

## EDUCATION & YOUTH OVERVIEW AND SCRUTINY COMMITTEE

<b>Date of Meeting</b>	Monday 20 <sup>th</sup> May 2019
<b>Report Subject</b>	Social Media & Internet Safety in Schools
<b>Cabinet Member</b>	Leader of the Council and Cabinet Member for Education
<b>Report Author</b>	Chief Officer (Education and Youth)
<b>Type of Report</b>	Operational

### EXECUTIVE SUMMARY

The internet and social media can be a force for good in our society and in 2019, most children and young people in the UK have grown up with internet-enabled technology in their home or school with early access to smartphones and similar devices. At the same time, parents and carers, educational and health professionals, academics and politicians have expressed concern that the amount of time children and young people spend engaged in screen-based activities, which may be detrimental to their physical and mental health and wellbeing.

This report has been produced in response to members seeking an update on the previous report presented November 2017; to provide assurance that children and young people in Flintshire schools are receiving the appropriate support to develop their skills in relation to the use of social media and internet safety.

### RECOMMENDATIONS

1	That members receive the report on social media and internet safety and confirm they have received an appropriate level of assurance about the education offer to schools in relation to online safety including social media.
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## REPORT DETAILS

1.00	TO EXPLAIN THE NATIONAL CONTEXT
1.01	<p>The Communications Act 2003 placed a responsibility on Ofcom to promote, and to carry out research in media literacy. The 'Children and Parents: Media Use and Attitudes report' 2018 contributes to Ofcom's fulfilment of this duty. Ofcom defines media literacy as 'the ability to use, understand and create media and communications in a variety of contexts'. Key findings from the report include:</p> <ul style="list-style-type: none"><li>• <b>TV sets and tablets dominate device use</b>, but time spent watching TV on a TV set (broadcast or on demand) is decreasing.</li><li>• <b>The viewing landscape is complex</b>, with half of 5-15s watching OTT* television services like Netflix, Amazon Prime Video and Now TV.</li><li>• <b>YouTube is becoming the viewing platform of choice</b>, with rising popularity particularly among 8-11s. Within this, vloggers are an increasingly important source of content and creativity.</li><li>• <b>Online gaming is increasingly popular</b>; three-quarters of 5-15s who play games do so online.</li><li>• <b>Social media can bring a combination of social pressures and positive influences</b>. While the proportion of children with a social media profile has remained static since 2017 (70% of 12-15s and 20% of 8-11s who go online have a profile), there have been shifts in which apps/ messaging sites are preferred. While Facebook remains the most popular social media site or messaging app, used by 72% of 12-15s with a social media profile, 12-15s are more likely than in 2017 to use Instagram (65% vs. 47%) and WhatsApp (43% vs. 32%).</li></ul> <p>Use of social media proves to have both benefits and drawbacks. 12 to 15 year olds who use social media or messaging sites/ apps are aware of some of the social pressures and negative associations with this use, with 78% feeling there is pressure to look popular and 90% saying that people are mean to each other on social media, at least 'sometimes'.</p> <p>These pressures are particularly felt among girls. Girls aged 12-15 with a social media or messaging profile are more likely than boys to feel pressure to look popular on these sites 'all of the time' (20% vs. 11%) and are more likely to feel that there should be rules about what people can say online to prevent hurtful comments (77% vs. 67%).</p> <ul style="list-style-type: none"><li>• <b>TV and social media are important sources of news</b>, but many have concerns over the accuracy and trustworthiness of news on social media.</li><li>• <b>A majority of online 12-15s think critically about websites they visit</b>, but only a third correctly understand search engine advertising.</li><li>• <b>Children are still being exposed to unwanted experiences online</b>, but almost all recall being taught how to use the internet safely.</li><li>• <b>There has been an increase in parents of 12-15s and of 12-15s</b></li></ul>

