



Blaenau Gwent County Borough Council

# Education Digital Strategy 2024

March 2024

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# Introduction

**In today's rapidly evolving digital landscape, the integration of Digital in Education has become imperative. The use of Digital in schools has the potential to transform traditional teaching and learning methods, enhance pupil engagement, and prepare learners for the digital age.**

This Education Digital Strategy has been aligned with the Blaenau Gwent Council Digital Transformation Strategy 2023-2027 and will support the delivery of the priorities set out in the Blaenau Gwent Corporate Plan 2022/2027.

The purpose of this strategy is to highlight the Council and its schools' aspirations to the digital learner journey in Blaenau Gwent and outline the key aims, objectives, and priorities to achieve our vision for digital services. It will serve as a roadmap for schools to navigate continuous integration of Digital in Education by identifying the resources required to facilitate effective infrastructure, connectivity, and approaches to learning via the use of digital technologies and ultimately shaping a future-ready generation. Our priorities will enable us to improve our customers' experience.

This will mean involvement in ambitious projects to ensure those who are able to use the internet can access information and services 24 hours a day, 365 days a year. We will be working hard to ensure Blaenau Gwent is a place where people can connect, communicate and access the services they need quickly and efficiently.

# Our vision for Digital in Education

To secure continued development ensuring that all learners regardless of age or demographic have continued safe access to a blend of digital resources, hardware and cloud-based learning throughout the course of their education.

The delivery of this vision for digital in Education in Blaenau Gwent will support the priorities of the Welsh Government National Mission.

- > Create a safe teaching and learning environment fit for the digital age.
- > Effectively engage practitioners in seeking to improve and enhance the quality of Teaching and Learning.
- > Secure continued access to high quality devices both in and outside of the classroom.
- > Encourage and develop the use of technology in the classroom to facilitate improved learner outcomes in line with the Digital Competency Framework.
- > Use and incorporate new technologies to inspire learners to become digitally skilled and enabled citizens.
- > Facilitate effective connectivity for all learners, with the delivery of flexible blended learning, both inside and outside of the classroom setting.
- > Establish a secure and sustainable approach to school-based infrastructure.
- > Create structured data management processes ensuring maximum data Security.
- > Provide effective management information systems to ensure consistency of the transfer and sharing of data information, throughout the learner journey.
- > Create a continual professional learning journey which reflects on national, regional, and local priorities, through monitoring, reviewing and effective collaboration.
- > Develop collaborations with key partners and neighbouring authorities to inform localised developments, opportunities and create a regional strategic overview which is aligned to national priorities and associated policies.

# Priorities

In order to effectively achieve the above aims and objectives, the following 7 priority areas have been identified. These priorities are the most critical areas to delivering the Digital Competency Framework and moreover the Curriculum for Wales.

**1. Infrastructure and Connectivity**

**2. Device & Equipment Sustainability**

**3. Hwb EdTech**

**4. Migration to and use of Hwb**

**5. Online Safety**

**6. Support for Schools, Training and Development**

**7. Education Management Information Systems**

# 4.1 Infrastructure and Connectivity

Infrastructure sustainability is a critical aspect of modern-day technology in Education. The central infrastructure/servers within the school estate are covered under the Shared Resource Service SLA arrangement. The school-based Infrastructure will be maintained on an end-of-life basis.

The infrastructure and connectivity strategy implemented in schools focusses on the technology requirements to ensure the following:

Enhance learner outcomes by enabling wide ranging access to content and digital resources.

Support ancillary staff with the day to day running of the school such as back office administration.

Enable the use of digital learning across the curriculum and in all areas of learning across schools.

Allow practitioners to deliver a curriculum that is enhanced with digital tools and resources in and out of the classroom setting.

## 4.1.1 Educational Digital Standards

The Educational Digital Standards set out a future proofed concept that schools and their respective Digital support partners should seek to attain over time, with Local Authority support.

The SRS Education Service uses the standards to guide decision making and project management processes when examining current issues in schools and identifying improvements to services or designing new installations such as new school builds, extensions, refurbishments, and Sustainable Communities for Learning Projects (formally known as 21st Century school Projects).

