

5 PROVEN STRATEGIES FOR

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**MASTERING**

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ONLINE SAFETY



# ABOUT THE CO-AUTHORS



## PAUL JACKSON

HEADTEACHER  
OF MANORFIELD  
PRIMARY SCHOOL

Paul Jackson is Headteacher of Manorfield Primary School, a large primary school in the London Borough of Tower Hamlets, one of the country's most deprived areas. When Paul took over the Headship, the school was rated Inadequate by Ofsted; but at their next inspection they achieved Outstanding in all categories – a phenomenal turnaround in such a short amount of time.

Paul has a wealth of school leadership experience, having taken on his first headship at Gallions Primary School, Newham, in 2007. Throughout his time as Headteacher, he has seen the education environment develop and change, and having undertaken the role of ICT co-ordinator prior to becoming a Headteacher, and more recently the role of designated lead for safeguarding, online safety is an area which is of particular interest to him.

Outside of his day job, with a 12 and 9 year old at home, he is currently also experiencing this area from a parental perspective.



## BEN HAMMOND

FOUNDER OF  
EAC NETWORK  
SOLUTIONS

Ben Hammond is the Founder of EAC Network Solutions and has been working with schools up and down the country, helping to plan and project manage innovative and effective ICT strategies, for over 13 years. In that time he's seen how quickly the technological landscape changes, along with the associated challenges that schools face when keeping pupils safe online.

That's why he champions an approach to ICT that lays the foundations for whatever may lie ahead. His mantra is that today's children will not be adults in today's world; they will be adults in 'tomorrow's world', a different place, with a different set of rules, different boundaries, and different opportunities. A world that we can try to imagine, but one that is unpredictable and as yet unknown.

Away from work, Ben is a dedicated family man and, with 3 young children, appreciates the challenges that parents face on a daily basis when trying to keep their children safe online.

## ABOUT THIS REPORT:

Between them, Paul and Ben have all the real-world knowledge, skills, and experience to lead you through the incredibly complex world of online safety. In this report, they distil this complex world down into 5 practical and easy-to-implement strategies that you will be able to take away and implement in your school right away in order to improve online safety for your pupils – both within the classroom and beyond.

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### PAUL JACKSON OF MANORFIELD PRIMARY SCHOOL SAYS...

We have a specific approach to online filtering which does not fully restrict children's access to undesired sites.

We believe that if we do restrict these sites, children will explore them in an unsafe out of school setting.

As schools, our role is to educate children while keeping them safe. The rapid changing online world results in some Parents and Guardians not being able to keep up with the latest online threats to children's safety, and unable to identify issues arising from the world wide web.

From close monitoring however, we can identify when a child visits a site that we would not want them to. This allows us to have a conversation with the child and often their parents about the appropriateness of their internet access and teach lessons around this.

Any website that is deemed wholly inappropriate is blocked where it is identified.

Certain websites such as YouTube that contain inappropriate content but act more as a distraction can only be accessed if an adult or member of staff authorises it using their login.

All desktop PCs and laptops that can be accessed by a pupil are monitored and alerts are sent via email to identify any breach such as inappropriate image or text viewed or typed, this also includes identifying radicalisation.

Not only does our approach to online safety help keep children safe but I believe we are also in a better position to educate pupils as well as parents and the wider community about Online Safety.



### BEN HAMMOND OF EAC NETWORK SOLUTIONS SAYS...

I really like Paul's approach to online filtering and this is also something we champion at EAC.

From my experience of working with schools on a daily basis, we find that over-blocking internet access with lots of restrictions just causes teachers' and pupils' frustration. This is why we try and adopt the approach of using multiple layers of protection, URL Filtering, Gateway Anti-virus, and Classroom Monitoring to provide a robust but safe environment.

This can then be supported by multiple levels of logging and reporting which, should they be required, can be used by staff to both address specific issues and educate the more vulnerable users. I feel that this approach allows schools to harness the potential of the internet as an education resource, while also having the confidence that all users are protected from a safeguarding point of view.

If you don't feel that your school is currently set up to cater for this approach, feel free to get in touch with me and I can have a chat with you about setting you up with a 30 day free trial of the Senso classroom monitoring software.



### PAUL JACKSON OF MANORFIELD PRIMARY SCHOOL SAYS...

At school, we are able to monitor children's internet access using the approach mentioned above. While we teach children about keeping safe online, there will inevitably be children who will explore the internet out of school where their internet access can often be unrestricted.

The key here is to raise parental awareness of the dangers of the internet, whilst highlighting the great potential of the internet as a learning resource. We do not want parents or children to be scared of using the internet and to ban access at home.

Safe, appropriate access is vital for our children. We therefore run an annual programme of Parental Workshops, raising awareness, but also giving hints and tips on how to keep children safe whilst they are online at home.

