

Online Safety Parents Meeting

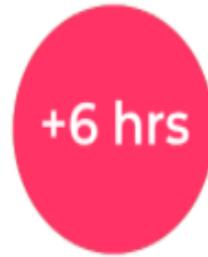
Autumn Term 2021

Curriculum Team



Digital Citizenship Facts & Stats - EYFS

- More and more pre-schoolers are getting their own tablets or borrowing their parents' devices to play games, use apps, and watch their favourite TV show.
- But it's not without risks for young children, who may come across inappropriate content or begin to copy what older children do online.



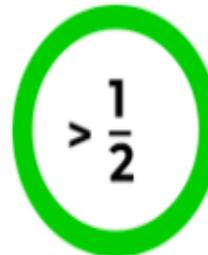
Screen time

On average 3 to 4-year-olds spend over **6 hours online a week** ↗



Device use

of 3-4-year-old have **their own device** ↗



Rise in concern

Fewer parents of 3 to 4 year-olds agree that **'the benefits of the internet outweigh the risks'** ↗

Digital Citizenship Facts & Stats – KS1 & KS2

- Early use of digital technology has been shown to improve language skills and promote children's social development and creativity.
- Again, it's not without risks for young children, who may come across inappropriate content or begin to copy what older children do online.



Talking digital

of parents have spoken to their child regarding **online safety** in the last month



Tablet ownership on the rise

of this age group now **have one of their own** ↗, up from 35% the previous year (2017)



YouTube viewing platform of choice

of children in this age group say they **prefer to watch YouTube content** ↗ rather than TV programmes on a TV set

Esafety tips for Parents

Check if it's suitable

The age ratings that come with games, apps, films and social networks are a good guide to whether they're suitable for your child. For example, the minimum age limit is 13 for several social networking sites, including Tik Tok, Roblox and Instagram.

Agree boundaries

Be clear what your child can and can't do online – where they can use the internet, how much time they can spend online, the sites they can visit and the type of information they can share. Agree with your child when they can have a mobile phone or tablet

Stay involved

Encourage them to use their tech devices in a communal area like the lounge or kitchen so you can keep an eye on how they're using the internet and also share in their enjoyment.

Put yourself in control

Install [parental controls](#) on your home broadband and any internet-enabled devices. Set up a user account for your child on the main device they use and make sure other accounts in the household are password-protected so that younger children can't access them by accident.

Search safely

Use safe search engines such as [Swiggle](#) or [Kids-search](#). You can save time by adding these to your 'Favourites'. Safe search settings can also be activated on [Google](#) and other search engines, as well as [YouTube](#).

Explore together

The best way to find out what your child is doing online is to ask them to tell you about what they do and what sites they like to visit. If they're happy to, ask them to show you. Talk to them about being a good friend online.

Talk to siblings

It's also a good idea to talk to any older children about what they're doing online and what they show to younger children. Encourage them to be responsible and help keep their younger siblings safe.

Teaching Digital Citizenship



We can't tell our students "Not to" use social media, or "Be careful" and then put our heads in the sand. Instead, we need to **teach** them how to be safe & responsible digital citizens (because they're going to be using it anyways.) @sylvia duckworth

Keeping children safe in education 2021

Statutory guidance for schools and colleges

- Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play.
- Governing bodies should ensure that all staff undergo safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. Induction and training should be in line with any advice from the safeguarding partners
- [Keeping children safe in education 2021 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school approach to online safety empowers a school to protect and educate pupils, and staff in their use of technology and establishes ways to identify, intervene in, and escalate any concerns where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes’.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying;
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Education for a Connected World Framework - supporting the teaching of Digital Citizenship

- This framework describes the knowledge, understanding and skills that children and young people should have the opportunity to develop at different ages and stages.
- It highlights what a child should know in terms of current online technology, its influence on behaviour and development, how to get support, and what skills they need to be able to navigate it safely.
- Children and young people's online activity and behaviour can be different both within and across an age range.
- This framework is intended to be used flexibly in order to support learning that is relevant to children and young peoples' online behaviour and experiences and matched to their readiness for new learning

Education for a Connected World - 2020 edition

A framework to equip children and young people for digital life



UK Council for
Internet Safety



Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.



