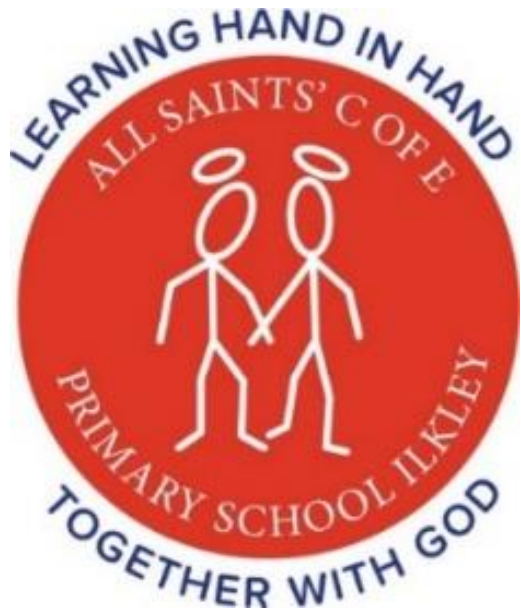
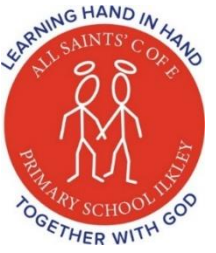


# All Saints' CE Primary School Online Safety Workshop: May 2022



- **Alex Margerrison (*nee Webb*):** Year 1 Teacher and PHSE (Personal, Social, Health and Economics) subject leader
- **Becky Schofield:** Year 1 Teacher and Computing subject leader
- **Joe Cooper:** Deputy Headteacher and DSL (Designated Safeguarding Leader)

**Recording warning/reminder...**



## Session aims:

- Rationale for this session
- How do we teach online safety?
  - Through Computing
  - Through PSHE (*Personal, Social, Health and Economics*)
- What can we do at home about online safety?
- Opportunities for questions



## Caveats and Reminders:

- Safeguarding topic aimed at adults: confidentiality and sensitivity is paramount
- Non-judgmental advice/information
- We are **not** experts in online safety
- Starting point for good online safety habits
- Interaction/questions and feedback welcomed – our first session of this type (correct audience?)



## Rationale: Why do we want to talk about online safety?

### Scenario: Child seems upset as they enter classroom

**Teacher:** What's the matter, \_\_\_\_\_?

**Child:** \_\_\_\_\_ is being mean to me.

**Teacher:** Oh – sorry to hear that. Can you tell me what has happened?

**Child:** It started last night – on Roblox she said I was...

**Teacher:** This was using chat on Roblox then? Was there anyone else involved?

**Child:** No – she was just mean to me. But then I went on chat with x, y and z and told them what she had done...



## Rationale: Why do we want to talk about online safety?

“Children... are using an internet that was not designed for them.”

Elizabeth Denham

**UK Information Commissioner at the  
Information Commissioner's Office**

## Rationale: Why do we want to talk about online safety?

Age verification  
checks online...





## Rationale: Why do we want to talk about online safety?

- **92%** of UK adults own a smartphone in 2022 (cf 2013: 62%)
- **95%** of these use their mobile **every day**
- People in UK: average of **3 hours and 23 minutes** a day on their phones
  - 16 – 24 year olds = **4 hours per day**





## Rationale: Why do we want to talk about online safety?

### 2022 Childwise Monitor Report

- Children ages seven to 16 spent an average of 3.3 hours a day online in 2021
- 11- to 12-year-olds now spending 4.2 hours a day online
- Much of that was on YouTube (1.8 hours a day on average)
- Discord (Chat Platform – owned by Amazon) usage up significantly this year.
  - Boys (32%) more likely than girls (15%) to use Discord.
- TikTok: 10% of 5- to 8-year-olds and 12% of 7 to 10-year-olds use it regularly
  - Girls (60%) more likely to use the app than boys (50%)



### Rationale: Why do we want to talk about online safety?

## 2022 Childwise Monitor Report (continued)

- Gaming
  - Minecraft: 40% usage for 5 – 16-year olds
  - Roblox: 38% usage
  - Fortnite or Among Us: 33%
- **73%** of children (5 – 16) and **half** of all 5 - 10-year-olds now own a mobile phone

# Rationale: Why do we want to talk about online safety?

## Molly Russell social media material 'too difficult to look at'

26 September 2020

Instagram has passed thousands of pages of "pretty dreadful" material from the account of Molly Russell to her family's legal team, a court heard.



