



Understanding online risks and how to manage them

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Outline for the session

- Understanding the world we live in today
- What are the dangers for children and young people
- How can we manage the risks
- How can we support children and young people to make good decisions



Tablets & Phones – the New Generation

2000



2016



Grooming

29% of children in the UK have had online contact with people they had not met before - **EU Kids Online II**

12% of 8-11 year olds and 24% of 12-15 year olds say that they use social networking sites to communicate with people not directly known to them - **Ofcom**

The Child Exploitation and Online Protection Centre (CEOP) receives more than 600 reports of grooming a month



Other issues

- 13% of 12-15 year olds are happy to share their email with 'friends of friends' or 'anyone'. Children are happier to share photos and feelings online compared to sharing personal contact details - Ofcom
- Around 25% of 8-15 year olds with a social networking profile have it set to open, either to anyone or to friends and their friends - Ofcom
- 41% of 12-15 year olds have a smartphone and around half use it for social networking on a weekly basis - Ofcom

Social media and identity

- Social media is used as an extension of offline friendships
- Girls face an intensification of the 'image-focused' pressures that exist in the offline world. Getting an acceptable number of 'likes' and positive comments was very important and they put a lot of effort into curating their online image.
- The pressures on boys are more about acting 'tough' or being 'laddish'. Boys appeared to be subject to pressures around testing boundaries, and social media seemed to provide a space where male friendship groups might act more 'tough' and rude than they would in real life.
- Some children had indirect experience of sexting and other risky online social behaviour
- Children often over-estimate the privacy afforded by social media. For example, posting things to social media that they wouldn't feel comfortable showing to their parents, despite never having checked their privacy settings.

Main findings of recent surveys

- Range and Extent of Unsupervised Access
- Children playing games that are not age-appropriate
- Children worry about fairness and kindness, adults worry about pornography and terrorism – we need to listen to the concerns of children
- Online Safety needs to be embedded across all ages and phases from the youngest age

What computer games do you play?

Do you know their *age ratings*?



Age ratings are systems used to ensure that entertainment content, such as films, videos, DVDs, and computer games, are clearly labelled for the age group for which they are most suitable.



Extended Search

PEGI Expands to Mobile



New Games

		
Nintendo 3DS	Chibi-Robo!: Zip Lash	
Nintendo 3DS	Barbie and Her Sisters Puppy Rescue	
Nintendo Wii	Let's Sing 2016 : Hits français	

What are ratings?



Age ratings are systems used to ensure that entertainment content, such as films, videos, DVDs, and computer games, are clearly labelled for the age group for which they are most suitable. Age ratings provide guidance to consumers (particularly parents) to help them decide whether or not to buy a particular product.

[Read more...](#)

Fresh on the Web



PEGI iPhone App



 Available on the AppStore

 Available on Android

 Available on Windows Phone 7

News

2015-03-17

PEGI RATINGS EXPAND TO MOBILE VIA NEW GLOBAL RATING SYSTEM

The IARC process, created by a



Nude 'Snapchat images'... 2422 shares SHARE

BBC News Sport More

NEWS

Sections

Technology

Nude 'Snapchat images' put online by hackers

By Dave Lee
Technology reporter, BBC News

10 October 2014 | Technology

Snapchat messages are meant to "disappear" after a short time

The internet and social media is leaving young people 'more at risk of mental health problems'

18:58, 18 SEP 2016 | UPDATED 18:58, 18 SEP 2016 | BY KATHERINE CLEMENTINE

A study found university-aged students addicted to social media sites, online videos and browsing the web are more likely to suffer from depression, anxiety, impulsiveness, inattention, executive functioning or ADHD

Obama: Social media explosion has given power to the powerless

When President Obama and UN Secretary General Ban Ki-moon came into power, the mobile Internet and social media were still in their infancy.