Online relationships

This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.



Online reputation

This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.



Online bullying

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.



Managing online information

This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.



Health, well-being and lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.



Privacy and security

This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.



Copyright and ownership

This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

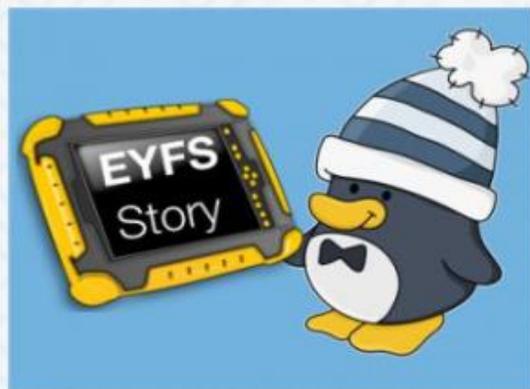
This document has been produced in partnership with:



Digital Citizenship lessons – they are more than not sharing passwords & clicking on pop ups

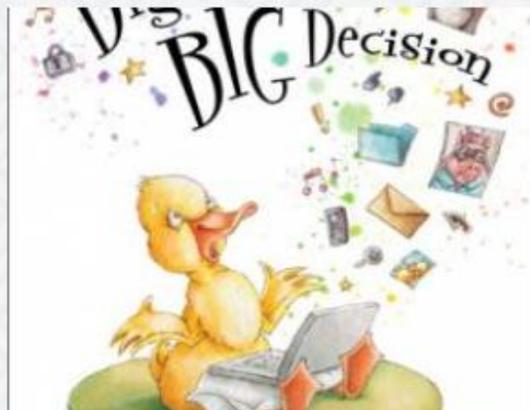
Websites that can support Digital Citizenship

These websites have a range of age appropriate resources to support the delivery of your digital citizenship lessons



Smartie the Pengu

An online safety story for 3 to 7s



Digiduck Stories

Engaging online safety stories for young children aged 3 to 7s



Jessie & Friends

Online safety education for 4 – 7s



CyberSprinters:

New resource from National Cyber Security Centre.

This toolkit of educational resources has been developed by the NCSC for practitioners that work with children aged 7-11. All of the resources, and the CyberSprinters game, focus around conveying key messages to children and will help them to develop their knowledge, skills and understanding in crucial areas:

- using and managing passwords
- protecting their devices
- dealing with suspicious messages



Band Runner

is a fun interactive game that helps 8-10 year olds learn how to stay safe from risks they might encounter online.



Play Like Share

is a three-episode animated series and accompanying resource pack which aims to help 8-10 year olds learn how to stay safe online



Be Internet Legends

empowers younger children to use the web safely and wisely, so they can be confident explorers of the online world.

What do the experts say?



TikTok

TikTok is a social media platform that lets you create, share and discover videos. You can use music and effects to enhance your videos and you can also browse other people's videos and interact with them.

13+ Official age rating

13+ Net Aware age recommendation



Fortnite: Battle Royale

Fortnite is a popular survival action game where up to 100 live players can fight each other to be the last one standing. The game includes heavy violence but with little blood or gore. You can talk to other players using public, private and voice chat.

12+ Official age rating

13+ Net Aware age recommendation



WhatsApp

WhatsApp is an instant messaging app which lets you send messages, images and videos in one-to-one and group chats with your contacts. You can choose to share your live location for up to eight hours with one contact or a group.

16+ Official age rating

16+ Net Aware age recommendation

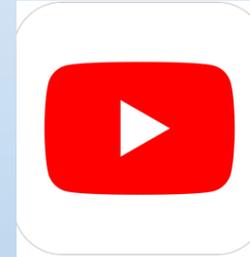


Roblox

Roblox is an online game and app where you can create your own games or play games that other users have made. There's the option to chat to other players, but you can change this to private or friends only.