	<p><b>themselves saying that controlling screen time has become harder;</b> however most 12-15s consider they have struck a good balance between this and doing other things.</p> <ul style="list-style-type: none"> <li>• <b>Parental concerns about the internet are rising.</b></li> </ul> <p>* = OTT applications (<i>“over the top”</i>) are any application or service that provides a product over the internet while bypassing traditional media services. An example of a well-known OTT television application is Netflix which utilises the internet to distribute media outside of the control of the major satellite providers.</p> <p>Please refer to <b>Appendix 1</b> for further statistics relating to UK trends published 2018 and 2019 relating to young people’s usage.</p>
1.02	<p><b><u>School Health Research Network (SHRN)</u></b></p> <p>Data from the SHRN survey undertaken in all secondary schools in Autumn term 2017 has been collated in a Flintshire county SHRN report issued in November 2018 by researchers from Cardiff University. Three specific questions related to this subject area: social media, cyberbullying and explicit images.</p> <p><b>Students who have ever joined a social networking site or an instant messaging service:</b> 95% of students responded that they had joined a social networking site or an instant messaging service, which is above the national average and all year groups follow an increasing trend in line with the national data. 89% of Year 7 pupils specifically have joined a social media network or instant messaging service, which is higher than the national average.</p> <p><b>Students who have been cyberbullied in the past couple of months:</b> 23% have reported they have been cyberbullied in the past couple of months which is above the national average.</p> <p><b>Students who have ever sent someone a sexually explicit image of themselves:</b> 12% have reported that they have sent a sexually explicit image of themselves, which is above the national average. All year groups follow an increasing trend.</p> <p>The data from the county SHRN report has informed a county action plan, the implementation of which is overseen by the Flintshire Health and Wellbeing Steering Group. This will include the advice given by the UK Chief Medical Officer in the commentary on 'Screen-based activities and children and young people’s mental health and psychosocial wellbeing: a systematic map of reviews'. Please refer to <b>Appendix 2</b>.</p>
1.03	<p><b><u>UK Government Proposed Legislation</u></b></p>

The Online Harms White Paper sets out the government's plans for a world-leading package of measures to keep UK users safe online.

As part of the Online Harms White Paper, a joint proposal from the Department for Digital, Culture, Media and Sport and Home Office, a new independent regulator will be introduced to ensure companies meet their responsibilities.

This will include a mandatory 'duty of care', which will require companies to take reasonable steps to keep their users safe and tackle illegal and harmful activity on their services. The regulator will have effective enforcement tools, and the government are consulting on powers to issue substantial fines, block access to sites and potentially to impose liability on individual members of senior management.

A range of harms will be tackled as part of the Online Harms White Paper, including inciting violence and violent content, encouraging suicide, disinformation, cyber bullying and children accessing inappropriate material. There will be stringent requirements for companies to take even tougher action to ensure they tackle terrorist and child sexual exploitation and abuse content.

The new proposed laws will apply to any company that allows users to share or discover user generated content or interact with each other online. This means a wide range of companies of all sizes are in scope, including social media platforms, file hosting sites, public discussion forums, messaging services and search engines.

The consultation closes on 1st July 2019.

1.04

**Welsh Government: Digital Competence Framework (DCF)**

In September 2016 the Digital Competence Framework (DCF) was published, the first element of the new curriculum to be made available across Wales. Digital competence is the set of skills, knowledge and attitudes that enable the confident, creative and critical use of technologies and systems. It is essential for learners if they are to be informed, capable and have the potential to be successful in today's society.

The DCF sets out the digital skills to be attained by learners aged between 3 and 16-plus across four strands: Citizenship, Interacting and collaborating, Producing, Data and computational thinking. The Citizenship Strand focuses on developing and applying critical thinking skills and strategies. It includes specific elements focused on online behaviour, cyberbullying together with health and well-being.

Training and support for implementing the new curriculum is being led by the Pioneer Network, working with the regional consortia. The timetable for implementation has been updated as follows:

**Since September 2016 - schools have been encouraged to become familiar with the Framework** and:

- develop a clear vision for digital learning
- develop policies and procedures to prepare for embedding digital competence
- identify a lead responsible for digital competence
- incorporate digital competence into the school improvement plans
- undertake a mapping exercise of delivery of digital competence
- undertake staff audits and identify professional learning requirements.

**From September 2018 – Refining and integrating the Framework into the curriculum**

By this time schools will:

- have a clear vision for delivering digital competence in the classroom across the curriculum
- have established staff responsibilities for embedding digital competence across the curriculum
- review on an ongoing basis:
  - hardware/software requirements
  - staff professional learning needs
- be mapping digital competence against department/year of current curriculum
- have planned for and be delivering staff professional development in respect of digital competence, working with regional consortia.

*From April 2019, the new curriculum and assessment arrangements will be available for feedback.*

**From Sept 2020 - Digital expectations now embedded in the new curriculum**

The new curriculum will be available and settings/schools will be:

- embedding digital competence across the school curriculum
- adapting, developing and implementing task ideas
- sharing good practice within and outside the school
- engaging with the School Council and pupil voice
- evaluating how the current approach to digital competence fits with the new curriculum.

