

Online Safety

Newsletter January 2017



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Introduction

Welcome to our online safety newsletter. This is a special edition focused on Safer Internet Day highlighting activities that you can get involved in.

CPD Update

Primary Best Practice	The 8 February meeting will include an online safety update.
Governor Training	There will be a governor online safety briefing on 31 January from 5 until 7 pm. This can be booked through governor services .
Online Safety Conference Save the Date	The West of England ICT conference will be focused around online safety this year. It will take place on 12 June at BAWA. Already confirmed are keynote speakers from Safer Internet Centre / SWGfL and Childnet.

Safer Internet Day 2017

[Safer Internet Day 2017](#) is almost upon us. Schools are planning activities for Tuesday 7 February when planned theme is 'Be the change: Unite for a better internet'.

In the UK we are exploring the **power of image** - both for positive and negative - in digital youth culture.

UK Safer Internet Centre have created free [Education Packs](#) and associated [SID TV films](#) aimed at children and young people aged 5-7, 7-11, 11-14 and 14-18. The education packs include lesson plans, posters, presentations and activities.

Visit the [UK Safer Internet Centre website](#) to download the [education packs](#), access resources and register your support.

Last year [over a thousand](#) organisations registered as supporters making it the biggest UK Safer Internet Day so far. It would be great to exceed that this year and we hope you will register on the site. Registering is simple. Complete the [online registration form](#) providing your logo and 200 characters of text explaining what you are doing to support Safer Internet Day 2017. You can visit [last year's supporter's list](#) for ideas.

There are a whole range of activities that your school can get involved in.

[Spread the word on social media](#)

This year you can give the internet a smile through a [#giveasmile campaign](#). To get involved:

- Fill the #giveasmile template with your own message and share it on social media. There are emoji templates which can be filled with tips and advice for creating a better internet or with positive comments. Download the emoji template in [colour](#) or [greyscale](#).
- Post a smiling selfie and send it someone to make them smile!
- Make your own creative emoji out of anything you want, including objects and people!
- Post your smiley emoji on social media to show your support for Safer Internet Day
- Find out more about [how to get involved](#).

Join in emoji charades!

You can also join an internet safety emoji charades game. Safer Internet Centre will be posting internet safety tips through emojis and want you to join in the fun. Find out about how you can get involved in [emoji charades on Safer Internet Day!](#)

Photography Project Pack

This year the UK Safer Internet Centre is showcasing the power of image in digital youth culture today to [champion the positive use of technology](#).

Image and video sharing are powerful tools of communication, self-expression and creativity. We need to ensure that children have the skills, knowledge, and confidence to deal with the associated pressures, risks and potential negative consequences.

This Safer Internet Day campaign aims to empower children to have a positive time online.

- [Youth photo campaign](#): young people across the UK have been creating images to share how images and videos play a role in their online lives. These images are being exhibited at events across the UK on Safer Internet Day.
- Six photography briefs cover the pressure to take the perfect selfie, to the ways that images can be misleading or ambiguous, and challenge young people to consider the impact of images on their lives. They celebrate the positive power of image to help inspire a better internet.
- [Explore the six collections of images in our gallery created by young people - explore the gallery](#).
- Get involved by creating your own photos using our [Photography Project Pack](#).

[Sign up to the SID Thunderclap](#) – to help generate a whole day of trending!

Join the Safer Internet Day Thunderclap. A Thunderclap is a crowdspeaking platform where people donate their social reach for a cause they believe in. Thunderclap schedules the same message across Twitter, Facebook and Tumblr from everyone who signs up at exactly the same time for maximum impact.

What you have to do:

1. Go to the [Thunderclap page](#)
2. Pledge your support by clicking on the Facebook, Twitter or Tumblr button.
3. Your message will then go out automatically on 7 Feb at 8:30 am to your contacts!

To support the Thunderclap from more than one social media account then just repeat the process!