7+ Official age rating

7+ Net Aware age recommendation



YouTube

YouTube lets you watch, create and comment on videos. You can create your own YouTube account, create a music playlist, and even create your own channel, which means you'll have a public profile. YouTube allows live streaming.

13+ Official age rating

13+ Net Aware age recommendation

Our safety ratings

Overall safety rating: Average 😞 😐 😊 😄 😅

Safety features



Privacy & location



Reporting & blocking



Content



Answers...

PEGI – Green, Orange, Red

ESRB (USA - Entertainment Software Rating Board) Black

* Even if a game is rated 3 it will always carry a warning regarding online chat - "Online Interactions Not Rated by the ESRB" - Warns those who intend to play the game online about possible exposure to chat.



PEGI

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



PEGI 3

The content of games given this rating is considered suitable for all age groups. Some violence in a comical context (typically Bugs Bunny or Tom & Jerry cartoon-like forms of violence) is acceptable. The child should not be able to associate the character on the screen with real life characters, they should be totally fantasy. The game should not contain any sounds or pictures that are likely to scare or frighten young children. No bad language should be heard.



PEGI 7

Any game that would normally be rated at 3 but contains some possibly frightening scenes or sounds may be considered suitable in this category.



PEGI 12

Videogames that show violence of a slightly more graphic nature towards fantasy character and/or non graphic violence towards human-looking characters or recognisable animals, as well as videogames that show nudity of a slightly more graphic nature would fall in this age category. Any bad language in this category must be mild and fall short of sexual expletives.



PEGI 16

This rating is applied once the depiction of violence (or sexual activity) reaches a stage that looks the same as would be expected in real life. More extreme bad language, the concept of the use of tobacco and drugs and the depiction of criminal activities can be content of games that are rated 16.



PEGI 18

The adult classification is applied when the level of violence reaches a stage where it becomes a depiction of gross violence and/or includes elements of specific types of violence. Gross violence is the most difficult to define since it can be very subjective in many cases, but in general terms it can be classed as the depictions of violence that would make the viewer feel a sense of revulsion.

How much sleep do children need?