Conduct



- ① Digital footprints
- ② Respect and manners
- ③ Who can view their content?
- ④ Keep their personal information safe
- ⑤ Reporting



Content



- 18 Adult content
- Hurtful and harmful content
- Reliable information
- Illegal downloading



Contact



- ♥ Online friends
- 🔒 Privacy settings
- ⚠️ Grooming
- ⚡ Cyberbullying
- 💬 Tell someone they trust!

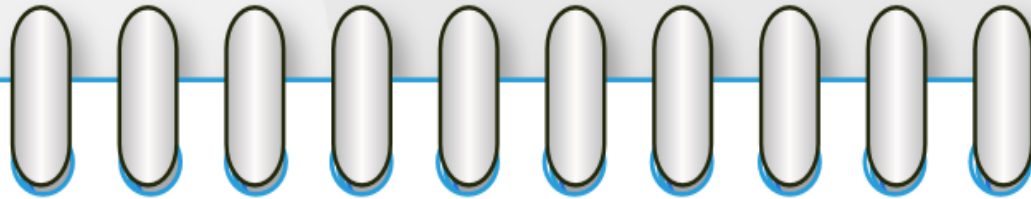


Commercialism

- £ Advertising
- 📱 In-app purchases
- ✕ Pop ups
- ✉ Spam



What can I do right now?



- ☐ Open dialogue with your child
- ☐ Family agreement
- ☐ Consider filtering and blocking software
- ☐ Think before you/they post
- ☐ Understand the laws
- ☐ Privacy settings and reporting
- ☐ Save the evidence and report the incident
- ☐ Age ratings on apps and games
- ☐ Protect their personal information

Sign up to the
UK Safer
Internet Centre
newsletter at:

saferinternet.org.uk





Sexting/Nude Selfies



Is it legal?

- Indecent photos of u18s are images of child abuse
- Taking the photo is illegal – even if you take a photo of yourself
- Sending the photo to someone else is illegal
- Sharing the photo further is illegal



Why is this a problem?

- The minute you pass on an image you have lost control of it – you can never regain control
- Images remain in cyberspace for a long time – forever?
- 88% of illegal images of teenagers are 'home made' and a majority are stolen (IWF – following an analysis of 12,000 images)

Exposed – Secondary age



thinkuknow – Nude Selfies



www.thinkuknow.co.uk/parents

www.internetmatters.org

SET PARENTAL CONTROLS

What are your children doing online?

Learn more about the activities, technologies and sites they may be visiting



Social networking



Online gaming



Apps Guide



Chatting



Follow the step-by-step guide, click 'Parental Controls ON' when you're done.

Parental Controls **ON**

Extra Help

Back

EE Content Lock

Features and Benefits

The EE Content Lock default is set to Moderate to block adult content and also un-moderate content. Content blocking will only work on the home WiFi.

When you're done simply click **Parental Controls ON**, or if you're having trouble click Extra Help.

What restrictions can I apply?

Mobile phone advice

- Know how the child's phone works
- Always have a password / pincode on the mobile phone
- Agree the type of content that you would be happy for them to download, knowingly receive or send on to others
- Save any inappropriate messages/images - its evidence
- Decide together what are acceptable bills
- Encourage balanced use – switching off at mealtimes,



What can families do?


- Install software to protect the computer's security
- Be careful which sites the rest of the family visit
- Use a family email address for shopping and online forms
- Use the free technology: pop-up blockers & SPAM filters; and your good judgement: do not reply to SPAM.
- Check sites for extra security (padlock/https)



What can families do?

- Use child-friendly search engines or set a search filter, try [Yahoo! Kids](#), KidsClick or www.primaryschoolict.com
- Use browser tools – Bookmarks & View History
- Install filtering (but don't rely on it)
- Find appropriate sites to visit and try not to overreact if accidents happen.

Where to go for advice?



Home About Advice and resources Research Need help?

Advice and resources


Here you can find a wealth of teaching materials from partner organisations, to help educators support your pupils. **Internet Day** can provide a fantastic opportunity and there are many opportunities to bring in experts throughout the year.

