Internet Safety Primary

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Pre school internet users

- 37% of 3-4s use YouTube website or app. Among younger children this is mostly used to consume traditional, 'TV-like' content

- Children are spending more time online, with the estimated time 3-4s spend online increasing to 8 hours 18 min per week

- Younger children (3-7) are most likely to watch TV programmes, films, cartoons, mini-movies, animations or songs.

- Sixteen per cent of 3-4s also have their own tablet

- Parents' estimate of the volume of time spent gaming by children aged 3-4 is comparable to that for 5-7s, at 6 hours 48 minutes per week.

- Nearly all parents of 3-4s (98%) supervise their child when online

5-15 Online Activity

- For the first time 5-15s now spend more time online than watching TV(15hrs a week)

- Children 5-15 are more likely than in 2015 to use a tablet to watch television programmes or film

- Three quarters (75%) of parents of 5-15s thought that their child has a good balance between screen time and doing other things.

- Almost 58% of parents of 5-15s with home broadband, whose child goes online, are aware of home network-level content filters provided by ISPs, and around a third use them.

- Parents of 5-15s whose child uses a mobile or tablet have changed the settings on tablets or mobile phones to prevent apps being downloaded with 15% having done this.

What are older young people doing online today?

- More children are watching TV content on tablets, smartphones and games consoles

- Older children prefer YouTube to watching TV on the TV set

- Tablets and mobile phones are now the most popular devices for going online, knocking laptops back into third place

- The preference for mobile phones over other devices begins at age 11

- The number of children with a social media profile doubles between the ages of 10 and 11

https://www.ofcom.org.uk/__data/assets/pdf_file/0034/93976/Children-Parents-Media-Use-Attitudes-Report-2016.pdf

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Some of the issues for parents

- Screen time gets harder to manage as children get older

- One in ten 11-15s are still communicating via social media at 10pm

- One in eight social media site users aged 12-15 say that getting followers is more important to them than keeping their information private

- The extent to which children applied critical understanding skills changes depending on the circumstances

- Children are saying say they dislike seeing content that makes them feel sad, frightened or embarrassed, and to say they are worried about people being nasty, mean or unkind to them

- 12-15s are as likely to be bullied via social media or group chat or text message services as they are face to face, while for 8-11s face to face bullying is more likely

Digital footprints
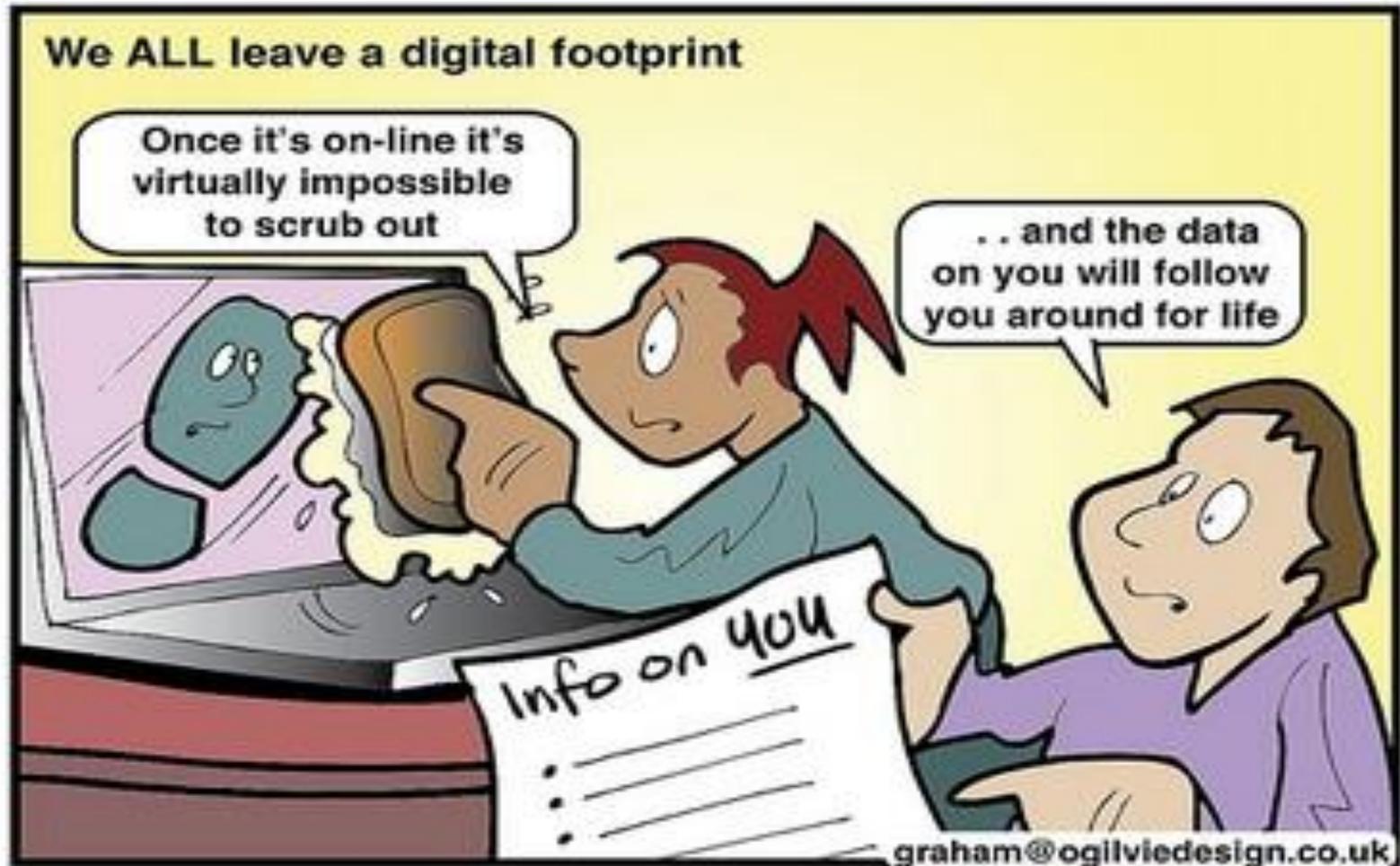
What about the benefits?