Babies 4 to 12 months old

- 12 to 16 hours including naps

Toddlers 1 to 2 years old

- 11 to 14 hours including naps

Children 3 to 5 years old

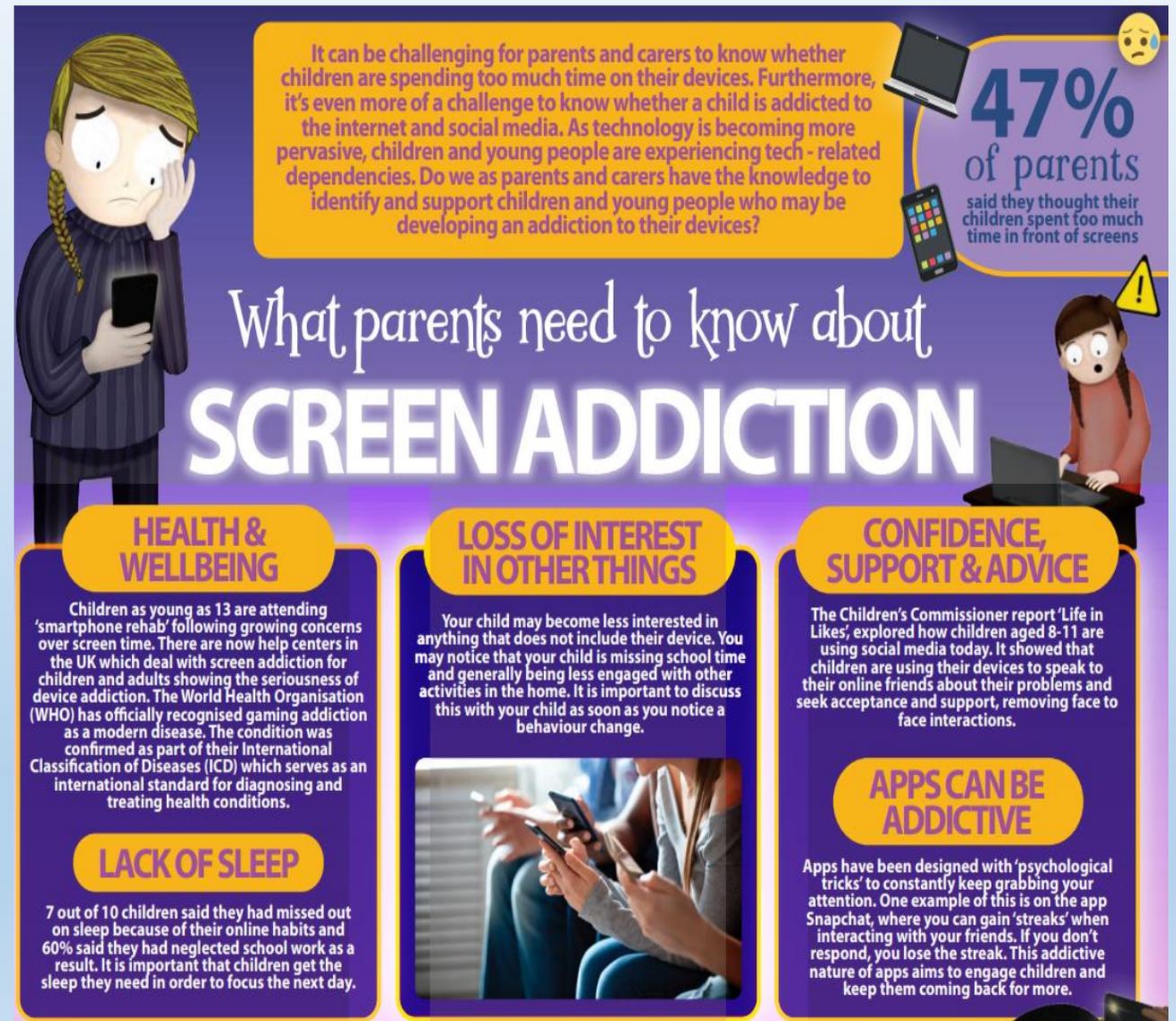
- 10 to 13 hours including naps

Children 6 to 12 years old

- 9 to 12 hours

Teenagers 13 to 18 years old

- 8 to 10 hours



The infographic features a central title 'What parents need to know about SCREEN ADDICTION' in white text on a purple background. To the left, a cartoon girl looks stressed while holding a smartphone. To the right, a cartoon girl sits at a laptop with a warning sign above her. A yellow box at the top right contains a statistic: '47% of parents said they thought their children spent too much time in front of screens'. A yellow box at the top center contains a paragraph about the challenge of identifying tech-related dependencies. Below the title are three purple boxes with yellow headers: 'HEALTH & WELLBEING' (discussing gaming addiction), 'LOSS OF INTEREST IN OTHER THINGS' (discussing disengagement), and 'CONFIDENCE, SUPPORT & ADVICE' (discussing social media). A fourth yellow box at the bottom right is titled 'APPS CAN BE ADDICTIVE' and discusses 'psychological tricks'. A photo of children using smartphones is in the bottom center. A yellow box at the bottom left is titled 'LACK OF SLEEP' and discusses missed sleep and schoolwork.

It can be challenging for parents and carers to know whether children are spending too much time on their devices. Furthermore, it's even more of a challenge to know whether a child is addicted to the internet and social media. As technology is becoming more pervasive, children and young people are experiencing tech - related dependencies. Do we as parents and carers have the knowledge to identify and support children and young people who may be developing an addiction to their devices?