The standards applicable to Infrastructure and Connectivity include:

- > **Connectivity** - PSBA is the primary broadband provision for all schools, providing an unlimited, symmetrical, and uncontended fibre optic service that has been designed to provide maximum value for the Welsh public sector. The ICP sought to ensure that each school had sufficient bandwidth in place using the PSBA and going forward SRS will monitor these connections on behalf of all our schools to ensure this continues to be the case.
- > **Data Network Cabinets** - Network cabinets in schools provide a location to house network equipment efficiently. The installation of new cabinets will be compliant with specifications outlined in the Digital Standards and in the Infrastructure Brief. In many cases the installations will need to span multiple professional groups which may include electricians, cabling and installation engineers and architects. SRS will advise these groups on behalf of schools and the LA to ensure adequate and safe provision. Existing cabinets are connected together effectively, and these links are monitored to assist in the detection and timely remedy of faults. The contents of cabinets and their topologies are also documented. Where existing cabinets need to be changed, either for maintenance, failure, or a school request this will be managed on a case-by-case basis to ensure the standards are met and that downtime is managed effectively.
- > **Router and Switches** - The internet connection running through PSBA will be provided to schools via an appropriate and dedicated piece of networking equipment that is specified by PSBA. While SRS do not own or supply this equipment, we do monitor it to ensure that we can be as responsive as possible in cases of failure. If this equipment fails, it means the site goes down and so we treat these issues with the highest priority. The topology that has been designed and installed for schools aims to make sure that end user devices have the shortest possible path out to the internet, with a minimal number of “hops” (a hop is a jump from one device to another). There are systems in place to ensure that the infrastructure supporting schools is able to support lessons in the classroom which need to integrate ICT seamlessly into the curriculum. The backbone, or main connection points in schools use switches that will be able to provide the recommended speeds in schools, and the connectors and cabling will also support these speeds to ensure a strong and sufficient connection.

- > **Cabling** - Networking equipment will not function correctly unless the cabling used is also of the correct type and specification. Copper installations are a minimum of CAT6, and new fibre installations will be a minimum of OM4, with cabling testing requested at point of installation. Appropriate cabling management must be used depending on the location and environment, for example external cable runs, ACM and non-ACM schools will all have differing containment needs. Cabling and connections must be documented and labelled sufficiently.
- > **Wireless Networking** - The wireless network provided to schools makes use of a combination of WAPS (Wireless Access Points) that are positioned in schools and (WLCs) Wireless Lan Controllers that are installed in a data centre. These systems combine to provide a scalable and managed wireless environment to suit learners, staff and visitors who use a range of devices that may be school owned and managed (using our core secure certificate based wireless networks) or personal and unmanaged (using guest and BYOD wireless networks). WAPS have been placed to ensure maximum coverage across schools and minimum interference from external sources and comply to standards required to support modern desktop devices and provide a high standard of connectivity for devices.



## 4.2 Device & Equipment Sustainability

The Local Authority has worked intensively with schools to establish their device sustainability within the classroom for the next 5 years, working with Welsh government and SRS, the following processes are followed to create a 5-year device replacement schedule.

### Equipment Audits

Education and SRS continue to work with schools to maintain up to date device audits on an annual basis. Equipment audited includes (but is not limited to):

- > Windows desktops
- > Windows Laptops
- > iPads
- > MacOS devices
- > Chromebooks

Audio visual devices (interactive panels, screens, digital signage, projectors). The audits will be used to help inform schools their device and infrastructure lifespan and to identify where equipment renewal is required in line with annual sustainability review and budget planning processes.

### Cost formula for schools 5-year Device replacement schedule

Having identified the cost of devices, the PDR and replacement frequency as key components to designing a replacement schedule, this allows for a formula to be created which would set out a budget figure combining all of these elements.

### End of Life (EOL) Equipment Renewal

A key component of a sustainability plan is a replacement schedule, providing an indication of how long a piece of equipment should be in service before replacement.

A replacement schedule of 20% per annum allows a budget to be set and a plan to be made, with flexibility built in so as not to create unnecessary work and waste. Effectively, aiming and planning to replace approximately 20% of equipment annually means that after 5 years everything that needs to be, has been replaced.

## Potential Costs to the School

As described above, a combination of the school vision for Pupil Device Ratios, and the projected pupil numbers will also help to inform the budget to ensure an adequate number of devices to provide a range of technology in schools.

The final aspect that needs to be incorporated with the plan to identify costs would be the frequency of hardware renewal and as discussed above this plan suggests an initial starting point of aiming to replace 20% of equipment annually.