Children today

- enter formal school years with significant experience in computers and use of the internet

- Have skills in assessing, understanding, viewing and creating in multiple, digital formats

- Have digital social skills

- Are digital citizens

- Enjoy online play

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Our aim should be to educate young people to become e-competent, socially aware citizens

Young people need

- Skills, responsibility and knowledge
- They need to be able to navigate risky situations
- Understand advertising
- Be critical of content
- The rules for safe sharing
- Shopping and financial safety
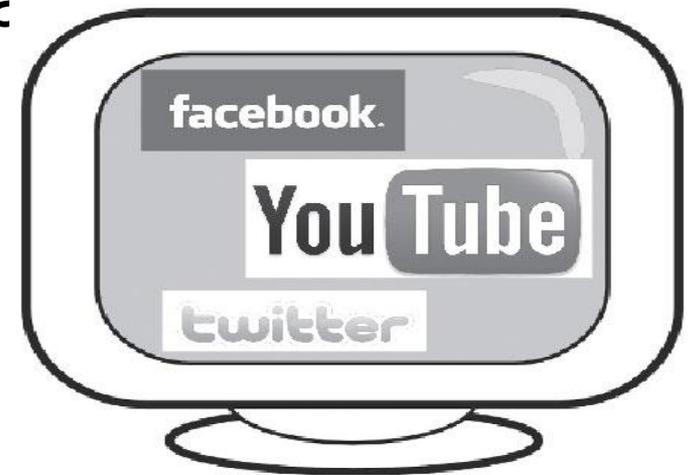
Areas upon which we need to work with children and young people

- Too much personal information given online

- Contact with unsuitable people

- Young people's behaviour towards each other (Netiquette)

- Inappropriate posting including sexting

- Grooming leading to sexual exploitation, radicalisation and criminal activity

- Exposure to inappropriate content (including age inappropriate sites, games and apps)

- Cyberbullying

- Damage to online reputation

What is Cyberbullying?

