

Penalties - currently under the DPA the maximum penalty for breaching the Act is £500,000. Under the GDPR this rises to €20 million for both the data controller (you) and the data processor (the company recycling your old computers).

Reporting - organisations will be required to report breaches to the ICO and affected individuals as soon as possible and within 72 hours.

Data Protection Officer (DPO) - under GDPR all public authorities (all maintained schools and academies) will have to designate a DPO, as will organisations whose core activities require “regular and systematic” monitoring of data subjects on a “large scale”, or “large scale” processing of personal data. (Large scale has yet to be defined but organisations holding children’s data or processing large amounts of personal data via CCTV may be required to appoint a DPO.)

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What Should You be Doing to Prepare for GDPR?

1. Awareness
   - The school’s data protection lead will be responsible for notifying you about the changes and how they are going to impact on your role.
   - The school will ensure that you are aware of any changes that affect you.

2. Data protection impact assessments
   - The school will review any existing policies and processes to ensure they are compliant with the new legislation.
   - The school will request your involvement in reviewing existing processes and policies.

3. Data protection requirements
   - The school will review their data protection requirements to ensure they are compliant with the new legislation.
   - The school will request your involvement in reviewing existing policies and processes.

4. Data protection officer (DPO)
   - The school will appoint a DPO to manage their data protection responsibilities.
   - The DPO will be responsible for ensuring that the school is compliant with the new legislation.

5. Subject access request
   - The school will ensure that they have a process in place for handling subject access requests.
   - The school will request your involvement in reviewing existing processes and policies.

6. International data transfers
   - The school will ensure that they have a process in place for handling international data transfers.
   - The school will request your involvement in reviewing existing processes and policies.

7. Consents
   - The school will ensure that they have a process in place for managing consents.
   - The school will request your involvement in reviewing existing processes and policies.

8. Data protection by design and development
   - The school will ensure that they have a process in place for designing and developing new systems.
   - The school will request your involvement in reviewing existing processes and policies.

9. Data breach notification
   - The school will ensure that they have a process in place for managing data breaches.
   - The school will request your involvement in reviewing existing processes and policies.

10. Data protection impact assessments
    - The school will review any existing policies and processes to ensure they are compliant with the new legislation.
    - The school will request your involvement in reviewing existing processes and policies.

11. Data subject access requests
    - The school will ensure that they have a process in place for handling subject access requests.
    - The school will request your involvement in reviewing existing processes and policies.

12. Compliance with the new legislation
    - The school will ensure that they are compliant with the new legislation.
    - The school will request your involvement in reviewing existing processes and policies.

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The GDPR is data protection regulation that will improve the safety and security of all data held by an organisation regardless of the data’s format. The GDPR covers paper based as well as electronic and digital data.

The GDPR will increase schools’ responsibilities for ensuring that data is managed correctly and require schools to be able to demonstrate that they are compliant with the new legislation.

The Information Commissioner’s Office (ICO) is urging all organisations including schools and academies to start thinking about the impact the GDPR will have and to start putting appropriate policies and practises in place.

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Copy Cat! Copy Cat!

Images are important in education, they are used to illustrate teaching points, clarify information and inspire. Images convey emotions, capture the imagination & express powerful ideas. We use a lot of images in schools!

Generally, we glean these images from the various websites, aided and abetted by Google (other search engines are available). After discarding those that are inappropriate and of poor quality, most searchers are still faced with hundreds, if not thousands, of ‘free’ images to use as they see fit.

Except that these images are not free for us to use however we like. Just like images, videos, pieces of music and text in the physical world, online or virtual resources are covered by copyright.

Copyright is a way to protect the asset creator’s right to be acknowledged as the creator and it allows the creator or owner an opportunity to exploit their work for a period of time before the asset passes into the ‘public domain’.

Everything has a copyright. Copyright comes into existence as soon as the asset is created. There is no need for copyright to be stated explicitly or labelled with ©. Most physical assets do carry copyright details but online publishers (and remember anyone who puts something online is a publisher) tend not to bother. The absence of a copyright notice or © does not mean that the asset is in the public domain.

Everyone needs to respect copyright. There’s no bottom line saying “Copyright doesn’t apply to us we are a school!”. Failing to respect copyright can lead to schools being fined.

Does this mean I can’t use web images in my worksheets or teaching presentations?