The 14-year-old killed herself in 2017 after viewing graphic images of self harm and suicide on the platform.

A pre-inquest hearing on Friday was told not all the material had been studied yet as it was too difficult for lawyers and police to look at for long.

The inquest will look at how algorithms used by social media giants to keep users on the platform may have contributed to her death.



## Rationale: Why do we want to talk about online safety?

**Online harms involving children are increasing year-on-year  
According to the NSPCC (2021)....**

**1 in 25**

of primary-age children  
said they had been sent  
or shown a naked or  
semi-naked picture or  
video by an adult.

**1 in 16**

of primary-age children  
who live stream said  
they had been asked to  
change or remove an  
item of clothing.

**1 in 6**

of primary-age children  
said they had seen  
content that  
encouraged people to  
hurt themselves.

# Rationale: Why do we want to talk about online safety?

**26%**

**surveyed girls\* have had some kind of experience of receiving a request for nude or semi-nude photos or videos**

*A stranger on snapchat added me and I thought it was my friends sister but it was not it was a complete stranger asking me where I live [and to] send a picture of my face to them (Boy, aged 9-10)*

*a girl from my primary [was] sending half naked pictures because its what "everyone does" (Girl, aged 12-13)*

**12%**


**of young people in the UK are affected by cyberbullying**

<https://www.nspcc.org.uk/globalassets/documents/online-safety/children-sending-receiving-sexual-messages.pdf>

# Rationale: Why do we want to talk about online safety?

## ‘The Age Appropriate Design Code’

<https://5rightsfoundation.com/uploads/demystifying-the-age-appropriate-design-code.pdf>



**That is why the regulator introduced  
The Age Appropriate Design Code**

The answer is not to protect children from the digital world, but to protect them within it... This code provides practical guidance on how to design data protection safeguards into online services to ensure they are appropriate for use by, and meet the development needs of, children.

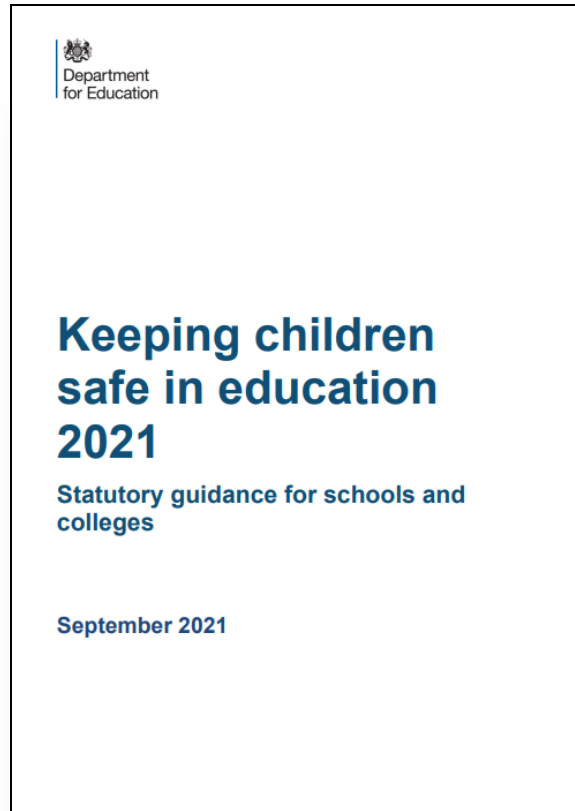
.....  
Elizabeth Denham CBE,  
UK Information Commissioner

“The answer is not to protect children from the digital world, but to protect them within it...”