Threats

Manipulation

Hacking

Exclusion

Prejudice

Stalking

Public postings

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Cyberbullying in Nottinghamshire

- 3% of girls and 2% of boys admitted to bullying online

- 22% said they had been cyberbullied

- Boys are more likely to report online. Girls prefer to tell someone

- Of those who said they had been cyberbullied11% said they had been involved in sexting and 30% said they had seen extremist websites.26% had visited pro anorexic websites and 14% self harm and suicide sites. 28% said they had someone who tried to persuade them to be involved in sexual activity . Over half said they had met up with someone they only knew online

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Bullying behaviour

- Nearly a quarter (22%) of children said they had witnessed mean or cruel behaviour directed at a classmate or friend online (with 84% of that abuse on Facebook and 9% on Twitter).

- Only 23% of children who had directed a comment with cruel or abusive language to someone online considered it 'mean' to the person it was directed at, and just 9% consider that behaviour to be cyber-bullying.

- In addition, 15% said that if someone was upset by a mean comment they had directed at them online, they would think they were 'over-reacting', with a quarter (24%) saying they would be 'shocked' to have their comments perceived as cruel; displaying a real need for education about what online bullying actually is.

Sexting

The "exchange of sexual messages or images" and "Creating, sharing and forwarding sexually suggestive nude or nearly nude images" through mobile phones and the internet .

NSPCC Study 2013

- This is usually a result of peer pressure
- It is 'friends' in their social network not usually strangers
- It can lead to bullying and violence
- There appears to be double standards where girls are reluctant to discuss this but boys risk social exclusion if they don't.
- There is a reluctance to ask for help/discuss with adults

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Share aware-NSPCC

- www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware Share Aware – is a campaign for parents of children aged 8-12 – it will help to reassure them, and give them everything they need to keep their children safe.

Webcam Abuse

A few people want to trick or pressurise young people into doing sexual things on webcam.

This can happen to boys and girls.

How does it happen?

- An abuser might pretend to be a boy or girl of the same age.

- They might even pretend to be someone they know.

- They chat and flirt online. They start to chat about sex.

- They ask for naked selfies, or to go naked on webcam.

- Then they threaten: "I will share this pic with everyone you know if you don't do more things on webcam/ hurt yourself/ give me money..."

Stay Safe

Don't do anything on webcam you wouldn't want your friends or family to see.

Advice

If it has already happened, it is never too late to get help.

It is not your fault. You won't be in trouble.

1. If someone pressures or threatens you, block them and report them to CEOP.

2. Tell an adult you trust as soon as possible.

3. Call Childline at any time on 0800 1111.

4. The abuser has broken the law. The police will find and arrest them.

Grooming and Radicalisation

There's a chance that a child may meet people online or visit websites that could lead them to adopting what maybe considered to be extreme views, and becoming radicalised. Curiosity can lead children to seek out these people, or they could be befriend by someone in order to encourage them to adopt beliefs or persuade them to join groups whose views and actions could be considered extreme.

How could a child become radicalised?

- There is no single driver of radicalisation, nor is there a single journey to becoming radicalised.

- The internet creates more opportunities to become radicalised, since it's a worldwide 24/7 medium.

- A child may actively search for content that is considered radical, or they could be persuaded to do so by others

- It's easy to pretend to be someone else on social media, so children can sometimes end up having conversations with people whose real identities they may not know, and who may encourage them to embrace extreme views and beliefs

- Often children will be asked to continue discussions, not via the mainstream social media, but via platforms, such as Kik Messenger, Whisper, Yik Yak or Omegle. Moving the conversation to less mainstream platforms can give users a greater degree of anonymity and can be less easy to monitor.

- Sometimes children don't realise that their beliefs have been shaped by others, and think that the person is their friend, mentor, boyfriend or girlfriend and has their best interests at heart.

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What are the signs to look out for

- A conviction that their religion, culture or beliefs are under threat and treated unjustly

- A tendency to look for conspiracy theories and distrust of mainstream media

- The need for identity and belonging

- Being secretive about who they've been talking to online and what sites they visit

- Possessing items – electronic devices or phones – you don't think their families have given them

- Becoming emotionally volatile.

What action should I take?

- If you feel a child may be in immediate danger, a threat to others or there is a risk they may leave the country, contact the MASH and follow the agreed protocol for NCC.

- You can report any concerns about online grooming to the National Crime Agency's CEOP Command.