## Pupil Device Ratios

The default working pupil device ratio is 3:1, some schools may prefer to increase or decrease this and have the flexibility to do so. In the context of a sustainability plan where replacing these devices needs to be considered on a regular basis, it is important to note that a higher ratio will be more expensive to maintain.

SRS will work with the Education Directorate and schools to understand existing device ratios and to explore the aspirations in each school to understand individual future technology requirements. This will assist with designing a road map through which the end user device estate will be transformed over a 5-year period, ensuring appropriate learner practitioner hardware is available to deliver order to deliver the National Curriculum for Wales.





## 4.2.1 Educational Digital Standards

End user hardware in the field generally needs to be maintained in order to remain under support and it is critical to ensure the delivery of updates to devices in order for technology to remain secure. The differing types of devices in schools will require differing maintenance schedules and different manufacturers will suggest differing replacement timelines. As a rough guide, and at the time of writing:

- > Windows devices will be built at the beginning of their life with an up-to-date Operating System (OS), but will need a major OS update at least once, and possibly twice, before the end of their expected 5 year service. The SRS plan to identify the most efficient way of completing this to minimise disruption to schools.
- > Chromebooks are sold with a date describing when automatic updates will apply (Auto Update Expiry, AUE). Whilst updates are applied over the air through SRS Infrastructure and the process is automatic, Google will only release updates for Chromebooks for a finite amount of time (defined by the AUE date) after which point the devices will no longer be considered secure and the devices may need to be prioritised for replacement. It is important to note the AUE date when purchasing Chromebooks to ensure a longer supported period.
- > iPads, like Chromebooks, are also only supported by their manufacturer for a finite amount of time, although the dates are usually not known at the point of purchase. Again, iPads are deployed over the air using a combination of SRS infrastructure and the SRS supported Mobile Device Management (MDM).

For other devices, perhaps not available through EdTech, or bespoke devices not in use across schools in general, advice is obtained from SRS to ascertain what support is available and inform sustainability plans.

## 4.2.2 Audio Visual equipment renewal cycle

Wave 5 of the EdTech programme considers teaching and learning audio Visual (AV) tools such as interactive panels and projectors. The sustainability requirement will still apply to this type of equipment also. In practise, this means that an audit needs to be carried out, a replacement schedule decided and a location for costs to be agreed. This will combine with any aspirations that schools may have.

## 4.3 Hwb EdTech

The Hwb EdTech programme, funded by WG, provides funding to LAs in order to provide sufficient infrastructure and technology in schools to further enhance digital provision across the curriculum and enable access to cloud learning environments in the classroom.

Funding must be allocated to waves sequentially, signing off the previous wave before being able to move onto the next wave.

### 4.3.1 Waves 1-3

Waves 1 – 3 focussed on infrastructure in schools, including internet connections, ICT network cabinets, switching, routing and Wi-Fi. The pace at which we were able to support schools in Blaenau Gwent was hugely accelerated by the ICP and meant that the Local Authority were able to sign off Waves 1 -3 very quickly. The EdTech funding provided a continuation of the improvements already made and allowed improvement of areas which were not targeted by the ICP but did form part of the Hwb Education Digital Standards.

The replacement of outdated switches provided an excellent backbone across schools, supporting optimal connectivity for end user devices and allowing the shortest route possible to the internet.

The installation of new fibre cabling between all cabinets in secondary schools where required would have also contributed to this. The use of OM4 cabling created a 10G backbone across these schools and deployed a resilient network topology, minimising the impact of equipment failure and ensuring we provide the very best infrastructure to meet the needs of a digital curriculum.

## 4.3.2 Wave 4

Building on the successes of previous Waves and the ICP project, the local authority moved on to wave 4 of the EdTech Project in 2020. This wave focusses on the replacement of end user devices such as laptops, desktops, iPads, and Chromebooks.

The SRS has been vital in the roll out of a large number of devices. Due to the current economic climate and political influences, deliveries have been periodically delayed, and the availability of equipment has been impacted. The SRS Education Service role is of huge importance as they process and distribute devices as soon as they are made available, to ensure that the needs of practitioners and learners can be met.

The wave 4 funding enabled Blaenau Gwent purchase approx. 4,800 devices across the school estate.

Blaenau Gwent's focus has been to remove outdated equipment that is no longer fit for purpose or nearing end of life and replace with new technology, whilst ensuring that schools are able to satisfy their sustainability commitments under the EdTech programme.