No it doesn’t. There are a number of ‘permitted acts’ and ‘exceptions’ for education in the UK Copyright Act that schools should be aware of and use, which means not having to seek out permissions in some cases.

These permitted acts and exceptions include:

• non-commercial research and personal study
• copying of works in any medium solely to illustrate a point, it is not done for commercial purposes, it is accompanied by a sufficient acknowledgement, and the use is “fair dealing”
• performing, playing or showing copyright works in a school, university or other educational establishment for educational purposes. The audience must be limited to pupils, teachers and other persons associated with the school – not parents
• recording a TV programme or radio broadcast for non-commercial educational purposes in an educational establishment, provided there is no licensing scheme in place. Generally a licence will be required from the Educational Recording Agency
• making copies by using a photocopier or similar device on behalf of an educational establishment for the purpose of non-commercial instruction, provided that there is no licensing scheme in place. Generally a licence will be required from the Copyright Licensing Agency
• teacher in an E2BN school was so pleased with her Year 5 pupils’ presentations on Space that she put some of the presentations on the school website. One of the pupils had used an image from the moon landings. He had copied the image from the website of a well know commercial image library. The image library uses some sophisticated software that searches for breaches of its copyright and found the image on the school website. The library contacted the school, noting the copyright breach and included an invoice for the licence fee. The licence fee was several thousand pounds! And the school was legally bound to pay the invoice.

How Can I be Sure that I Don’t Breach Copyright Laws?

Wherever possible create your own assets. If you need a photograph of a tree nip outside with your camera phone and take one. You’ll own the copyright.

There are lots of collections of assets that teachers and pupils can use without worrying about copyright:

Some collections are free, e.g. E2BN Gallery: http://gallery.nen.gov.uk

Some collections require the purchase of a licence. All E2BN schools can use Audio Networks under the E2BN licence agreement.

Keep your usage within the ‘exceptions’ and ‘permitted acts’ of the Copyright Act.

When searching for images on the web, use Google filter by licence by clicking Search Tools then Usage Rights. Choose an appropriate category.

Acknowledge your sources (and teach your pupils to do this too). It’s good manners. It only takes a few seconds.

Especially if you are going publish, display or share the asset, ask permission before and absolutely do not publish/put on your website anything produced by someone else where you are not 100% sure that copyright has been respected.

Familiarise yourself with copyright laws at:

www.copyrightsandwrongs.nen.gov.uk

http://www.copyrightandschools.org/

https://creativecommons.org

http://www.copyrightandschools.org/

https://creativecommons.org

https://creativecommons.org
Revolutionising Supply Teacher Recruitment

When it comes to sourcing supply teachers, recruitment agencies can be an expensive avenue with costly fees. East of England schools spent over £37 million\(^1\) on supply teachers through agencies in 2015/16.

TeacherIn provides an alternative solution specialising in connecting schools with pre-vetted supply teachers, without facing the significant costs of recruitment agencies.

**How Much does it Cost?**

An E2BN school with 291 pupils could save £7,489 after paying their TeacherIn licence of £728. Another, with 1,841 pupils, will save £15,355 on agency commissions, even after the annual licence of £4,603 for TeacherIn.

**Does it Cost Teachers to Register?**

The app is completely free for supply teachers and allows them to set up a profile, apply and accept job requests instantly.

With TeacherIn teachers create free accounts and schools can subscribe to book supply teachers in their area.

**How Does a Teacher Register?**

By visiting: [www.teacherin.co.uk](http://www.teacherin.co.uk) and registering as a teacher. This only takes a few minutes.

"The TeacherIn app has revolutionised how we book our supply teachers. It’s removed the daily agency commissions and finders fees and given us control to choose the right teachers for our schools every time. It’s so simple to use! In seconds you select which of your preferred teachers you wish to request for a specific class and then get notified via the app once the teacher confirms."

Business Manager Stephanie Bass from Bridge MAT

**Can I Access TeacherIn on the Web?**

TeacherIn offers access through the web and smartphones.

**Can I Register with TeacherIn and Agencies?**

Yes, there is no obligation when you register with TeacherIn; you can work for as many agencies or schools as you choose.

1 Based on Freedom of Information data

**How Does a School find a Teacher?**

Schools are able to easily send out job alerts and book supply teachers (new and existing) at the touch of a button, with all information updated automatically.