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The most popular social networking sites

Apps for Sharing, Chatting and Messaging

Gaming

PEGI (The Pan-European Game Information age rating system) was established in 2003 to help European parents make informed choices

Violence - Game contains depictions of violence

Discrimination - Game contains depictions of, or material which may encourage, discrimination

Sex - Game depicts nudity and/or sexual behaviour or sexual references

Drugs - Game refers to or depicts the use of drugs

Fear - Game may be frightening or scary for young children

Bad Language - Game contains bad language

Apps- parental control settings

4+ Applications in this category contain no objectionable material.

9+ Applications in this category may contain mild or infrequent occurrences of cartoon, fantasy or realistic violence, and infrequent or mild mature, suggestive, or horror-themed content which may not be suitable for children under the age of 9.

12+ Applications in this category may also contain infrequent mild language, frequent or intense cartoon, fantasy or realistic violence, and mild or infrequent mature or suggestive themes, and simulated gambling which may not be suitable for children under the age of 12.

17+ You must be at least 17 years old to purchase this application. Applications in this category may also contain frequent and intense offensive language; frequent and intense cartoon, fantasy or realistic violence; and frequent and intense mature, horror, and suggestive themes; plus sexual content, nudity, alcohol, tobacco, and drugs which may not be suitable for children under the age of 17.

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How can the school address these challenges?

- We want to encourage young people to have fun online and with mobile technologies, but to also know how to overcome challenges
- The most effective approach to internet safety is to treat it as a whole school community issue, with educational messages embedded across Computing/ICT, PSHE, SRE and citizenship, as well as touching on e-safety issues across the curriculum whenever and wherever children are using technology.
- We must keep our message current, reasonable and supportive or we will lose our credibility
- We also need to support children's capacity to cope themselves, to build resilience and differentiate between risk and harm

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Building resilience

We can't shield children from all risks online, any more than we can offline. But not all those risks have to turn into harm.

- To help prevent the harm, young people need to develop digital literacy, and it has three elements:

- technical literacy - knowing your way around technologies and having technical skills;

- media literacy - understanding different platforms and being able to judge the quality and reliability of online sources;

- social literacy - understanding online etiquette and the way things are done online.

Keeping children safe in education

Statutory guidance for schools and colleges May 2016:

Annex C –Online safety

Identifies 3 areas of risk

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm

It suggests schools ensure

- Filtering and monitoring
- A whole school approach to online safety
- Clear policies
- Staff training as part of safeguarding approach

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And OFSTED?

School inspection handbook

Handbook for inspecting schools in England under section 5 of the Education Act 2005 (August 2016)

Quality of teaching, learning and assessment

Excellent will look like this

- **Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.**
- **Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.**

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PIE   all 3 'legs' are vital

Policies
E-safety policy, Acceptable Use Policy,
Anti-Bullying policy, Mobile use policy

Infrastructure

Education

Managed learning
environment with high quality
access and equipment which
is filtered, monitored and
supervised.

Whole-school ongoing
education & prevention
programme which is targeted
at both pupils, parents and
the whole school work-force.

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Classifying the risks to children online

	Commercial	Aggressive	Sexual	Values
CONTENT Child as **Recipient**	Adverts Spam Sponsorship Personal info	Violent and hateful content	Pornographic unwelcome sexual content	Bias Racist Misleading info or advice
CONTACT Child as **Participant**	Tracking Harvesting Personal info	Being bullied harassed or stalked	Meeting strangers Being groomed	Self harm Unwelcome persuasions
CONDUCT Child as **Actor**	Illegal downloading Hacking Gambling Financial scams Terrorism	Bullying or harassing another	Creating and uploading inappropriate material	Providing misleading info/advice
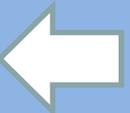
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Using a 3 tier E-safety Strategy

- A universal delivery of e-safety messages this will suit the majority

- A more targeted delivery for people who have had issues of cyberbullying or other unacceptable behaviour

- An intensive programme for vulnerable groups

Foundation and Key Stage 1

www.kidsmart.org.uk

Designed for the parents and carers and educators of **3-7 year olds.**

The resources are based around the character of Smartie the Penguin, who learns to be safe online, by asking his family for help whenever anything happens to make him feel upset, confused or worried.

There is a lesson plan .