Blaenau Gwent worked closely with the schools and SRS to identify the factors that need to be considered with a sustainability plan, such as device ratios, equipment types and cost to assist in creating specific plans tailored to the needs of individual schools.

### 4.3.3 Wave 5

Wave 5 of the EdTech programme is to support the implementation of audio-visual tools and resources within schools across the board. The schools will be able to use any allocated funding to purchase the following;

- > Interactive white boards
- > Speakers
- > Projectors
- > Headsets

The same principle applies to Wave 5 as the previous waves, i.e., Current equipment will be assessed on condition and suitability, professional recommendations from SRS will be offered to schools and sustainability plans drafted to consider a replacement schedule.

The Local Authority is excited to work with the schools on this wave of the programme and will provide further updates on funding and equipment that is available to schools, as soon as they become available.

## 4.4 Migration to and use of Hwb

The Authority continues to promote Hwb as a first approach and signposts schools to the platform for all software, teaching resources, training opportunities and guidance. Hwb, the digital platform for learning and teaching in Wales both in and out of school, provides learners and teachers with access to a range of bilingual, digital tools, and resources. It is the Welsh Government's strategic digital channel to support the delivery of the curriculum in Wales.

To achieve our aims, we need to identify the technology that is needed, the resources that will support this and the skills teachers need to deliver this.

The Local Authority aims to achieve the following.

- > Promote the use of Hwb through Hwb collaborations across schools and learners.
- > Migrate all school-based staff from corporate licences to Hwb accounts.
- > Continue to link school based Hwb Champions/Digital leads to corporate Digital Champions to further develop collaboration opportunities.
- > Continue to liaise with the EAS to provide training events to enhance the digital skills of teachers and pupils.

We want all schools to deliver the Digital Competence Framework with confidence. As a digital city we are ambitious to ensure that our schools, teachers, and learners can benefit from digital technology and the use of Hwb. This will help us improve attainment, skills, and opportunities for all.



## 4.5 Online Safety

As an authority we ensure schools understand the function of Smoothwall (Websafe) and support schools to use the 360 Degree Safe Cymru - online Safety resources and evaluation tools. The Local Authority carries out periodic reviews of the effectiveness of firewalls and online security.

The requirement to ensure that learners are able to use the internet and related communications technologies appropriately and safely is part of a school's wider duty of care. The 360 Degree Safe Cymru Online Safety Policy is provided by Southwest Grid for Learning (SWGfL) in partnership with Welsh Government. The Online Safety Policy is intended to help schools produce a suitable online safety policy document, which will consider all current and relevant issues in a whole school context.

The following actions have already been implemented and will continue to be a focus to promote digital safety in Education.

- > Safeguarding is promoted as a responsibility to respond to both online and offline behaviours – this is contained within the LGES Local Government Education Services Safeguarding Policy.
- > Schools have their own safeguarding and online safety policies.
- > Schools participate in the school police liaison programme.
- > The 360-degree safe policy has been adopted by the Council – the policy and accompanying templates are accessible to schools via Hwb.
- > All schools have registered with the 360-degree safe tool. – further work required to promote on-going use.
- > Education will monitor the use of the 360-degree safe tool using the usage reports provided by Hwb.
- > Online safety is included in the safeguarding FADE and progress updates on the use of the 360-degree safe Cymru tool is included.

- > Keeping safe online is discussed during safeguarding visits to schools as part of QA process - this is included also in the discussion that takes place with learners.
- > The Local Authority promotes Keeping Safe Online via the safeguarding bulletin and actively promotes the resources available on Hwb to support this.
- > The local Authority circulates information in relation to Cyber security training and awareness.
- > Education and Safeguarding Officers will continue to promote the 360-degree safe tool via Digital lead meetings and Digital strategy group meetings.

## 4.6 Support for schools, training & development

Schools in Blaenau Gwent receive a high level of support from both the Local Authority and the Shared resource Service during all operational hours and in case of emergency during out of hours also. The EAS run a digital network meeting half termly, with updates on the professional learning offer.

### 4.6.1 Local Authority Support

The main platform of support from the Local Authority is the established Digital Strategy group which is led by the Education transformation team service manager and includes selected school leads from each school cluster, Corporate digital team, SRS officers, EAS, BG safeguarding officer and the GDPR officer.

The role of the Education Digital Strategy Group is to oversee, prioritise and monitor the delivery and investment of Digital services in schools. The group aspires to achieve the following.