These workshops cover a range of areas, and often develop because of parents' questions. The key areas we look to address are:

- 1. Do it together!** – When your child wants to explore the internet, do it with them.
- 2. Agree a set of rules for Internet use in your home** – This allows your child to take ownership of the rules, but also for you to discuss with them what is and is not appropriate. It also means that everyone in the home should stick to the rules, with adults leading by example.
- 3. Agree time limits** – Talk to your child about when and for how long it is acceptable for them to use the internet – not before school, not immediately before bed time, as a reward once homework is completed, etc.
- 4. Discuss how to behave towards others when gaming, chatting, e-mailing or messaging** – Treat others as you would want to be treated, do not share personal information (name, address, telephone, e-mail, photos).

**5. Agree what type of sites are OK or not OK in your family** – and again, everyone must stick to this. Adults must lead by example.

**6. Celebrate learning!** – Encourage your children to show you what they have been doing / what they have learnt online.

A key message is that there are more positive aspects to using the internet than negatives, and that it can be a fantastic educational and recreational tool for all.

Whilst these workshops are open for all parents, we target vulnerable families who we think might be most at risk.



### BEN HAMMOND OF EAC NETWORK SOLUTIONS SAYS...

This is a fantastic approach that helps to solve a really common challenge facing schools. I speak to schools up and down the country about their online security and the question of how to protect children outside of the school gates is one that comes up time and time again.

Paul's solution is one that I'd encourage every school to adopt. Plus, the great news is that there are new technological solutions that can also help you tackle this challenge. With many of the internet protection products moving into the cloud themselves, and the use of internet enabled mobile devices by younger and younger children all the time, we are now starting to see new products come to market that can extend the same levels of protection provided in school, to families' homes.

If you'd like to chat with me about what's possible in this regard, please don't hesitate to get in touch. I'll be very happy to help in any way I can.



# STRATEGY #3

## PROGRESSIVE ONLINE SAFETY CURRICULUM



### PAUL JACKSON OF MANORFIELD PRIMARY SCHOOL SAYS...

We have a progressive online safety curriculum, and all our staff are trained to deliver this.

The curriculum is adapted from resources on the <https://www.childnet.com/teachers-and-professionals/for-working-with-young-people> site, supported by a range of other resources available.

The Kidsmart safety code is used to support the teaching of online safety during lessons. Kidsmart has been developed by the Childnet charity, and is endorsed by the DFE

The main aspects of this approach include the following five SMART tips:

- **Safe** - Staying safe involves being careful and not giving out your name, address, mobile phone number, school name, or password to people online.
- **Meeting** someone you met in cyberspace in person can be dangerous. Only do so with your parents'/ carers' permission, and when they are present.
- **Accepting** e-mails or opening files from people you don't really know or trust can get you into trouble - they may contain viruses or nasty messages.
- **Remember** someone online may be lying and not be who they say they are. If you feel uncomfortable when chatting or messaging, end the conversation.
- **Tell** your parent or carer if someone or something makes you feel uncomfortable or worried.

One of the keys is to make sure that the teaching is actually delivered. The school curriculum is full and one of the dangers is that time is not found in the curriculum for effective online safety teaching. We therefore dedicate the very first computing session of each half-term towards online safety teaching. This is supplemented by teaching throughout the school year, addressing issues as they arise, but also raising awareness at any point the internet is being used to support other areas of the curriculum.

There are a range of other resources available such as: <https://www.internetmatters.org/schools-esafety/primary/>



### BEN HAMMOND OF EAC NETWORK SOLUTIONS SAYS...

Technology can solve many of the challenges facing schools in terms of online safety. However, none of those technological solutions can ever be as powerful as educating children and giving them the skills to protect themselves online.

It seems like Paul has found a great way to integrate this teaching and learning into his school's computing curriculum!

# STRATEGY #4

## EARLY INTRODUCTION TO INTERNET ACCESS



### PAUL JACKSON OF MANORFIELD PRIMARY SCHOOL SAYS...

We aim to introduce children to safe internet access as early as possible. If safe practice becomes the norm from a very early age, the hope is that good habits will stay with the children for the rest of their lives. It also means that the internet becomes less of a mystery and more of a tool to support learning and development than a 'dangerous place' with unknown qualities.

Budgets in schools are challenging and IT equipment can be expensive. We have adopted a strategic purchasing plan so that each year group has the equipment required to give all children regular internet access to support their learning.

Children from the age of three are able to access sites, initially signposted by adults, but then as the children develop in their ability and maturity, independently. By the time the children have been in school for several years, they have a wealth of experience and are able to safely navigate the internet in order to learn and have fun.

This safe and regular access throughout a child's schooling demystifies the internet and enables them to experiment in a safe environment where there is more than adequate adult supervision. This is in contrast to many home environments where children's internet access is unsupervised and unregulated.

By the time children arrive at secondary school in Year 7, it is highly unlikely that they will not have had access to the internet, so this point is not particularly relevant to secondary school colleagues. But I do think there is a way in which secondary schools can support this work.

As mentioned above, budgets in schools are challenging. Primary Schools often do not have the required resources to facilitate the early introduction promoted above. Secondary schools will generally have IT resources of a much better quality (and quantity) than their primary colleagues. Many schools have KS2-KS3

transition projects however, and I feel that these can often be enhanced further.