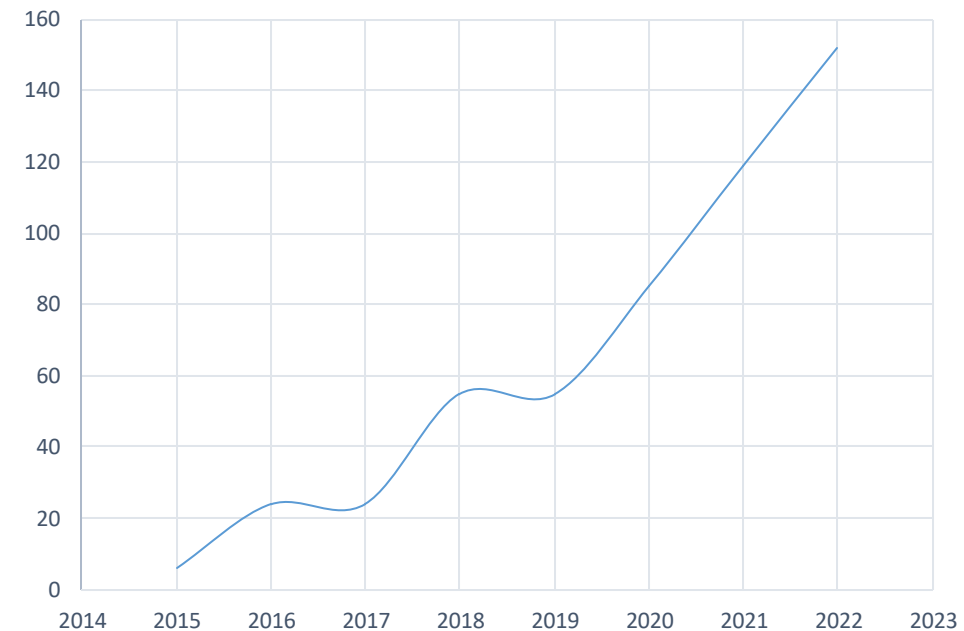


# Rationale:

## Why do we want to talk about online safety?



Mentions of 'online'