- > Monitor the Service Level Agreement and defining future service levels and requirements.
- > Building confidence and understanding around the Digital Competency Framework

- > Promote the use of Hwb through Hwb collaborations across schools and pupils.
- > Link school based Digital Leads to corporate Digital Champions to explore collaboration opportunities.
- > Liaise with the EAS to provide training events to enhance the digital skills of teachers and pupils.
- > Provide updates of upcoming/ongoing corporate projects
- > Update members on position within the Edtech programme

The Schools Digital strategy representatives attend termly meetings and share information discussed via the cluster groups.

A monthly Digital lead meeting has also been established, where there is a main agenda point discussed each month. This ensures that key messages from the main strategy group are being shared widely with schools.

The local authority also runs Head Teacher meetings periodically where any specific topics that need to be discussed imminently are raised.

Regular digital meetings with Individual Schools are conducted by the Education team, where the quality of provision is discussed, and future plans around devices are made. Here, the Local Authority ensures there is appropriate Infrastructure and device availability to support learners etc.

## 4.6.2 Shared Resource Service Support

The SRS Education Service aims to provide a comprehensive and all-inclusive offering that caters for the needs of the school and is underpinned by the SLA agreement between schools and the SRS. The SLA covers the following:

- > Management and monitoring of the Digital infrastructure and hardware in schools such as switches, access points and caching servers.
- > Management and monitoring of the central Digital infrastructure.
- > Day to day technical support, school visits and end user device management.
- > High quality technical advice, project planning and problem resolution.

The key interests to delivering this service are:

- > Safeguarding schools against cyber threats.
- > Maintaining the integrity of systems.
- > Ensuring the platform and service provided is relevant to school's needs.

The service has changed over the last 3 years, reshaping to continue to deliver a high-quality service. Furthermore, SRS have supported Blaenau Gwent schools with the delivery of the Hwb Edtech programme which included a large number of devices being rolled out across the school estate.

## 4.7 Education Management Information Systems (MIS)

Management information systems are computer-based systems that are used to manage data. These systems are designed to gather data from various sources, process and store it to provide information tailored to the user's needs.

### 4.7.1 School based MIS

All schools in Blaenau Gwent use SIMS as their MIS. SIMS has recently been sold by its previous owner, Capita, to a private equity firm called ESS, which also owns ParentPay. The SIMS system is currently hosted for all schools by SRS on behalf of Blaenau Gwent County Borough Council, although this is due to change in Spring 2024. Owing to contract changes, at that time ESS will take on all SIMS hosting as part of their SIMS Connected model. This move to ESS hosting will trigger a new 3-year ESS contract for schools.

Schools are supported in all aspects of SIMS, including the key area of pupil assessment and statutory returns. Work is ongoing to establish the pupil assessment needs of schools as the new Welsh Curriculum is rolled out and embedded. Following the recent sale of SIMS to ESS, the company has announced plans to begin a phased move to a fully cloud-native system called SIMS Next Gen, which will ultimately replace the current version of the software. At the current time little is known about the functionality and nature of SIMS Next Gen.

There is an ever-increasing variety of third-party products which extract data from SIMS in order to perform various tasks or to provide tools. While these are often beneficial to schools, it is vital to ensure GDPR compliance at all stages of their configuration and deployment. Local Authority support for these products is generally limited to setup and configuration only.

## 4.7.2 Local Authority MIS

Capita One is the Management Information System (MIS) adopted by Blaenau Gwent County Borough Council. It is a central system, into which data flows from each and all of the schools' SIMS systems. The Capita One system is customisable in various ways, some of which involve the purchase of additional modules. The primary purpose of Capita One is to provide a centralised reporting and performance monitoring system across a range of council departments.

In early 2020 the Capita One contract was significantly overhauled in order to realise better value for money. The new contract will exist for five years as opposed to the previous annual 'rolling' contract, but there has not been any significant increase in the annual cost when compared to the original contract. The new contract included a move to cloud hosting with Capita, which took place in 2020.

As part of the contract renegotiation process with Capita, the Local Authority secured several additional modules. At the current time, Blaenau Gwent County Borough Council is involved in a joint project with Capita to effectively roll out these out across the Local Authority. One of these modules is Online Admissions (via the Capita 'Citizen Portal'), and the first admissions round conducted using the software saved a significant amount of time for staff; both within the Local Authority and in schools. Other modules rolled out include IYSS for the Youth Service, and a 'CSS' module which is proving to be of significant benefit in the areas of CME (Children Missing Education), EHE (Elective Home Education), Child Employment, Ethnic Minorities, Child Performances and Operation Encompass.