47% of parents said they thought their children spent too much time in front of screens

What parents need to know about SCREEN ADDICTION

HEALTH & WELLBEING

Children as young as 13 are attending 'smartphone rehab' following growing concerns over screen time. There are now help centers in the UK which deal with screen addiction for children and adults showing the seriousness of device addiction. The World Health Organisation (WHO) has officially recognised gaming addiction as a modern disease. The condition was confirmed as part of their International Classification of Diseases (ICD) which serves as an international standard for diagnosing and treating health conditions.

LOSS OF INTEREST IN OTHER THINGS

Your child may become less interested in anything that does not include their device. You may notice that your child is missing school time and generally being less engaged with other activities in the home. It is important to discuss this with your child as soon as you notice a behaviour change.

CONFIDENCE, SUPPORT & ADVICE

The Children's Commissioner report 'Life in Likes', explored how children aged 8-11 are using social media today. It showed that children are using their devices to speak to their online friends about their problems and seek acceptance and support, removing face to face interactions.

APPS CAN BE ADDICTIVE

Apps have been designed with 'psychological tricks' to constantly keep grabbing your attention. One example of this is on the app Snapchat, where you can gain 'streaks' when interacting with your friends. If you don't respond, you lose the streak. This addictive nature of apps aims to engage children and keep them coming back for more.

LACK OF SLEEP

7 out of 10 children said they had missed out on sleep because of their online habits and 60% said they had neglected school work as a result. It is important that children get the sleep they need in order to focus the next day.

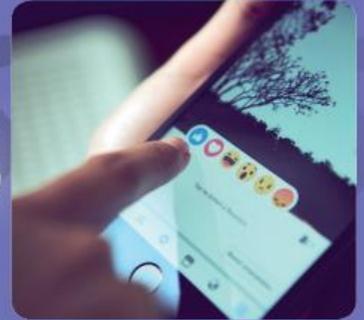
Health and well being?



'Likes' are a simple way for users to show that they like a post on social media. This could be anything from photos and videos to status updates and comments. The feature is widely used on several social media platforms and is extremely popular on Instagram and Facebook. It is often used by children to measure the success of their social media post and gauge opinion. However, it can also bring a number of social pressures, particularly if users start to question their own levels of popularity.

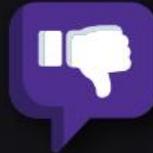


What parents need to know about **SOCIAL PRESSURES LINKED TO 'LIKES'**



DAMAGING TO SELF-ESTEEM

Your child may use likes to measure their own self-worth, with more likes instilling a greater level of confidence and acceptance amongst their friends and peers. However, children who only receive a small number may in turn feel a sense of rejection or isolation and could potentially suffer from low self-esteem issues, impacting them in other aspects of their life such as at school or in social settings.



AN ADDICTIVE FEATURE

Like features encourage children to stay online for longer. In doing so, your child is likely to engage with app's for longer periods than they otherwise would have wanted, checking their phone more frequently, including at night when they should be asleep. This could contribute towards screen addiction which can cause sleep deprivation and consequently a lack of focus during the next day at school.



UNREAL VIEW OF THE WORLD

Your child may follow celebrities or other popular individuals on social media who receive millions of likes. Not everything on social media is a true reflection of the world and your child may feel pressured into behaving in a similar way in real life or posting similar material in order to feel popular and achieve a similar level of self-worth.



COMPETITIVE CULTURE

Children will often compare the number of likes they receive for their post against their friends or followers, possibly evoking emotions of jealousy or resentment. In a bid to increase their own status and receive more likes, this could lead to a competitive culture in which children try to better one another, potentially leading to them engaging in more and more riskier activities.



Parental Advice

What Parents & Carers Need to Know about SNAPCHAT

Snapchat is a photo- and video-sharing app which also allows users to chat & share images and videos with specific friends, or through a 'story' (documenting entire friend list). Snapchat usage rose during the pandemic, with many young people. The app continues to develop features to engage an even larger audience on platforms such as TikTok and Instagram.