There are also follow-up activities

I work with...
Foundation Stage and Key Stage 1 kids (3 - 7)

Read the story of Smartie the Penguin and find out what to do if something happens online and you need help

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Childnet Digiduck's Big Decision

- Digiduck is a children's book created by Childnet, which can be read online or is available to order as a hard copy from their website

- Digiduck's Big Decision is a story for 3 to 7 year olds.

- It tells the story of Digiduck and his friends, and helps children understand how to be a good friend to others on the internet.

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Hello...

5-7?   8-10?   11-16?   Parent? Carer?   Teacher? Trainer?
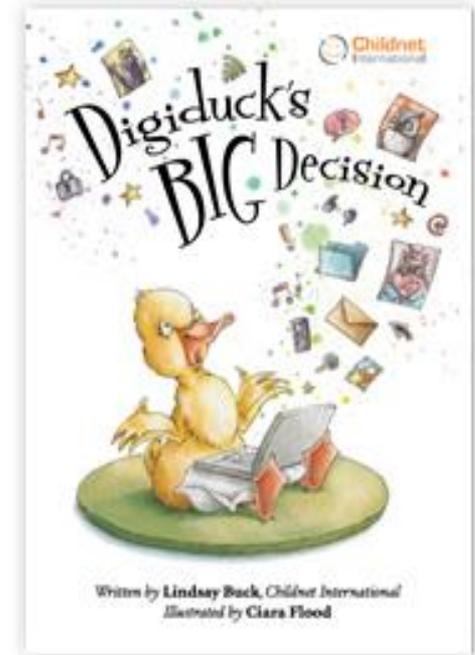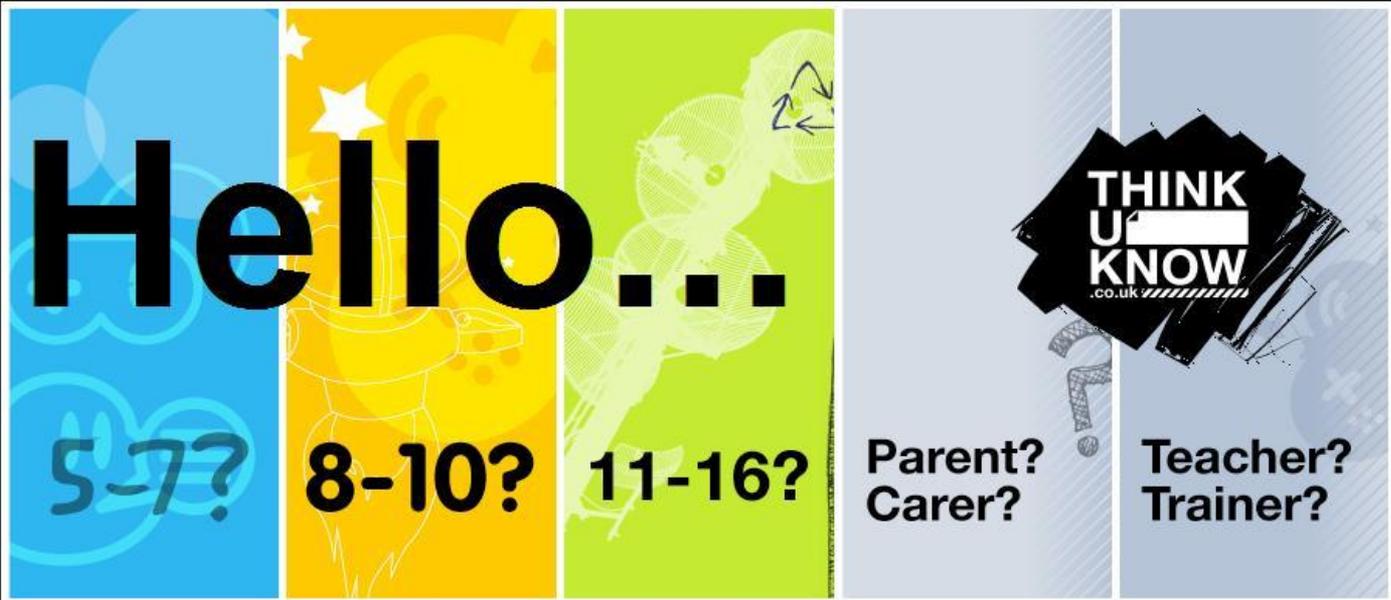
THINK U KNOW .co.uk

Welcome to the thinkuknow website

REPORT ABUSE

Come in to find the latest information on the sites you like to visit, mobiles and new technology. Find out what's good, what's not and what you can do about it.