TeacherIn also provides reports, including the history of requests, the analysis of bookings and anticipated trends.

**Can I Manage my Availability?**

Once teachers have registered with TeacherIn, they manage their availability through their profile on the app or the web, allowing you to add or remove available times and dates.

**How do I Know if there is a Job Available?**

The TeacherIn app gives you real-time text notifications of jobs as they are posted by schools, so you can apply instantly and manage your bookings.

**Do you Offer CPD?**

Registered teachers have access to certified CPD, including Safeguarding, Microsoft and E2BN courses. Courses currently available include Behaviour Management, Reducing Stress and Strategies for Students with ADHD. These are regularly updated and the selection extended, and include a graduate programme, guidance for returning teachers, and curriculum mapping.

**Do the Teachers Receive Pension Contributions?**

In addition to receiving a salary directly from the school, registered teachers also have access to teacher pension schemes. They are paid directly by the school who will also manage their pension contributions.
Over the last 10 years we have seen an explosion in the use of web-based resources and apps in our classrooms. Productivity tools (office applications), content creation applications and video assets sit online alongside more traditional websites. We store and access lesson plans and assessments remotely and rely on dozens of different virtual resources.

Cloud services and access to web resources have undoubtedly enriched our teaching and engaged our learners in new and positive ways. But the Cloud has also brought enormous frustrations to the classroom:

- Waiting for the whole class to type the correct URL for the website
- Waiting for pupils to log in
- Hoping pupils (and you) can remember the username and password to the resources you haven’t used for a few weeks
- Flicking backwards and forwards between sites and apps (and logging in each time) in order to show a video, a document, a picture, a presentation
- Logging in to check your diary, logging in to another app to check your emails and another to take the register
- Pupils and teachers not able to access the licenced content they use at school when they are at home

If only there was an easy and attractive way to group and then share web links with pupils (or colleagues, or parents). If only our pupils could access their computer desktops when they were at home. If only I could curate virtual teaching and learning resources and access them from any machine. If only there could be one password to rule them all.

All of this is possible with **Is it Me? !!!**

**Is it Me?** is your desktop in the Cloud. Log in once and link to all of your favourite web resources, access your licenced content anytime, anywhere; curate resources for specific topics and share with colleagues, pupils or parents.

**Launchpads**

Launchpads are collections of links to web resources created by a user displayed as icons.

**Launchpads – Make it easy to curate web resources**

The example is a launch pad that our E-Safety Manager’s created for the E-Safety Leaders’ Day course. Each tile is a link to a separate web page. Kathy was able to move smoothly between web resources without having to worry about remembering/typing URLs.

**Launchpads – Make logging in to resources easy and efficient**

Some tiles are accompanied by a key. The key indicates that user credentials are required or have been set for this resource.

Some resources have been configured to auto-login or auto-fill the user credentials. Simply right click the tile and add your username and password. Clicking the tile will take you to the web resource and, depending on how the web resource has been set up, either log you straight in to the resource or take you to the web resource and auto complete your log in details. You’ll need to click the resource log in button.

**Launchpads – Make remembering passwords redundant**

Some resources do not allow auto-fill or auto-login and so display a grey key. Right click the tile and enter your log in credentials. **Is it Me?** will securely store these details. When you next need to log in to the resources and can’t remember your username and password, right click the resource and click show. Your log in details will be displayed.

This saves so much time and effort!

I now only need to log in once!
Flightdecks are collections of media widgets curated by the user. Widgets include: video, slide shows, Google and 365 documents, maps and other HTML content.

This flightdeck was created for the E-Safety Leaders’ Day. Kathy embedded her slide shows, some videos, a document and a map. Kathy was able to move from presentation to video to document without the need to launch separate apps, or navigate to the resource.

A teacher could create a similar flightdeck of resources for a particular lesson, topic or course incorporating other widgets such as a calendar, Twitter feed, other HTML content, a Padlet wall, a sound track or a stick note or message.

Flightdecks - Make sharing content easy

Flightdecks can be shared with colleagues and pupils. Launchpads can also be shared publicly for example with parents. Your user log in credentials are not revealed when you share a Launchpad.

Can I try Is it Me?