Connecting with Strangers

Even if your child only connects on the app with people they know, they may still receive friend requests from strangers. Snapchat's links with apps such as Wink and Hoop have increased this possibility. Accepting a request means that children are then disclosing personal information through the Story, SnapMap and Spotlight features. This could allow strangers to gain their trust for sinister purposes.

Inappropriate Content

Some videos and posts on Snapchat are not suitable for children. The hashtags used to organise content are determined by the poster, so an innocent search term could still yield age-inappropriate results. The app's Discover function lets users swipe through snippets of news stories and trending articles that often include adult content. There is currently no way to turn off this feature.

Damage to Confidence

Snapchat's signature filters and lenses are a popular way for users to enhance their 'selfie game'. Although many are designed to be fun, some unrealistic body-image expectations and create feelings of inadequacy. Continually comparing themselves unfavourably against others can damage a child's self-worth.

Advice for Parents & Carers

Turn off Quick Add

The Quick Add feature helps people find each other on the app. This function works based on mutual friends or whether someone's number is in your child's contacts list. Explain to your child that this feature could potentially make their profile visible to strangers. We recommend that your child turns off Quick Add, which can be done in the settings (accessed via the cog icon).

Talk about Sexting

It may feel like an awkward conversation (and one that young people can be reluctant to have) but it is important to talk openly and non-judgementally about sexting. Discuss the legal implications of sending, receiving or sharing explicit images, as well as the possible emotional impact. Emphasise that your child should never feel pressured into sexting - and that if they receive unwanted explicit images, they should tell a trusted adult straight away.

Be Ready to Block and Report

If a stranger does connect with your child on Snapchat and begins to make them feel uncomfortable through bullying, pressure to send explicit images or by sending explicit images to them, your child can select the three dots on that person's profile and choose report or block. There are options to state why they are reporting that user (annoying or malicious messages, spam, or masquerading as someone else, for example).

Choose Good Contacts

Snapchat has recently announced that it will allow users to receive notifications reminding them with people they actually know. Encourage users to delete contacts they don't know or don't trust to maintain their online safety.

Keep Profiles Private

Profiles are private by default. However, if you wish to be visible to your friends, you can change your privacy settings. This prevents your profile from being visible to anyone who is not a friend, which visibly displays a user's profile to anyone who is not a friend.

Chat about Content

Talk to your child about what they see on the app. If they see something that makes them feel uncomfortable or see something online, the creator loses control over where it might end up, and who with. Additionally, Snapchat's 'Spotlight' feature has a #challenge like TikTok's: it's vital that your child understands the potentially harmful consequences of taking part in these challenges.

FRIENDS & FOLLOWERS

What you need to know about...
 NOS Social Media & Live Streaming
 NOS National Online Safety
 www.nationalonlinesafety.com

What are they?

'Friends & Followers'

What makes social media actually 'social' are the connections users make with other users on the platforms. Every social networking site handles these connections differently, calling them 'connections', 'friends' and 'followers', amongst others. Having friends and followers is how we find out what other people say and do. Your friends and followers are much more likely to see your online content than those outside of your network, which is why it's important to be mindful of who you connect with and what you share. On some platforms, if two accounts follow each other, this may allow additional communication channels such as private messaging.

Ellie-May
 FRIENDS
 28 Followers

Oscar
 FRIENDS
 147 Followers

Kumail
 FRIENDS
 63 Followers

Jada
 FRIENDS
 56 Followers

Amelia
 FRIENDS
 45 Followers

Know the Risks

Access to private information

This may include your child's home address, school details, details of siblings or other relatives, as well as sensitive information that may be particularly sensitive information. This is completely harmless information for genuine friends or family but could cause issues in the hands of a criminal.

Catfishing

'Catfishing' is the common name given to an individual posing as someone else on social media. They do this to try and trick typically young and vulnerable people who they look to for love or attention. Unfortunately, there are many examples of this happening across the world that have had real-life consequences.