If you look after young people there's an area for you too – with resources you can use in the classroom, at home or just to get with it.

Most importantly, there's also a place which anyone can use to report if they feel uncomfortable or worried about someone they are chatting to online.

All the information here is brought to you by the team at the **Child Exploitation and Online Protection (CEOP) Centre**. We hope you like it.

CEOP

thinkuknow friends:
CEOP
Virtual Global Taskforce

Other thinkuknow sites:
5-7s
8-10s
11-16s
Parents & Carers
Teachers & Trainers

Site Info:
Contact us
Terms and conditions
Credits
Accessibility

co-funded by the European Union

Lee and Kim's Adventure - Animal Magic (Key Stage 1 - Ages 5-7)

- An 8 minute animation introducing Lee & Kim, a brother and sister navigating the online world with the help of their trusted superhero friend SID

- The cartoon is designed to be played in either Assembly or Circle Time with an introductory and follow-up discussion based on downloadable activity sheets.

- The resource is primarily aimed at Key Stage 1 but parts of it would be suitable for Year 3 in Key Stage 2. It also includes several activities for reception children in the Foundation Stage.

- These core activities are primarily designed to fulfill elements of the PSHE, Citizenship and ICT curriculum.

- Follow up activities are available for download all designed to link into different parts of the curriculum, including Art & Design, Music, Maths and Physical Education.

- All of the activities are supported by additional materials such as masks, a board game and song sheets.

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5 - 7 Teaching Resources

Hector's World

•Key Stage 1 (Ages 5 – 8) – Was developed with Net Safe, New Zealand

• Stand alone resource

• Customised for a UK audience

• Register through the TUK site

• 5 interactive cartoons

• Supported by lesson plans

Hectors Top Tips
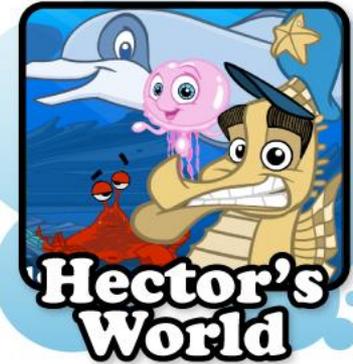
Always ask a grown up before you use the internet. They can help you find the best thing to do.

- **Don't tell strangers** where you live, your phone number or where you go to school. Only your friends and family need to know that.
- **Don't send pictures** to people you don't know. You don't want strangers looking at photos of you, your friends or your family.
- **Tell a grown up** if you feel scared or unhappy about anything.

- **Ask a grown** up to help you put the Hector's World Safety Button on your computer. This will mean you can press it if anything makes you scared or unhappy.
- You can. also call **'Childline' on: 08001111** to talk to someone who can help

SMART rules

SAFE – Keep safe by being careful not to give out personal information – including full name and email address to people who you don't trust online.

MEETING – Meeting up with someone you have only been in touch with online can be dangerous. Only do so with your parent's/carer's permission and even then only when they can be present.

ACCEPTING – Accepting e-mails, IM messages or opening files from people you don't know can be dangerous – they may contain viruses or nasty messages!

RELIABLE – Someone online may be lying about who they are, and information you find on the internet may not be true. Check information and advice on other websites, in books or ask someone who may know.

TELL – Tell your parent/carer or teacher if someone or something makes you feel uncomfortable or worried, or you or someone you know is being cyberbullied.

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Captain Kara and Winston's SMART Adventure

Stay Safe

Horrible Histories
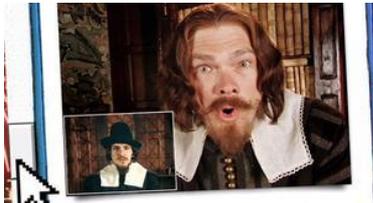
Guy Fawkes- Privacy

cbbc
BBC

Prudish Victorians- Age
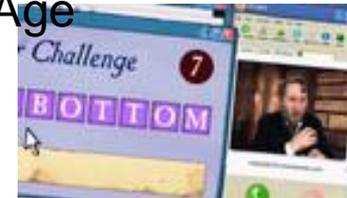
Saxon Monk- Photos   Lady Jane Grey- Beware of what you download

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Tracey Beaker- You choose

www.bbc.co.uk/cbbc/topics/stay-safe

www.safesocialnetworking.org

- a programme of practical activities that develop young people's skills, self-confidence and safety awareness when using social networking sites.