Yes you can! – simply email us at: admin@e2bn.org and use ‘IsitMe trial’ in the subject line. Let us know how long you would like to run the trial for – most schools find half a term is long enough but if you are a large school you might need a little longer. Tell us your school name and DfE number and the name and contact details for the person running the trial.

We’ll send you a Data Sharing form to complete and set up an Is it Me? account for your school.

Launchpads – Allow anytime, anywhere access to school licenced content

Where schools have licenced content such as Purple Mash or Espresso, that requires individual users to log in, auto-login can be configured centrally for all users. Users will then be able to access that licenced content from any machine in any location.

Launchpads – Make sharing web resources with pupils and colleagues easy

Launchpads can be shared with colleagues and pupils. Launchpads can also be shared publicly for example with parents. Your user log in credentials are not revealed when you share a Launchpad.

Without password frustrations, the lesson has kept flowing!
Even though the Computing Curriculum has been around for over two years, many teachers still look at it with dread. There’s all the new jargon to decipher, new knowledge to acquire and new skills such a programming to learn. But the Computing Curriculum really need not be scary. Here’s why.

**THE SURVIVOR’S GUIDE TO COMPUTING**

The Programme of Study also includes the use of Information Technology (IT) and Digital Literacy (DL) and not all of the Computer Science (CS) section requires children to be sitting in front of a computer writing ‘code’.

**INFORMATION TECHNOLOGY** - This is about using computer devices and the accompanying software and apps to do something. It’s about collecting data and using a spreadsheet to represent that data graphically or to model what happens when a variable is changed. It’s about composing a piece of music using an app instead of instruments. It’s about using graphics software to manipulate a pattern to create wrapping paper. It’s about knowing which device, software or app to use for a particular task and how to combine applications. We have been teaching these things and using IT in other subjects for years and should continue to do so. Just don’t confuse knowing how to use a computer (IT) with understanding how computers work (CS).

**DIGITAL LITERACY** - Digital Literacy focuses on staying safe online. This is not new but helping children to be discerning and respectful users of online resources might be. Children need to develop their ability to critically assess online material and to understand that anyone can publish anything online. Most children use just two criteria when making judgments about a website’s potential reliability and usefulness: it is at the top of their Google search and does the site look good!

Children need to be taught to use the Internet respectfully. This is often interpreted as giving advice about cyberbullying (what Ofsted now call online bullying). And yes it does mean getting involved in Anti-Bullying week and reminding children not to be nasty online. It also means stop teaching our children (what Ofsted now call online bullying). And yes it does mean getting involved in Anti-Bullying week and reminding children not to be nasty online. It also means stop teaching our children

When it comes to introducing children to writing programmes, Scratch is fantastic. Its graphical interface removes that tedium of having to get the syntax right and is a joy for the slow or inaccurate typist! Scratch is sophisticated enough to enable gifted teenagers to create fantastically complex programs but it is simple enough for the average teacher to be able to make a sprite (like a screen turtle) move around a pre-drawn route.

**COMPANY SCIENCE**

Of course, there’s some Computer Science in the Computing Curriculum. And there’s some jargon (algorithm, debug, abstraction) to learn. Go to www.barefootcas.org.uk for a complete guide to the vocabulary and concepts.

You don’t need to know how to set up or how to fix the school network – but you do need to know a little bit about the parts of the network and what they do. Remember the curriculum is designed for children so it really isn’t going to be that complex. Again www.barefootcas.org.uk has an excellent explanation for teachers.

From using an algorithm (instructions) to draw a crazy character to using themselves to model the Internet there are lots of away from the computer activities (known as unplugged activities) that help children understand CS concepts. It pays to start children programming in a concrete, physical way. Introduce the notion of controlling a device in Early Years with remote control toys and use programmable devices such as Beebots and Roamers in KS1. Allow children to ‘play’ at being robots with other children issuing instructions. Plan on paper and test the instructions/algorithms with a ‘fakebot’ before inputting the programme.

Programmers spend as much time debugging (fixing) their programmes as they do writing them. Having a programme that doesn’t work is not a sign of failure, it’s a learning opportunity.