**From Sept 2022 - Settings and schools are delivering digital competence on a cross-curricular basis**

The new curriculum will be introduced to Nursery through to Year 7 by 2022 and rolled out to Years 8 to 11 between 2023 and 2026. Settings/schools will:

- have embedded digital competence across the school curriculum
- continue to adapt existing digital competence approaches to the new curriculum
- continue to review and refine their approach to digital competence.

1.05

**Estyn Report: Preparing for the Digital Competence Framework (DCF) July 2018**

The report focuses on how schools are beginning to ensure that pupils develop their digital competence as set out in Successful Futures (Donaldson, 2015). The report identifies examples of innovative and interesting practice in how schools are preparing for the Digital Competence Framework (DCF). It will provide the Welsh Government and other stakeholders with an overview of the preparation that schools have made about a year after the DCF was made available.

The findings of the report are based on visits to 23 schools identified as schools with 'good practice' in preparing for the DCF, seven of which are Digital Pioneer schools. During the visits, inspectors scrutinised curriculum plans, held discussions with the teacher responsible for DCF and with other teachers, senior and middle leaders, interviewed pupils, and scrutinised pupils' work.

### **Recommendations**

#### **Schools should:**

- R1 Involve all stakeholders in developing a clear vision for the DCF.
- R2 Appoint a digital lead, secure the full support of senior leaders, and monitor developments regularly.
- R3 Audit teachers' professional learning needs and use this information to plan training, support and guidance over a realistic timeframe.
- R4 Map the DCF across the curriculum and ensure that there are no gaps in provision and sufficient progression and continuity.
- R5 Carry out hardware and network infrastructure audits.
- R6 Ensure that staff collaborate with others to share good practice.

#### **Local authorities and regional consortia should:**

- **R7 Support all schools to address the above recommendations.**
- **R8 Monitor how well individual schools are progressing with the realisation of the DCF and challenge limited progress.**

#### **The Welsh Government should:**

- R9 Communicate clearly to schools the expectations for embedding the DCF, including timescales.
- R10 Ensure that initial teacher education courses provide new teachers with the necessary skills to realise the DCF successfully.
- R11 Improve the audit tool so that it better meets the needs of schools in assessing teachers' confidence to deliver the DCF.

1.06

### **Estyn Safeguarding Self-evaluation**

Schools are required to complete a Safeguarding self-evaluation review prior to being inspected. The Head Teacher would indicate particular strengths or areas for improvement required under each heading which includes online safety:

	<p><b>How effective are arrangements to ensure that pupils use the internet safely and know how to stay safe online?</b></p> <p>From summer term 2019, the Education &amp; Youth Portfolio will be requesting that all schools complete a safeguarding self-evaluation on an annual basis and submit to the LA for collation and monitoring. This can be completed using the Estyn format or the Keeping Learners Safe self-evaluation template also available to schools.</p> <p>Schools must be able to demonstrate their commitment to eSafety; e.g. if staff have received some awareness training outlining what the current risks are and what resources are available to help them keep pupils and themselves safe online.</p> <p>Schools Acceptable Use policies will be monitored as part of the safeguarding self-evaluation process.</p>
1.07	<p><b><u>Welsh Government: Hwb</u></b></p> <p>The Hwb platform has developed into the single strategic digital channel for learning and teaching in Wales.</p> <p>A number of enhancements have been made to the platform including:</p> <ul style="list-style-type: none"> <li>• a fresh new look and feel developed in conjunction with the teaching profession in Wales;</li> <li>• the draft Curriculum for Wales 2022;</li> <li>• a dedicated area for staff professional development;</li> <li>• a new Support Centre;</li> <li>• a new way to arrange the tools and services on your homepage and in your menu;</li> <li>• User Management Portal and Office 365 updates including: <ul style="list-style-type: none"> <li>○ enhanced e-mail management ;</li> <li>○ allowing schools greater control over learners' e-mail;</li> <li>○ domain name masking so you can use your school domain as your e-mail address.</li> </ul> </li> </ul> <p>The Online Safety Zone on Hwb provides a digital learning platform for schools in Wales that can be accessed by teachers, parents and learners. A new roadmap is now available detailing all of the new online safety resources being developed for publication from April 2019 – March 2020. The roadmap shows all of the resources and events planned to enhance online safety practice and provision in education across Wales. See Appendix 3.</p>
1.08	<p><b><u>360 Degree Safe Cymru</u></b></p> <p>360 Degree Safe Cymru is an e-safety self-review tool which allows schools to review their e-safety policies and practices against national standards and gives practical suggestions to improve and enhance online safety. The 360 Degree Safe Cymru platform is accessible via Hwb and provides template policies, good practice guidance and allows schools to identify areas of strength and weakness and benchmark their progress and improvement against other schools. Please refer to <b>Appendix 4</b> for an overview.</p> <p>Schools' usage of this tool is monitored at a regional level and nationally. In</p>