- Designed to work on safe social networks, the free materials and teacher resources will enable a school to easily deliver engaging activities and develop digital literacy skills. modified for different age groups; 7-11 and 11-16.

- Focus is learning how to stay safe when using the basics of social networking; setting up a profile, blogging and connecting online. The programme progresses to making and sharing media, copyright awareness and the process of reporting hurtful or harmful material.

- Can be planned on printable activity sheets or completed directly onto a school VLE or appropriate online platform.

- All the activities are supported by teacher resources which include how-to guides, discussion topics, learning outcomes and support documents.

- Extension or homework activities ensure that the learning also takes place outside of school to engage the whole family in staying safe online.

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Support for Parents

ParentInfo www.parentinfo.org

ParentInfo is a collaboration between the National Crime Agency CEOP Command and The Parent Zone.

- It is a regularly updated and free feed of information, advice and sources of support that schools can deliver to parents and carers - a pipeline of information they can integrate seamlessly into their own websites and use in other formats.
- ParentInfo is quick and simple to set up. For more information and technical support contact: support@theparentzone.co.uk

Special Education Needs
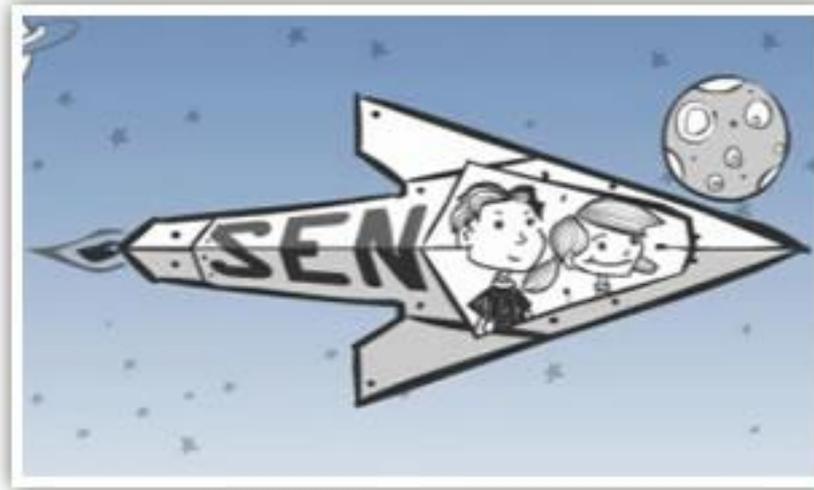
Children with Special Educational Needs (SEN) can use the internet in educational, creative, empowering and fun ways, just like their peers. However, they may be particularly vulnerable to e-safety risks.

Special Education Needs

- Children and young people with Autistic Spectrum Disorder may make literal interpretations of content, which will affect how they respond.

- Some children may not understand much of the terminology due to language delays or disorders.

- Some children with complex needs do not understand the concept of friendship, and therefore trust everyone implicitly. They do not know how to make judgments about what is safe information to share. This can lead to confusion about why you should not trust others.

- There is also growing concern around cyberbullying. We need to remember that some children with SEN or disabilities may be vulnerable to being bullied through the internet, or not recognise that they are being bullied.

- In addition, some children may not appreciate how their own online behaviour may be seen by someone else as bullying.

- These are challenging and complex issues and it's important that your school's Special Education Needs Co-ordinator (SENCO) develops strategies for safe internet use as part of individual children's learning plan.

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Safeguarding advice for staff

What is my online reputation?

Your online reputation is the perception, estimation and opinion that is formed when you are encountered online. This could be when someone visits your social networking profile, but could also be when anyone reads a comment you posted on another profile. It could also be when someone sees your online photo albums or an image with you in it, indeed any instance or reference of you that either you posted or someone else did - what your digital footprint says about you.

Your online reputation will be formed through:

- Posts by you
- Posts by others but about you or linked to you
- Posts by others pretending to be you

Who does it affect?