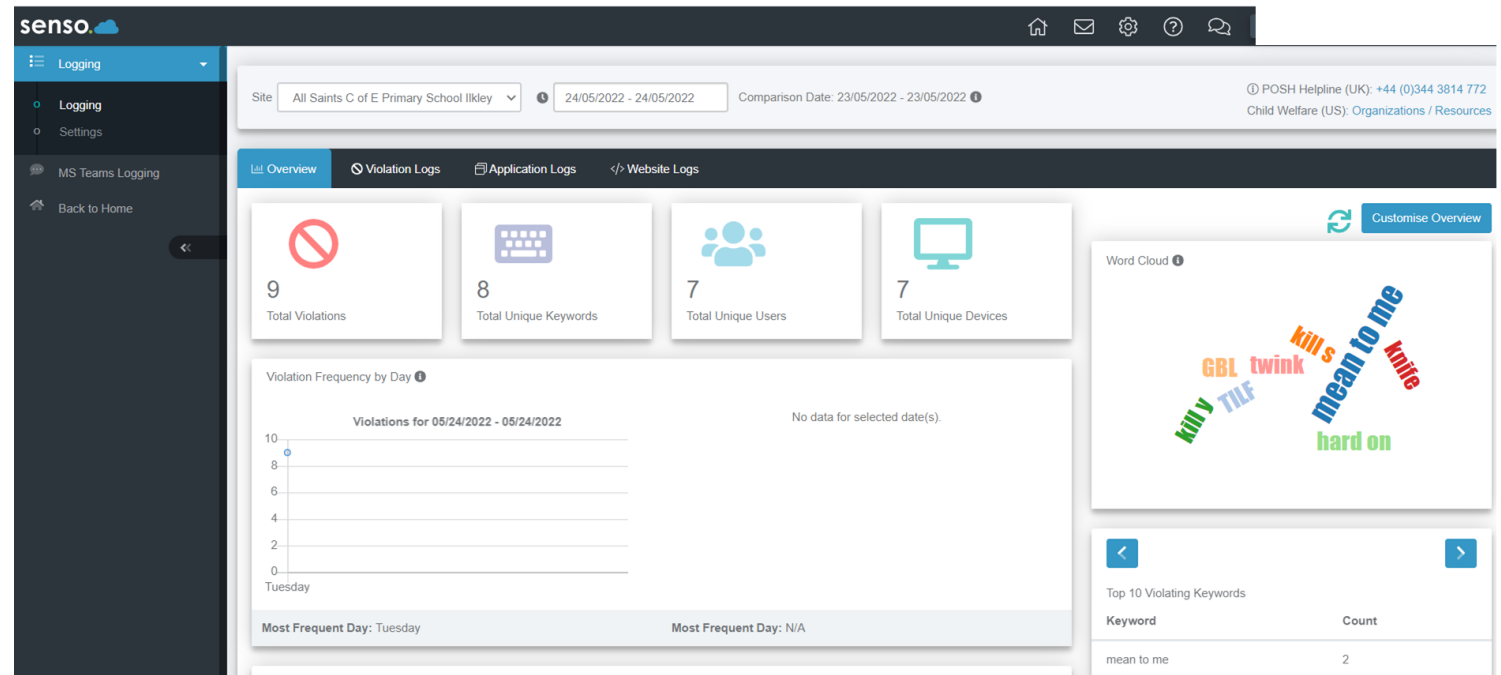


**2015 = 6  
mentions**

**2022 = 155  
mentions**

## Rationale: Why do we want to talk about online safety?

## Keystroke Monitoring - process







# Rationale: Why do we want to talk about online safety?

- **Keeping Children Safe in Education:** “Ensure appropriate filters and appropriate monitoring systems are in place” and they “should be doing all that they reasonably can to limit children’s exposure to the above risks”.
- **However...** be careful that “over blocking” does not lead to **unreasonable restrictions** as to what children can be taught with regards to online teaching and safeguarding.
- **Ofsted:** Pupils with ‘managed’ systems had better knowledge and understanding of how to stay safe than those in schools with ‘locked down’ systems.
- ‘Locked down’ schools not given enough opportunities to learn how to **assess** and **manage risk** for themselves.
- No filtering systems can be 100% effective so **need to be supported with good teaching and learning practice and effective supervision.**



# **How do we teach online safety?**

## ***Computing***

# National Curriculum

## Purpose of study

- “Computing [also] ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.”

## Aims

- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are **responsible, competent, confident** and creative users of information and communication technology

# Children should be taught to...

## **Key stage 1**

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

## **Key Stage 2**

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

# The curriculum

Each strand of the curriculum provides opportunity to teach and have conversations about different aspects of online safety.

From Key Stage 1- rules for keeping us safe and healthy when using the internet.

To Key Stage 2....

- Computer systems and Networks (protecting networks, content ownership, sharing information, working together online, public/private, communication on the internet, when and when to share)
- Creating media (fake images, impact of publication)
  - Thinking critically and analytically!



# How do we teach online safety?

## *PSHE*

# PSHE curriculum



- Within our PSHE curriculum there are many lessons which cover e-safety and safeguarding on the internet.
- The curriculum is spiral based which means children are building on their knowledge of e-safety in each year group.
- Each of the lessons teaches and incorporates other subjects and issues as well as e-safety in order to make the learning relevant for the children.

## Sample lesson plans from the curriculum

- Year 1- Sharing Pictures
- Year 2- Playing Games
- Year 3- Super Searcher
- Year 4- Picture Wise
- Year 5- Play, like, share
- Year 5- Communication
- Year 5- Spot bullying
- Year 5- Is it true?
- Year 6- Fakebook friends
- Year 6- Pressure Online
- Year 6- Think before you click!
- Year 6- It's a puzzle
- Year 6- Traffic lights
- Year 6- To share or not to share?