	<p>August 2017 there were 61 schools from Flintshire registered with the 360 degree safe Cymru tool. In May 2019 this figure remains at 61.</p> <p>27 schools have been active in using the tool in 2018/2019 which is less than half of those registered. 26 schools have completed all 28 aspects.</p>
1.09	<p>Schools participating the Welsh Network of Healthy Schools Schemes (WNHSS) working towards the National Quality Award are required to develop and evidence a whole school approach towards seven health themes, one of those is safety (which includes e Safety).</p> <p>The national Healthy Schools criteria addresses: policy, training, participation in local and national initiatives, curriculum delivery, pupil voice, the environment, parent engagement and working with outside agencies.</p> <p>As part of the work of the Healthy Schools Scheme secondary schools supported the launch of Go Bubble in Flintshire on 11th November 2018 with the Chief Officer for Education and Youth. Go Bubble is a free safe social media platform for 4-13year olds. The platform is monitored and schools are informed on inappropriate messages and behaviours. The resource can also be used for lessons and homework.</p> <p>Please note: Flintshire Healthy Schools Scheme is now on Twitter in addition to the School Holiday Enrichment Programme (SHEP) <a href="#">@FlintshireHS</a> <a href="#">@SHEP_Flintshire</a>.</p>
1.10	<p>All Wales School Liaison Core Programme</p> <p>The All Wales School Liaison Core Programme (Police) also provides a valuable contribution to Curriculum delivery (as part of Personal and Social Education) in all primary and secondary schools in Flintshire. The Police School Liaison Officer provides support for schools in addressing online safety issues focusing on curriculum delivery at Key Stages 2 and 3. Delivery for schools in 2018 /19 includes the following lessons:</p> <ul style="list-style-type: none"> <li>• <b>Stay SMART</b> - Stay SMART is a new lesson for 7 to 9-year olds, raising awareness of important safety and privacy issues when chatting or playing online. (Pri)</li> <li>• <b>Be CyberfSafe</b> - This lesson focuses on a young girl who unwittingly becomes a victim of cyberbullying. The DVD illustrates the vulnerability of children to this form of bullying and the impact it can have on their lives. The lesson highlights the problem and promotes discussion and debate around the issue. (Pri)</li> <li>• <b>Picture This!</b> - In this lesson pupils learn about the positive uses of mobile phones. They watch a DVD about a character called Esther who makes a short film using a camera phone. Unfortunately things go wrong and Esther finds herself in trouble. Through discussion and use of interactive resources, pupils explore the consequences of mobile phone misuse, how to avoid things going wrong and who can help if they do. (Pri)</li> <li>• <b>Risky Pics</b> - An international award winning film provides the focal point of this lesson where Erin, a school girl makes the decision to send an indecent image of herself to her boyfriend. The film presents</li> </ul>