Last year the Thunderclap reached 4 million people and you can help reach even more this year to raise awareness about making the internet a better place for all.

Sign up to @UK_SIC Safer Internet Day 2017 Thunderclap at <http://thndr.me/08Z7ph>

Publicity

Banners and slides are available so that you can promote safer internet day.

<https://www.saferinternet.org.uk/safer-internet-day/2017/become-supporter/spread-word-and-show-your-support>

You can also get involved in the Safer Internet Day social media campaign by tweeting using the hashtag [#SID2017](#) and tagging us ([@UK_SIC](#)).

Safer Internet Day Resources for Parents / Carers

Safer Internet Centre have also produced content to use with parents and carers. The range of resources to help you deliver sessions to [parents and carers](#) includes:

- Presentation and script
- Letter to parents and carers
- Poster
- Conversation starters
- Factsheet

Other Resources to Promote Safer Internet Day with Parents

We have listed a number of websites which include resources that can be used with parents. This information can be added to your school website or newsletter.

Childnet Family Agreement

Suggestions for an agreement for home use of technology giving aspects to discuss and an agreement to sign up to at home.

<http://www.childnet.com/resources/family-agreement>

Vodafone Digital Parenting Website

This includes links to their digital parenting magazine and how to guides for setting up parental controls on technology. All of the 5 episodes of digital parenting can be put on to your website or circulated.

<http://www.vodafone.com/content/parents.html/>

CEOP – Child Exploitation and Online Protection Centre site

This includes a section on how to report an issue if parents are concerned about the safety of their child online.

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

PEGI (Pan European Game Information) Web Site

Information about online games ratings and the dangers of using different games.

<http://www.pegi.info/en/index/>

Connect Safely

Parents guides to Facebook, Google+, Snapchat and Instagram. <http://www.connectsafely.org/guides/>

Think U Know

The parent area includes sections on information on how to keep your child safe and making a report on behalf of your child. Resources include information on parental controls and reporting to social media sites.

<https://www.thinkuknow.co.uk/parents/>

Childnet International – Know IT All for Parents

Includes video guides for parents in a number of languages. <http://www.childnet-int.org/kia/parents/>

Childnet Parents and Carers Site

Includes section on hot topics and information on parental controls and gaming.

<http://www.childnet.com/parents-and-carers>

Activities to do on Safer Internet Day / Week

Cyberbullying Guidance and PSHE Toolkit

Look at Childnet's [cyberbullying guidance and practical online safety toolkit](#) for teachers to use in PSHE lessons. This has been funded by the Government Equalities Office and European Union as part of their work as one of three charities involved in the UK Safer Internet Centre.

The toolkit includes films, lesson plans, guidance and worksheets to explore online issues with pupils aged

11-14. This resource is quality assured by the PSHE Association.

These resources are designed to help schools cover issues such as cyberbullying, sexting and peer pressure. Some directly support this year's focus for Safer Internet Day around the negative side of image. The titles are:

Cyberbullying	"Gone too far"
Sexting	"Just send it!"
Peer pressure	"Back me up"
Self-esteem	Talking heads

Although the toolkit is primarily aimed at Key Stage 3 feedback from teachers has identified that some activities ([noted on the educators matrix](#)) may be suitable for a mature upper key stage 2 class (10-11 year olds). It is recommended that teachers check the materials and activities in advance to ensure that it is appropriate for their pupils.

The cyberbullying guidance provides information to support schools with preventing and responding to cyberbullying. There are four sections to the guidance:

1. Understanding cyberbullying
2. Preventing cyberbullying
3. Responding to cyberbullying
4. Cyberbullying – supporting school staff

[Cyberbullying Toolkit launch](#)

The guidance can be viewed or downloaded as a complete document or in sections. The creation of the guidance been assisted by an [Advisory Board](#), as well as the voice of young people. Childnet included examples of good practice from schools on how they are preventing and responding to cyberbullying.