From the UK Safer Internet Centre:



Childnet's area for Teachers

AGE GUIDES ISSUES TECHNOLOGIES ARTICLES Search




Internet Matters

57% ¹⁸f parents don't use any parental control settings on their home computers.¹

Where do I start?

Here are some simple things you could do today. You'll find more links to expert advice in our age guide pages.



Young people Teachers and Professionals Parents and Carers Press and Policy What we do New for Schools Support Us

Trust Me

Thinking critically about what you see online

Content Propaganda Contact

A **primary** and **secondary** resource designed to support teachers in **exploring critical thinking** online.

Welcome to Childnet International, a non-profit organisation working with others to help make the internet a great and safe place for children.

Twitter @childnet



about an hour ago

Introducing a family agreement in your household can help you put boundaries in place buff.ly/2co5nZ5 pic.twitter.com/4UcS2Etz2



about 3 hours ago

What will the Digital Leaders Programme bring to your school? Find out more here: buff.ly/2cNm7aR pic.twitter.com/mc8gHA2zvT



Resources for you to take away

Facebook-Checklist

- ☐ Do you know your friends?
- ☐ Who can find what you post on Facebook?
- ☐ Be in control of what you share online?
- ☐ How does your profile appear?
- ☐ How do you use your Friends lists?
- ☐ Do you know how to de-activate your account?

Do the Check.



INFORMATION & ONLINE RESOURCES

1. UK SAFER INTERNET CENTRE



UK Safer Internet Centre: The European Commission appointed UK Safer three partners: **Childnet International**, the **South West Grid for Learning** and the **Internet Watch Foundation**. Together we raise awareness about internet safety, develop information materials and resources and organise high profile events such as Safer Internet Day. You can access a range of resources from across the UK, Europe and wider afield at www.saferinternet.org.uk/parents.



Registered UK Charity:
1080173

Childnet: Childnet International is a non-profit organisation working in partnership with others around the world to help make the internet a great and safe place for children. The Childnet website hosts all the online resources detailed below, as well as a number of recommended resources for young people, parents, carers and teachers. The **Parents and Carers** area also contains key advice, information on reporting and detailed information on a range of e-safety topics in the **Hot topics** section.

South West Grid for Learning: The South West Grid for Learning (SWGfL) is a not for profit, charitable trust dedicated to the advancement of education through information and communication technologies. They provide safe, supported broadband internet, teaching and learning services for 2,500 schools in the South West of England and e-safety education and training regionally, nationally and internationally. They provide professionals, parents and children with advice, resources and support to use internet technologies safely to enhance learning and maximise potential.



Registered UK Charity:
1120354

Supporting young people online

Information and advice for parents and carers



The internet – an inspiring and positive place

The internet is an amazing resource which enables children and young people to connect, communicate and be creative in a number of different ways, on a range of devices. However, the internet is always changing, and being able to keep up to date with your children's use of technology can be a challenge. You may sometimes feel that your children have better technical skills than you do, however children and young people still need advice and protection when it comes to managing their lives online.

Issues that your child may encounter on the internet will vary depending on their age and online activities. We have grouped potential online risks into these 4 categories.



Conduct:

Children need to be aware of the impact that their online activity can have on both themselves and other people, and the digital footprint that they create on the internet. It's easy to feel anonymous online and it's important that children are aware of who is able to view, and potentially share, the information that they may have posted. When using the internet, it's important to keep personal information safe and not share it with strangers. Discuss with your child the importance of reporting inappropriate conversations, messages, images and behaviours and how this can be done.



Content:

Some online content is not suitable for children and may be hurtful or harmful. This is true for content accessed and viewed via social networks, online games, blogs and websites. It's important for children to consider the reliability of online material and be aware that it might not be true or written with a bias. Children may need your help as they begin to assess content in this way. There can be legal consequences for using or downloading copyrighted content, without seeking the author's permission.



