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Tip:

Within this document you will see – **More** → followed by random text, this is known as a URL shortener which saves typing out really long web addresses. If you are reading this electronically you can click on the link. If you are reading from paper you can type the link into your web browser for further information.

50% OFF e-Safety Audit

An e-safety audit is a quick, easy and cost effective way to ensure that you have the correct policies and procedures in place in school. Visit my website to learn more (Services page) or email to request an audit.



This year, Safer Internet Day takes place on Tuesday 7 Feb, centered around the theme “connecting generations and educating each other”, with the slogan: “Discover the digital world together... safely!”

This topic looks at the reach of the online world across all generations and cultures and encourages families to work together to stay safe online.

Whether you are 5, 40 or 75 years old, whether you use the internet once a month or several times a day - each person has something different to bring to the table that can help shape our online experiences and our understanding of online competences and safety. We all have a role to play in ensuring that every child is safe online.

More → <http://goo.gl/VjhGU>



Should education professionals “friend” pupils and/or parents on social networking sites such as Twitter or Facebook?

To some in authority the answer is black or white, yes or no. For others the answer isn't so easy

I live in a county filled with very small rural communities, and it is the word “community” which is the clincher, where teaching staff and their children may well be a part of that community. In 2011 there were a number of misconduct cases brought against teachers for “friending” pupils and/or parents and the comments that were made.

It is all too easy to mis-read a comment, it is also easy to post a comment on a whim and regret it later, but what goes online stays online, and it is well worth remembering that this is true of anything you post on the internet. The large majority of schools I have visited shudder at the word Facebook, and will not entertain even a discussion on the matter. I do understand this, but it isn't facing up to the issue. Social networking is here to stay whether we like it or not and with some very good reasons: parents who work away from home (i.e. Armed Forces), busy personal and professional lives; distant

relatives, as well as many other good reasons.

It is easy to see the negatives of social networking, most people reading this were not brought up on this new media, but the children are. Ignoring this in education is missing a great opportunity.

Teaching is one of those professions where your professional life does impact on your personal life. So, should teachers be friending pupils and/or students? No – not in my opinion.

But there are great ways in which the school can engage, i.e. a private Facebook page. This is ideal for sharing school information i.e. diary dates, for keeping busy mums and dads updated, for informing parents of school closure (i.e. snow). I even spoke to a school last week who had reunited one of the parents with her son's lost school blazer within 10 minutes of posting!

Internet Filtering:

Are you blocking or managing?

Ofsted have reported that schools should “manage” their own Internet filtering – but what does this mean?

There are a number of elements involved in Internet filtering: policies (who can access which categories); blacklisting (illegal sites); whitelisting (overriding block policies); site categories; and reports. Initially it takes quite a bit of work to get this right, and in truth it will never be exactly right. No filtering technology can automatically manage itself, it requires constant tweaking to update white lists, recategorise individual sites, add new users to existing policies amongst other things.

When I say constant, it depends on the size of the site. A secondary school may have many more users than a small primary school, but then again a secondary school may well have an in-house team with the responsibility for managing the filtering (whether that is right or not is debatable).

Many schools use the LA supported filtering. LA's take a lot of stick, some rightly so – hugely overly restricting, not listening to users (schools) wishes are the two most common complaints. I do empathise with the LA's in some respects, it is very difficult to keep everyone happy. One school may view a particular site as appropriate while another school believes the same site is inappropriate.

In schools which have local filtering control I have seen some wide and varied policies, and some astonishing ones. For example in a large secondary school where the technical team has the responsibility, the network manager blocks 80% of all categories for all staff and children, yet opens all categories for himself “because he needs to”, and this is a technology college!

A primary school will not have the staff to carry out such tasks, whether it has the technical expertise or not. Internet filtering requires very little if any technical knowledge to operate let alone manage but it can be a burden on a very small team.

Managing Internet filtering is not leaving it up to someone else, even if that person/company/LA controls it, there is a big difference between managing and controlling. You don't have to have local control in the school in order to manage your Internet filtering.

In my opinion, in order to manage your Internet filtering you should be able to answer yes to the following questions, if you answer no or don't know you are not managing:

1. Do you have different filtering policies set up for different year groups, and for staff?

(continued)

2. Is filtering discussed at SLT meetings in order to adjust policies?
3. Does your SLA cover how quickly a site is white or black listed when a member of staff calls the Helpdesk? (it should be no longer than 15 minutes).
4. Have you discussed with your provider, either in house or external, which internet filtering reports are required and how often?
5. Do you have separate reports for children/young people and staff?
6. Do you receive these reports and read them?

I would love to hear your views, do you agree, or do you disagree?
Does your school do something different?



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Some acronyms used by children when texting, chatting or playing online games – do u knw wht they r?

ADDY	ADDY – address
ASL	ASL – age, sex, location
CD9	CD9 – code 9, parents are around
F2F	F2F – face to face
FYEO	FYEO – for your eyes only
GNOC	GNOC – get naked on cam
HSWM	HSWM – have sex with me
IHY	IHY – I hate you
ILU	ILU – I love you
KPC	KPC – keeping parents clueless
LMIRL	LMIRL – let's meet in real life
PAW	PAW – parents are watching
TAW	TAW – teachers are watching
WTF	WTF – what the f***

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