Although I have not personally attempted this, I think an innovative IT / Online focussed transition/outreach project between Secondary and Primary Schools could work highly effectively. With Year 10 and older pupils becoming online safety champions and visiting their main feeder primary schools to lead sessions with younger children (not just year 6 children, but younger), their understanding of online safety will be enhanced. There will not be a one-size fits all solution in this area as geographical location and number of feeder schools will differ in every setting. But some creative thinking around transition, beyond Year 6 and 7, could be a highly effective solution to enhancing children's understanding of online safety in all key stages.



### BEN HAMMOND OF EAC NETWORK SOLUTIONS SAYS...

Paul raises a really important point here. In my experience, children are being introduced to the internet even prior to starting school, with the availability of tablet devices in most homes these days. Early adoption of good practices and education around how to use the internet should be on every schools radar, and developing an early years curriculum around the use of wireless tablet devices will have a far greater impact than teaching in an ICT suite.

Also, Paul mentioned how challenging school budgets are right now. Sadly, this theme is recurrent in the schools I'm talking to around the UK, and it's not at all uncommon to visit a school that has invested heavily in shiny new devices only to encounter loads of hidden infrastructure costs to make them work efficiently.

With the schools I work with, I try and adopt an approach where we are planning the development of ICT on a rolling 3 year cycle, which allows the School Business Manager to budget ahead of the bigger investments such as replacing the wireless or server in school.

# STRATEGY #5

## BRING YOUR OWN DEVICES 'HEALTH CHECK' DAY



### PAUL JACKSON OF MANORFIELD PRIMARY SCHOOL SAYS...

We have offered parents and children the opportunity to bring their own devices to school on particular days of the year for a 'health check'. Part of this health check is to work with parents or children to check their privacy settings on a range of social media sites, to check the filters parents have set up and with younger children (and with their permission) to review their internet browsing history.

These 'workshops' are in partnership with the child and/or parent, are confidential (unless a safeguarding issue arises), and can form an incredibly helpful discussion and learning opportunity.

Our IT technician trains key adults on what to look for and how to address some of the key issues and how to teach others about privacy settings, etc.

The technician is then on hand for any technical queries.

Parents stay for as long is useful, with some just addressing the basics and others keen to learn more so that they can become 'experts' and help their friends and family members outside of school.

A positive side effect of the workshops is that children and parents work together, developing a shared language and opening up discussion around online safety and appropriate use of IT equipment. Parents have told us that they have then felt confident in continuing these conversations at home and revisiting the subject regularly and following lengthy periods after the initial conversation.

This also grows parents' confidence in the school to keep their children safe.

Often schools discourage children from bringing their own devices to school. However, when handled safely and appropriately, this can add value to the children's learning.

It has often been difficult to engage parents in workshops and other parental engagement activities, but we have found that this is a particular area that parents have been very keen on and the take-up rate has been very good.

We offer incentives to parents for them to attend, which might include a school lunch with their children, access to a learning focussed 'app', or a book chosen from the school book sale.



### BEN HAMMOND OF EAC NETWORK SOLUTIONS SAYS...

I think this is a superb approach that achieves way more than just improving pupil safety outside the classroom, but actually helps improve parental engagement across the board.

I find that BYOD, done correctly, is a great opportunity for schools to improve engagement in the classroom through the use of technology, and works across almost every subject area. Imagine a 30 minute Geography lesson on volcanoes for example, followed up with a snap 10 minute quiz where students all participate via their mobile devices to re-enforce what they have learned.

BYOD also reduces the need for schools to fund more devices in school, therefore offering potentially huge savings. Configuring the right infrastructure however is the key to not only their successful use in school, but also ensuring they are used safely, and do not pose a risk to the school's own ICT infrastructure.

At EAC we have over 13 years of experience in building secure network infrastructure to enable BYOD in schools. So, if you want to discuss your current BYOD strategy, or if you are thinking of moving to a BYOD culture, feel free to get in touch and I'll be very happy to help you in any way I can.





**BEN HAMMOND  
OF EAC NETWORK  
SOLUTIONS SAYS...**

***Developing a strategy for improving online safety for your pupils is all about planning for the future.***

*Simply put, you cannot predict what new technologies and online dangers lie ahead – nobody can! However, what you can do is ensure that pupils and parents are educated to protect themselves when these new challenges emerge, and that your ICT infrastructure allows you to adapt quickly and seamlessly to new requirements that present themselves.*

*It's this future-proofing that not only ensures schools can protect their pupils better online, but also ensures they can protect their budget. I've seen far too many schools get into real financial difficulty through not planning adequately for hidden infrastructure costs, which is why I'm happy to speak with any school leader who wants my advice on their school's ICT strategy – even if you're not or will never be a customer of EAC Network Solutions.*

***Thank you very much for your time reading this report.***

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Ben and his team would be delighted to hear from you, and would love to demonstrate how EAC Education ICT's **5 Proven Strategies for Mastering Online Safety** can improve online safety for your pupils – both within the classroom and beyond.

Contact us at:  
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