# PSHE curriculum



- Our PSHE lessons are often discussion based, allowing children to share ideas and ask questions. We ensure that the sessions are age appropriate and if any questions beyond the appropriate age arise, we will work alongside you as parents/carers to support the children.
- E-safety becomes a wider part of the PSHE curriculum as the children move into Key Stage 2, as they will most likely be using and searching on the internet more often than our younger children in FS and KS1.
- Familiar characters such as Harold the giraffe are used and also role play and scenarios are a huge part of our PSHE sessions in order for children to gain an understanding of what is safe/unsafe.

Additional educational resources links:

<https://www.bbc.co.uk/cbbc/findoutmore/stay-safe-facts>

<https://www.bbc.co.uk/newsround/44074704>

<https://saferinternet.org.uk/resource/kidsmart>





## bCyberwise-

<https://www.coramlifeeducation.org.uk/bcyberwise/>

- This is a section on the CORAM website which can be accessed by parents to use at home.
- The section includes a variety of games, activities and quizzes aimed at 8-11 year olds which covers the National Curriculum Key Stage 2 computing objectives.
- The activities are a great resource to use as a means of discussion with your child about safe and unsafe situations when using the internet.

### CODES

Now try and decode these text shortcuts.  
Drag the codes to the matching meanings.



:o	see you later
SYS	shocked
2moro	I don't know
l8	late
?4U	by the way
btw	questions for you
cul8r	see you soon
IDK	tomorrow

### COMMUNICATION

Read over the following scenario and then click the 'What if?' button to view another scenario. Once you have viewed all the scenarios you can then proceed by clicking the 'next' button.

A cartoon giraffe wearing a red hoodie and blue pants, holding a black tablet with a white signal icon.

dan - Instant Message

video cam games voice send file

dan

emily: you are SO weird

What if?

Scenario

Imagine that you have been sent this message online. What feelings would you have?

next

### PICTURE WISE

Can you help me decide which photos are ok to make public? Click on an image below.