Online bullying

Once a connection is made on a social media site, there is the potential to send private messages between individuals. It is difficult for social networks and other users to see what is being said between accounts. This provides an opportunity for bullies to continue to harass and cause emotional and psychological harm to their victims.

Safety Tips

Check privacy settings

Platforms such as Facebook allow users to modify their privacy settings, which means people who are not friends can't see all your profile information. It's also possible to hide this information for some or all of your connections. Always make sure your child's accounts are set to private.

Talk about strangers

Make sure children understand that they should only connect with people that they know or can completely trust. They should be wary of anyone messaging them frequently who they don't know in real life or have never spoken to or actually seen online. Catfish will stick to text-based messaging only, to keep their identity secret.

Delete old connections

Children should be mindful that everything they share will probably exist online forever and that they shouldn't share anything that gives too much information away. Every now and again, they should delete old connections that they no longer spend time with. Old accounts can easily be hacked, exposing personal information to strangers.

Further Support

Encourage an open dialogue

It's really important that your children knows that they can speak to someone about anything they're not sure of online. It's crucial that they know they won't be judged or told off for anything they've done. It's far more important to know if they're in danger or worried about something.

Seek additional guidance

If your child wants to spend a lot of time online and is displaying compulsive or addictive behaviour, is having difficulties with schoolwork and has had real-life interactions or has frequent changes in mood, they could be experiencing negative mental health issues. Speak to them and seek support from their school or your local safeguarding team if you think your child has been affected.

Our Expert

Emma Davis

Emma Davis is a cyber security expert and former ICT teacher. She delivers cyber awareness training to organisations nationally and has extensive knowledge and experience of managing how children access services and apps online.

MENTAL HEALTH

What Parents & Carers Need to Know about MENTAL HEALTH



6 TALK ABOUT MENTAL HEALTH NATURALLY

Speak about mental health as part of everyday life, so that talking about our feelings and those of others is normalised. If the usual 'are you ok?' is not creating an opportunity for dialogue then say something like 'I know when something like that has happened to me I felt like this... is that how you are feeling or are you feeling something else?'

7 EMPATHISE

'It makes sense that you would feel this way, it is understandable'. Children often worry about things that we, as adults, might see as trivial or silly. However, for them at their age and stage it is a big concern and they need our kindness and care when they show their vulnerability and share their worries.

8 HELP YOUR CHILD FEEL SAFE

Teens particularly feel that by talking about their worries or concerns that this will make things worse. Reassure your child that you will discuss a plan of action together and what may or may not need to happen next. If they are a younger child, it is likely you will need to lead the conversation and explain next steps.

9 MIND YOUR LANGUAGE

Be mindful of the language you use at home to describe and talk about mental health. Stigma often arises from misconceptions and a choice of language which is harmful. Using the word 'mental', 'man-up' or other such words in a derogatory way won't encourage your child to talk about their mental health for fear of being belittled.

10 IT IS OK TO SAY 'I DON'T KNOW WHAT TO DO NEXT'

Adults do not have all the answers but often children think they do. It is ok to acknowledge that what your child is experiencing is not something you have come across before or know anything about, but that you will work it out together and seek help together.

Parental Advise

National Online Safety Mobile App

Children are spending more time than ever online. As adults, we need to do everything we can to keep them safe in the digital world. But with new apps, games and platforms emerging every day, how can you stay in the know?

The new National Online Safety mobile application. Created by experts, developed by us.

With all online safety knowledge available at your fingertips, the NOS app empowers parents and teachers to understand and address online safeguarding risks – any time, anywhere.

The world's most comprehensive online safety app, it's packed with insightful courses, explainer videos, webinars and guides on topics that will help you protect the kids you care about when they're online.



NSPCC NetAware - www.net-aware.org.uk

have developed a guide, primarily aimed at parents of 8-12 year olds, about the social networks, apps or games with an interactive element that children use most frequently use.



www.commonsensemedia.org

provide age ratings and reviews for many apps, relying on developmental criteria to determine what content is appropriate for which ages.