Capita is currently designing a new Additional Learning Needs (ALN) solution following legislative changes to the ALN Code for Wales 2021, and a high proportion of Welsh Local Authorities (including Blaenau Gwent) were participating in regular collaborative workshops with Capita as this product was being developed. Although the system is currently still in development it is hoped that it will be fit for purpose early in 2024.

## 5. Timeline

Below is a timeline of how we plan to work with schools over the next three academic years, for each of our priority areas within our Strategy plan:

	2023/2024	2024/2025	2025/2026
<b>Infrastructure and Connectivity</b>	<ul style="list-style-type: none"> <li>&gt; Confirm strategy and funding models for infrastructure sustainability plans.</li> <li>&gt; 1 switch to be replaced within School estate.</li> <li>&gt; Analyse WAP models in schools and understand EOL dates.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Continue to implement the sustainability plans for infrastructure.</li> <li>&gt; 19 switches to replace across the school estate.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Continue to implement the sustainability plans for infrastructure.</li> <li>&gt; Work with SRS to understand longevity of 2802 WAPs and requirements for any changes.</li> </ul>
<b>Device Sustainability</b>	<ul style="list-style-type: none"> <li>&gt; Work with schools to establish their individual 2023/2024 device replacement schedule.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Work with schools to establish their individual 2024/2025 device replacement schedule.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Work with schools to establish their individual 2025/2026 device replacement schedule.</li> </ul>
<b>Hwb EdTech</b>	<ul style="list-style-type: none"> <li>&gt; Work with Schools, SRS and Welsh government to implement Wave 5 of the Hwb EdTech programme – Audio Visual replacement.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Continuation of Wave 5 implementation in line with any streams of funding made available.</li> <li>&gt; Work with schools to establish their individual 2024/2025 AV equipment replacement schedule.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Completion of Wave 5 in order to move into Wave 6.</li> </ul>
<b>Migration to and use of Hwb</b>	<ul style="list-style-type: none"> <li>&gt; Finalise strategy for the migration to Hwb for all schools.</li> <li>&gt; Look to implement the First stage of migration to Hwb i.e. Email accounts.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Continue to work with schools and EAS to implement Hwb migration strategy.</li> <li>&gt; Subject to strategy, look to implement stage 2 of migration i.e. Files.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Subject to strategy, finalise Hwb Migration.</li> </ul>
<b>Online Safety</b>	<ul style="list-style-type: none"> <li>&gt; Ensure inclusion of online safety discussions within Digital strategy working group and digital lead meetings moving forward.</li> <li>&gt; Work with schools and Safeguarding officer to look at information distribution systems.</li> <li>&gt; Review and monitor reports from Hwb to establish which schools are proactively using 360-degree safe tool and those that need support.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Ensure inclusion of online safety discussions within Digital strategy working group and digital lead meetings moving forward.</li> <li>&gt; Work with schools and Safeguarding officer to look at information distribution systems.</li> <li>&gt; Review and monitor reports from Hwb to establish which schools are proactively using 360-degree safe tool and those that need support.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Ensure inclusion of online safety discussions within Digital strategy working group and digital lead meetings moving forward.</li> <li>&gt; Work with schools and Safeguarding officer to look at information distribution systems.</li> <li>&gt; Review and monitor reports from Hwb to establish which schools are proactively using 360-degree safe tool and those that need support.</li> </ul>
<b>Support for schools training and development</b>	<ul style="list-style-type: none"> <li>&gt; Continue to Support links with EAS and distribute any new communications/ training invitations.</li> <li>&gt; Ensure a representative is available for each Digital strategy group session.</li> <li>&gt; Continue Digital leads meetings to share digital updates more widely.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Continue to Support links with EAS and distribute any new communications/ training invitations.</li> <li>&gt; Ensure a representative is available for each Digital strategy group session.</li> <li>&gt; Continue Digital leads meetings to share digital updates more widely.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Continue to Support links with EAS and distribute any new communications/ training invitations.</li> <li>&gt; Ensure a representative is available for each Digital strategy group session.</li> <li>&gt; Continue Digital leads meetings to share digital updates more widely.</li> </ul>

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