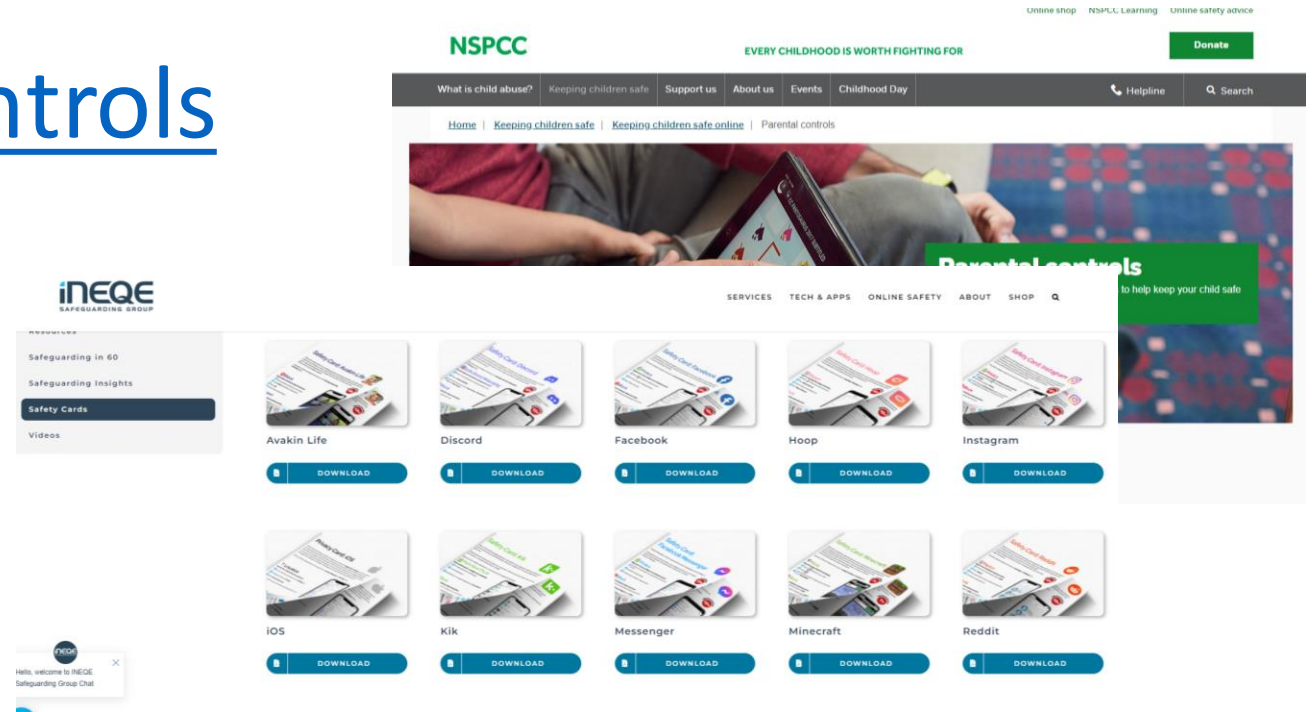


# What can we do at home about online safety?

- Limited time in a busy school curriculum
- Evolving concept of time spent 'online' – blurred lines (i.e. Smartwatches, wearable tech, streaming, tracking apps etc)
- Build trusting relationships
- Parental controls

## Parental Controls and Guides

- [NSPCC - Parental Controls](#)
- [Ineqe Safety Cards](#)



**NB: There is no 'quick fix' – each device, game, app and system must be considered separately.**



# Parental Controls

- Parental controls allow you to block and filter upsetting or inappropriate content. They work across your WiFi, phone network, individual apps and devices.
- Parental controls can help you to:
  - plan what time of day your child can go online and how long for
  - create content filters to block apps that may have inappropriate content
  - manage the content different family members can see.

## Parental Controls - apps

Qustodio

For families

For schools

Product ▾

Pricing

Learn ▾

Support ▾

### The all-in-one parental control and digital wellbeing solution

Over 4 million parents trust Qustodio's parental control tools to keep their kids' screen time safe and balanced on every device—all from a single dashboard

M.SPY

### The Best Phone Tracker for Parental Control

#1 CHOICE IN UNITED KINGDOM\*

Know more. Worry less. That's the power of mSpy, the app that lets you find out what they're up to on their phone and online. And they won't even know you're using it.

✓ norton

### Norton Family

Norton Family provides insights that help parents foster a healthy life balance for their children and their devices, while providing tools to help them teach safe, smart, and healthy online habits.

For home school and online classwork, Norton Family can help keep your child focused on schoolwork during the school day.



# Parental Controls

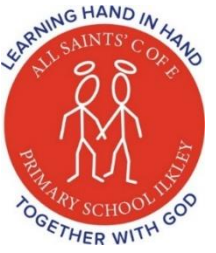
Ineqe's advice:

- 'Tracking' apps installed covertly can backfire – trust is eroded
- 'If I can't trust you to do this...' – conflicted incentives for child to be more secretive
- 'Secret diary' analogy
- Set parental controls **together**



# Summary

- Model good practices: consider your own online behaviour/usage/habits
- Research new apps/games and devices before committing to them
- School curriculum includes dedicated time for online safety education
- Early, trusting conversations at home are crucial
- Set parental controls collaboratively where possible



## Other resources

<https://www.parents.parentzone.org.uk/>

[www.internetmatters.org](http://www.internetmatters.org)

[www.nspcc.org.uk/keeping-children-safe/online-safety](http://www.nspcc.org.uk/keeping-children-safe/online-safety)

[https://oursaferschools.co.uk/home-learning-hub/#\\_primary](https://oursaferschools.co.uk/home-learning-hub/#_primary)

<https://www.ceop.police.uk/safety-centre/>





**Thank you!**

**Questions or  
feedback?**