Contact:

It is important for children to realise that new friends made online may not be who they say they are and that once a friend is added to an online account, you may be sharing your personal information with them. Regularly reviewing friends lists and removing unwanted contacts is a useful step. Privacy settings online may also allow you to customise the information that each friend is able to access. If you have concerns that your child is, or has been, the subject of inappropriate sexual contact or approach by another person, it's vital that you report it to the police via the Child Exploitation and Online Protection Centre (www.ceop.police.uk). If your child is the victim of cyberbullying, this can also be reported online and offline. Reinforce with your child the importance of telling a trusted adult straight away if someone is bullying them or making them feel uncomfortable, or if one of their friends is being bullied online.



Commercialism:

Young people's privacy and enjoyment online can sometimes be affected by advertising and marketing schemes, which can also mean inadvertently spending money online, for example within applications. Encourage your children to keep their personal information private, learn how to block both pop ups and spam emails, turn off in-app purchasing on devices where possible, and use a family email address when filling in online forms.

KEEPING YOUNG CHILDREN SAFE ONLINE

Children love using technology and are learning to navigate websites, online games and consoles, and touch screen technology like iPads and smartphones from a younger and younger age.



Latest Ofcom research has shown that 91% of 5-15 year olds live in a household with internet access and over a third of all 3-4 year olds are now accessing the internet in their homes. We know that children need support in these environments, to get the best out of using the internet, and there are real advantages in making sure that children are supported in their internet use right from the start.



These eight frequently asked questions will provide you with useful information and tips that you can put into place at home, to help keep your youngest children safe online.



Where do I start?

The best way to keep your family safe online, and to understand your children's internet use, is to use the internet together. Active engagement and conversations with your children are key. Be positive and embrace the technologies that young children enjoy and look for family activities or games. Take time to explore the games and services that your children are using, or want to use, and look out for any safety features that may be available. This will give you a better understanding of the different ways that children are engaging with



Role of Safeguarding

Safeguarding Children

1. Safeguarding children - the action we take to promote the welfare of children and protect them from harm - is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.
 2. Safeguarding is defined as:
 - protecting children from maltreatment;
 - preventing impairment of children's health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to **enable all children to have the best outcomes**
- *Working Together to Safeguard Children, revised edition, HM Government, 2006, 2010, 2013 and 2015*
 - *Children Act 2004*
 - *Keeping Children Safe in Education 2016*



Duty to co-operate and refer

Professionals must escalate to the Designated Safeguarding Lead **on the same working day** if a child:

- Is suffering significant harm through abuse or neglect
- Is likely to suffer significant harm in the future

The DSL must make a referral **on the same working day** to early help or MASH if the case may reach threshold.

Disclosures of Abuse (1)

- **Never promise confidentiality**
- Don't ask leading questions; Clarify the concerns **(who, what, where, when)**, **do not** attempt to interview the child
- Tell the child that you are taking what they are saying or expressing seriously
- **Offer re-assurance** that they will be **kept safe** and explain what action will be taken
- Tell the child **you will need to tell someone** who can help

Disclosures of Abuse (2)

- Report **all** information to your DSL **immediately, on the same working day**
- **Record** what the child has said and done, and what you said

What next

- Your DSL will tell you the actions that they will take

If you are not happy with their response...

- escalate your concern to your Headteacher
Same working day
- if your Headteacher is the DSL escalate your concern to your Chair of Governors and the LADO (Local Authority Designated Officer)
Same working day

(see your schools Managing Allegations & Whistleblowing Policy)

Whistleblowing

What about if you are worried about an adult in a setting?

- Their behaviour with children
- Their relationship with children (offline or online or both)
- The things they say (offline or online or both)
- Their attitude to safeguarding

Worried about an adult

- If worried about any adult in your school – tell your headteacher
same working day
- If you are worried about your headteacher – tell your chair of governors and the LADO
(Local Authority Designated Officer)
same working day
(see your schools Managing Allegations & Whistleblowing Policy)

MASH & LADO contact

MASH Team

01708 433222 (day)

01708 433999 (night)

LADO

lado@havering.gov.uk

01708 431653