	<p>the consequences for Erin when she presses 'send' and shows the different course of events when she chooses to 'delete'. Pupils discuss the social and emotional consequences of sexting and discover what the Law says. Pupils are then signposted to help available. (Sec)</p> <ul style="list-style-type: none"> <li>• <b>Don't Cross the Line to Cyber Crime</b> - In this lesson the experience of one teenager who crosses the line to crime is explored. The film which is the central resource of the delivery tells the story of Jack who was a whiz kid at computing. He enjoyed the challenges of games etc. but soon began to follow a pathway into crime. He first broke the law when he used a friend's password without permission. He began to steal, extort, threaten and hacked into his college IT system – causing mayhem. Jack is caught and receives a criminal conviction. He regrets his actions and the consequences he faces in his future life. The story is based on a true life case of a young boy in Wales. (Sec)</li> <li>• <b>Dangerous Deception</b> - Based on a real life event, a DVD describes the story of Lucy who is groomed by a man, who contacted her on the Internet, posing as a model agency. Lucy soon becomes a victim of CSE. Using discussion and interactive activities, the lesson focuses on identifying early warning signs and encourages pupils to make positive choices and keep safe (Sec).</li> </ul>
1.11	<p><b><u>Safer Internet Day (SID)</u></b></p> <p>Safer Internet Day 2019 took place on Tuesday 5th February, focusing on the theme of: <b>'Together for a better internet'</b>.</p> <p>SID is coordinated by the UK Safer Internet Centre which is a partnership of three leading charities – Childnet International, Internet Watch Foundation (IWF) and the South West Grid for Learning (SWGfL) - with a shared mission to make the internet a better place for children and young people.</p> <p>The aim of Safer Internet Day is to inspire a national conversation about using technology responsibly, respectfully, critically and creatively, focusing on how 'consent' works in an online context. This could be in young people's friendships or relationships, how they take and share images and videos or how they manage their privacy and data.</p> <p>This Safer Internet Day was bigger than ever with more than 2100 organisations participating across the UK reaching 46% of young people aged 8-17 and 26% of parents.</p>

<b>2.00</b>	<b>RESOURCE IMPLICATIONS</b>
2.01	The provision for support for schools comes predominately through the regional school improvement service, GwE and through free online resources via the Hwb.

2.02	The increased demand for bandwidth as more schools make greater use of technology and devices during the school day to support teaching and learning is putting increased strain on the Council's IT infrastructure. This is being reviewed through the Digital Strategy and Capital Programme.
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<b>3.00</b>	<b>CONSULTATIONS REQUIRED / CARRIED OUT</b>
3.01	None.

<b>4.00</b>	<b>RISK MANAGEMENT</b>
4.01	<p><b><u>Risk for Pupils</u></b>  If precautions are not taken, these technologies can expose pupils to hostile individuals, including sexual predators, who can form relationships with pupils, sometimes using false identities or posing as a child. This is known as grooming. The technologies can expose pupils to pornography and pornographers, to materials extolling violence, drugs or prejudice hatred. The technologies can also enable bullying. This risk is mitigated against by schools involving pupils in a development programme of training and support suitable for their age through a range of different opportunities and also by providing information and support for parents.</p>
4.02	<p><b><u>Risk for School Staff</u></b>  The school environment can provide some adults with the opportunity to exploit technologies for their own inappropriate purposes unless appropriate safeguarding measures are in place. These include downloading or publishing offensive or illegal materials and initiating improper contacts with children and young people.</p> <p>Staff are also vulnerable if they are singly responsible for the administration of passwords and filtering. This is mitigated against by having clear policies and procedures within schools that are monitored regularly and by having regular training for staff.</p>
4.03	<p><b><u>Risks for Local Authorities</u></b></p> <p>The risk for Local Authorities is the potential to breach statutory legislation related to safeguarding and the welfare of children e.g.</p> <ul style="list-style-type: none"> <li>• The Children Act (2004)</li> <li>• All Wales Child Protection Procedures (2008)</li> <li>• The Rights of Children and Young Persons (Wales) Measure 2011</li> <li>• School Standards and Organisation (Wales) Act 2013</li> <li>• The Prevent Duty – Counter Terrorism &amp; Security Act (2015)</li> </ul> <p>There is also potential for reputational damage and negative press coverage if there are significant breaches of policy involving pupils or staff in relation to internet or social media activity and findings from Estyn Inspections.</p> <p>This is mitigated by the Council having named officers with specific</p>

	responsibilities for safeguarding who co-ordinate the dissemination of information to schools, organise training for staff and governors, produce model policies for schools to adopt and monitor the implementation of those policies. The Council also provides firewall and web filtering services to schools via a service level agreement.
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<b>5.00</b>	<b>APPENDICES</b>
5.01	Appendix 1 - Current UK trends Appendix 2 - Advice for Parents and Carers on Children and Young People's screen time and social media use Appendix 3 – Online safety roadmap 18/19 Appendix 4 – 360 degree safe overview