**USEFUL RESOURCES**

Checking the accuracy of websites: www.allaboutexplores.com

Appreciate how search results are selected and ranked: www.bbc.co.uk/guides/z8yc2p3 and http://computer.howstuffworks.com/internet/basics/google1.htm

Being a discerning user – show pupils: http://zapatopi.net/treeoctopus/ and see how long it takes for them to realise that it is a glorious hoax

How to teach primary programming with Scratch - Phil Bagge. Buy the book at: www.code-it.co.uk

Register at: www.barefootcas.org.uk and access free ‘teach your-self’ guides for teachers, great lesson materials and Scratch templates

Great ‘unplugged’ CS activities available at: www.csunplugged.org

Download Scratch from: https://scratch.mit.edu

Use technology safely: www.ecadetzone using offer code E2BN2017 to activate your account for free

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**Cisco Meraki**

**NETWORKING | SECURITY | COMMUNICATIONS | MOBILITY MANAGEMENT**

100% cloud managed, enterprise-grade networking built for education

**Are you looking for a better Wifi solution for your school?**

In partnership with E2BN Meraki are offering a free trial of their Wifi solution so you can be completely confident of connectivity throughout your buildings. Should you decide to purchase there are fantastic prices for our E2BN members.

To take advantage of this amazing offer visit: meraki.cisco.com/ukieud
Keeping Children Safe in Education – What it Means for Online Safety

Last September’s revisions to Ofsted’s Common Inspection framework showed very clearly that inspectors were to view online safety not as a technological issue but as a Safeguarding one. The publication of Keeping Children Safe in Education on September 5th 2016 reiterates the point: Online safety is a Safeguarding issue.

Last term, we looked at Keeping Children Safe in Education in the light of the requirement for schools to: “ensure that appropriate filtering and appropriate monitoring systems are in place. Children should not be able to access harmful or inappropriate material from the school or college’s IT system.” But as KCSiE makes very clear, online safety isn’t simply about having a fantastic filter in place or working out the best way to monitor how pupils use the Internet. Schools’ responsibilities extend much further and include identifying children who are at risk, as well as equipping all pupils to engage with the online world in a safe manner.

Of course, if you aren’t aware of the risks, don’t understand social networking (or think that under 13s aren’t using it) and haven’t thought about what could go wrong online, you are unlikely to be able to identify which children are at risk or be able to teach them how to use the Internet safely.

For this reason, KCSiE makes schools, i.e. Headteachers and governors, responsible for ensuring that all staff receive regularly updated Safeguarding training and that children are taught about Safeguarding.

By ‘all staff’ the guidance means everyone: the caretaker, mid-day supervisors and play workers as well as teachers, learning assistants and senior leaders. None teaching staff often have a more informal relationship with children, and clues that all is not well are often revealed in the more casual conversations that these relationships allow. Classroom practitioners need to know what children do online and how it can be harmful in order to teach them how to manage the risks and stay safe. Senior leaders and Heads must also understand these things so that they can make appropriate judgements when evaluating Safeguarding and teaching and learning.

KCSiE is not overly explicit about the context of the online safety training. Cyberbullying (online bullying), sexting and child sexual exploitation are mentioned as areas that schools need to understand. There are links within the KCSiE document to organisations that provide support for these topics but no specific description of the training schools should be putting in place. The Prevent Duty and reference to Prevent Awareness training for staff is a notable exception.

Of course, finding and accessing the right training for staff can be tricky. A quick Google search will return lots of results. There’s a real mix of do-it-yourself presentations (some of which are free), online courses and face-to-face training.

Some Local Authorities and Local Safeguarding Children Boards (LSCBs) still provide workshops and CPD sessions on online safety for school staff so it’s worth checking with your Authority or LSCB officer. There are also lots of commercial organisations offering online safety training. E2BN also provides school-based online safety sessions for schools and academies.

Having well trained staff who recognise risky behaviour in pupils and know when and to whom they should report their concerns is of course only part of the requirement. KCSiE also states that “Governing bodies and proprietors should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.”

PSHE and Sex and Relationships lessons provide good, safe environments for pupils to explore all Safeguarding issues, including those which are associated with the online world. Online safety is also part of the Computing Curriculum and the teaching of ‘Digital Literacy’ here should complement teaching of online safety in PSHE.

Whilst the best online safety education takes a multi-disciplinary approach, embedding the learning across the curriculum, many schools also dedicate specific time to online safety through involvement in initiatives such as Safer Internet Day (SID), Childnet’s Annual Film competition and the brilliant eCadets scheme.