- Everyone! Obviously it applies to those who post online, however as other people could be posting information about you, you don't even have to have been on the internet before to have an online reputation! Rory Cellan-Jones commented on a survey conducted by AVG which concluded that 23% of unborn children already have a digital footprint.

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Why is online reputation important?

- Many businesses and celebrities value their online identity and reputation and go to extraordinary lengths to protect it, in many cases taking legal action.

- Your reputation should be important to you as it is a tool that others could and will use to make decisions about you. Clearly this could have a dramatic effect on your personal and professional lives, especially if your digital footprint is poor. Would you like a potential partner or employer to decide whether to see you or not purely based on your digital footprint? Media headlines regularly appear, such as "Disgrace of the six drinking, pole-dancing primary school teachers who published the pictures on Facebook".

- What does your profile picture or avatar say about you?

- How is your online reputation different?

- Remember that the internet never forgets - when you post something online it will always be there

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Online Reputation-what can you do?

- **Think before you post anything**

- **Understanding your digital footprint**
  Search for yourself using Google or another search provider.

- **Appropriate language and behaviour**
  Consider how others may interpret your words, especially if using abbreviations

- **Protect your passwords**
  Don't disclose and the stronger the better!
  www.pctools.com/guides/password/

- **Managing your Privacy settings, using privacy effectively**

- **Testing your privacy**
  Find out from your friends what information they can see on your profile?
  Use http://www.reclaimprivacy.org/ to scan your profile privacy settings

- **Familiarise yourself with your organisations policies and procedures**
  Make sure you know how what the rules are!

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Be cautious!!

It might seem counter-intuitive that a new generation of teachers who are more tech-savvy than their predecessors are potentially more vulnerable online for that very reason.

"If you've grown up being able to access technology anytime and from anywhere, then a school's rules about IT use can seem incredibly trivial. They are easy to disregard as irrelevant or out of touch."

A school's IT policies should never be disregarded, and any teacher who uses school equipment needs to know what rules apply to their school

The Safer Internet Centre has been co-funded by the European Commission to provide a Helpline for professionals working with children and young people in the UK with any online safety issues they may face themselves or with children in their care.

They provide support with all aspects of digital and online issues such as those which occur on social networking sites, cyber-bullying, sexting, online gaming and child protection online.

The Helpline aims to resolve issues professionals face about themselves, such as protecting professional identity and reputation, as well as young people in relation to online safety.

It is primarily a signposting, advice, and mediation service, any urgent risk to children should be dealt with via normal safeguarding procedures.

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FAQ

- I'm a Teacher and have found out that parents are writing things about me on Facebook, what can I do about it and what should the school do?

- I have tried to remove comments on Rate My Teacher or Little Gossip, and nothing happened. Can you help? I've confiscated a mobile phone, can I search the contents?

- My manager has asked me not to use Facebook, can he/she do this? What are my rights?

- It has come to light that many of my primary aged pupils are using Facebook, what can I do?

- Can I accept friend requests from ex pupils or their parents on my social networking profile?

- I've tried to delete my Facebook profile but it seems to still be there, how do I permanently delete it?

- A child has posted an allegation about my colleague, whilst I don't believe it, I don't know what I should do?

- An issue has arisen with some students who are sexting (sharing inappropriate photos of each other), what should I do? Open or Close

- How do we communicate safely and openly with our pupils and their parents using Facebook?

- I have been videoed on child's mobile phone disciplining someone in class and it has been on YouTube, what can I do?

CEOP is the UK national lead agency who deal with the sexual exploitation of children in the UK and abroad

www.ceop.police.uk
www.facebook.com/ceop

Get help if you are...

5-7   8-10   11-16   A Parent or Carer

Working with children

Other sources of help and advice

CEOP is a member of UKCCIS

help?

Do you need immediate help or have a real emergency? If so call 999 or contact your local police here:

In England or Wales
In Northern Ireland
In Scotland

When should I report to CEOP?
We help children stay safe online. Has someone acted inappropriately towards you online, or to a child or young person you know? It may be sexual chat, being asked to do something that makes you feel uncomfortable or someone being insistent on meeting up. You can report it to us below.

Make a CEOP report

Other people who can help
For advice and to seek help on a range of issues, from hacking to cyberbullying, click here.

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