<b>6.00</b>	<b>LIST OF ACCESSIBLE BACKGROUND DOCUMENTS</b>
6.01	<p>Estyn Report: Preparing for the Digital Competence Framework (DCF) July 2018 <a href="https://www.estyn.gov.wales/sites/default/files/documents/Preparing%20for%20the%20DCF%20eng.pdf">https://www.estyn.gov.wales/sites/default/files/documents/Preparing%20for%20the%20DCF%20eng.pdf</a></p> <p>Online Harms White Paper: Consultation April - July 2019 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/793360/Online_Harms_White_Paper.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/793360/Online_Harms_White_Paper.pdf</a></p> <p>Safer Internet Day 5<sup>th</sup> February 2019 Impact Report <a href="https://d1afx9quaogywf.cloudfront.net/sites/default/files/Safer%20Internet%20Day%202019/Impact%20report%202019%202%20page.pdf">https://d1afx9quaogywf.cloudfront.net/sites/default/files/Safer%20Internet%20Day%202019/Impact%20report%202019%202%20page.pdf</a></p> <p>The National Survey includes information on internet access and use; key findings available: <a href="https://gweddill.gov.wales/statistics-and-research/national-survey/?slideId=0&amp;topic=internet_media&amp;tab=el_home&amp;lang=en">https://gweddill.gov.wales/statistics-and-research/national-survey/?slideId=0&amp;topic=internet_media&amp;tab=el_home&amp;lang=en</a></p> <p>Children and parents: Media use and attitudes report 2018 <a href="https://www.ofcom.org.uk/_data/assets/pdf_file/0024/134907/Children-and-Parents-Media-Use-and-Attitudes-2018.pdf">https://www.ofcom.org.uk/_data/assets/pdf_file/0024/134907/Children-and-Parents-Media-Use-and-Attitudes-2018.pdf</a></p> <p>United Kingdom Chief Medical Officers' commentary on 'Screen-based activities and children and young people's mental health and psychosocial wellbeing: a systematic map of reviews'. Published 07 February 2019 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/777026/UK_CMO_commentary_on_screentime_and_social_media_map_of_reviews.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/777026/UK_CMO_commentary_on_screentime_and_social_media_map_of_reviews.pdf</a></p> <p>Supplementary guidance: inspecting safeguarding in schools and PRUs Autumn 2017 <a href="https://www.estyn.gov.wales/sites/default/files/documents/NIA%20Supplementary%20guidance%20-%20Safeguarding%20in%20schools%20and%20PRUs_0.pdf">https://www.estyn.gov.wales/sites/default/files/documents/NIA%20Supplementary%20guidance%20-%20Safeguarding%20in%20schools%20and%20PRUs_0.pdf</a></p>

	<p>Self-evaluation form for Safeguarding and Child Protection Schools and Self Evaluation  <a href="https://www.estyn.gov.wales/inspection/safeguarding">https://www.estyn.gov.wales/inspection/safeguarding</a></p> <p>Lesson Matrix: School Community Police Officer (SCPO) delivery available in schools:  <a href="https://schoolbeat.cymru/uploads/media/2018-19-Lesson-Matrix-SchoolBeat.pdf">https://schoolbeat.cymru/uploads/media/2018-19-Lesson-Matrix-SchoolBeat.pdf</a></p> <p><b>Contact Officer:</b> Claire Sinnott, Learning Advisor – Health, Wellbeing &amp; Safeguarding  <b>Telephone:</b> 01352 704054  <b>E-mail:</b> <a href="mailto:Claire.sinnott@flintshire.gov.uk">Claire.sinnott@flintshire.gov.uk</a></p>
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<b>7.00</b>	<b>GLOSSARY OF TERMS</b>
7.01	<p><b>DCF</b> The Digital Competence Framework</p> <p><b>Go Bubble</b> Further information: <a href="https://bubble.school/">https://bubble.school/</a> .</p> <p><b>GwE</b> School Effectiveness and Improvement Service for North Wales. <a href="http://www.gwegogledd.cymru">www.gwegogledd.cymru</a></p> <p><b>Hwb</b> <i>Hwb</i> is a website and national collection of online tools and resources to support education in Wales. <a href="https://hwb.gov.wales/">https://hwb.gov.wales/</a></p> <p><b>SWGFL</b> South West Grid For Learning <a href="https://swgfl.org.uk">https://swgfl.org.uk</a></p> <p><b>WNHSS</b> Welsh Network of Healthy Schools Schemes</p> <p><b>360 degree safe Cymru</b> The 360 degree safe self-review tool is free to use and is intended to help schools review their online safety policy and practice. <a href="https://360safe.org.uk">https://360safe.org.uk</a></p>