KCSiE underlines, if it needs to be underlined, that the DfE expects schools to make online safety an integral part of the schools’ Safeguarding. KCSiE says quite clearly that online safety is the responsibility of the Headteacher and governors because only these people can ensure that all staff are properly trained and that online safety teaching is properly embedded across the curriculum.

To help our schools meet the KCSiE requirements E2BN provides a number of training sessions and has funded a year subscription to eCadets.

Want Free Lesson Plans and No Marking?

Empower your pupils to keep themselves and each other safe online with eCadets. Run it as a club, golden time activity or better still, embed it into the curriculum. Each engaging activity is accompanied by a full lesson plan, and eCadets’ staff do the marking for you!

Still not sure? – Try it for up to a year absolutely free.

Go to: https://www.ecadet.zone/schools/new/ and use the offer code E2BN2017
Understanding the Web

Surface Web
Approximately 4% of digital content is on the Surface, and is searchable by standard search engines. Public information readily available. Websites are accessible and indexed.

Deep Web
Approximately 96% of digital content is on the Deep Web, and is not searchable by standard search engines. Sites can be password protected. Websites are accessible and not indexed.
- Legal documents
- Scientific reports
- Academic records
- Financial reports
- Medical records
- Computer websites
- Subscription information
- Storage

Part of the Internet that isn’t necessarily malicious.

Dark Web
The Dark Web is accessible only through certain browsers to ensure anonymity. Also known as the Darknet.
Websites are restricted and not indexed.
- Illegal Information
- TOR - Encrypted sites
- Drug Trafficking
- Political Protests
- Private Communication
- Human Trafficking
- Arms dealing
- Illegal Pornography

The Dark Web can be beneficial.
- Voicing opinions through anonymity within oppressive regimes
- Newspaper reporting

Risks
There are Online Safety risks associated at all three levels.

Making Sense of it all

Staying Safe
Most people don’t realise there is a Deep and Dark Web and students can be easily led into such places. It is extremely important as parents and carers we make sure our children are safe and understand the risks.

Early Signs that your child is using the Dark or Deep Web
- There is a logo to the Tor Browser
- Bragging how they know more information when searching online
- They have multiple accounts you cannot access
- They become secretive and hide away in their bedrooms or other places
- Their computer is locked
- Irregular sleep patterns
- Resistant when questioned
- They have extra spending money
- They understand terms DDoS and DDoXing
- Switching between screens when you approach them
- Monitoring tools never shows any activity
- Failing grades
- They become obsessive

Consequences
- Criminal records
- Prosecution
- Implications for employment
- Deportations
- Fined
- Personal Risk
- Radicalisation
- Becoming an extremist
- Being groomed

Help and Support

Child Exploitation & Online Protection Centre
CEEP works across the UK seeking child abuse and providing support and advice for parents, young people and guardians.
ceep.police.uk

E2BN
Kathy Olson - E-Learning Strategy Manager
Providing essential Online Safety advice and guidance.
E: admin@e2bn.org
Call: 01462 834588 Web: www.e2bn.org

School Designated Safeguarding Lead
This will be a named person in your child’s school who is responsible for Safeguarding.

If you think a child is in immediate danger
Don’t delay - call your local police station or dial 999

National Crime Agency
National body dealing with serious and organised crime, including help and support for cyber crime.
www.nationalcrimeagency.gov.uk
The Digital School for a Digital World

- How can you ensure digital technology enhances teaching & learning and is not just an expensive distraction?
- Is your digital technology saving you time and money?
- How do you use digital technology strategically across the entire school and ensure it is future proofed?
- How safe is your data and how do you know?
- How do you cope with the constant bombardment from commercial companies promising you the earth?

In the drive to achieve excellence in our schools there is no doubt that technology has a crucial part to play. From electronic visitor management systems to mobile devices in all classrooms, digital technology has the potential to transform education. How can schools ensure that their investment in technology achieves true school improvement, provides value for money, is future proofed, has measurable outcomes and is safe and secure for all users?

Our 2017 conference will provide the opportunity for senior leaders, governors, teaching staff and technical staff to learn from the experiences of other professionals who can bring their own unique insight to issues affecting all schools. Keynote speakers will address the ‘big picture’ putting the day into context. A choice of workshops will look in detail at specific issues offering solutions, ideas and practical advice.