Will Gardner, CEO of Childnet said *"In the wake of recent figures of an 88% increase in calls to Childline about cyberbullying in the last five years, it is crucial that school leaders understand the positives and negatives of internet culture within their communities and have the management strategies required. We know that cyberbullying is the key online safety issue that schools face; and we know the serious long-lasting impact it can have on children. In the development of our guidance and teaching resources we have been consulting with young people, teachers and experts to collect practical strategies for effectively preventing and responding to cyberbullying."*

Resources focusing on Sexting

Picture This Drama Resources

This resources from Childnet is a drama activity pack focusing on sexting. It is made up of a 25-minute play script and lesson plans aimed to educate young people about the consequences of creating and sending indecent images. It was written about four years ago so some aspects may need adapting however the information about legal implications is still correct.

The aim of the script is to empower young people so that they can write the final scene of the play and decide how the end of the story would play out, based on what they have learned through the activities in the pack.

The [UK Safer Internet Centre advice page for teachers and professionals](#): includes links to useful resources, one of which is 'So You Got Naked Online...'. This is a practical guide for young people on what to do if they are worried about the images they have taken and shared online. It has a useful link to a [one page guide](#) for those who work with children about what to do if a young person discloses a sexting incident to them.

[Sexting in schools and colleges](#): the UKCCIS page contains a link to the recently released guidance for schools and colleges on how to manage sexting incidents. The guidance is intended for senior leaders and contains lots of useful information and advice.

Resource Links for Teaching

Primary computing scheme of work

We are continuing to develop our computing scheme of work. As you know the online safety strand for all year groups are covered by the Digital Literacy Curriculum.

integra school

Jill's Profile Page

Email: angrvrgirl@treelodge.uk

Address: My house
School Attended: Wood Yard First School, Forest rd.

Friends
Beth, Funny Face Sim, Jess, Amy

Hobbies
playing fight games online, going to the park, wrecking people's Minecraft stuff, altering images of my friends and posting them online for a laugh, helping my friends, playing football, making cakes, listening to One Direction, art, helping my nan with her gardening, reading to my little sister

My Posts
Sim's photo is awful. I would hate to look like that. Comment if you hate it too.

The planning and resources for years 1, 2, 3 and 4 have now been published onto a [public website](#) so that all schools can access them. Although the resources are badged up for year groups they can be used by older children who may not have visited these topics in teaching before.

We hope to have all units published by safer internet day.

Each online safety unit includes supporting resources and links to other freely available material including the Digital Literacy Curriculum where they are relevant.

Subscribing schools can visit the online safety resources on the scheme of work site at

<https://online.sgcy.org.uk/803/ComputingSOW>

If you are interested in information about our scheme please contact us (details on the final page).

integra school

Positive Profile Activities

Look at Jill's profile page. In the table below write down 3 positive things that she put on her profile and 3 negative things.

Positive Things	Negative Things

Things you put in a profile affect how people see you. Fill in the table saying what people might think of Jill when they read these things.

What Jill said	What people might think about her
Hobbies wrecking people's Minecraft stuff	
Raise some money for charity by baking cakes	
Hobbies helping my friends	
Sim's photo is awful. I would hate to look like that. Comment if you hate it too.	

Horrible Histories Videos

There are a number of [horrible histories videos](#) in the series that can be used to promote discussion about online safety.

These include:

- Guy Fawkes on internet privacy using social networking sites.
- Lady Jane Grey video on spam
- Saxon Monk on internet videos



Developing Critical Thinking

All About Explorers

Site about explorers with information which needs to be checked for accuracy. <http://allaboutexplorers.com/>

Trust Me

Resource created to support teachers to start the conversations around extremism and extreme online content. The primary and secondary packs both have an initial focus on whether we can trust what we see. The starting point in the primary pack is looking at information published online about Minecraft and

which information is reliable. The starting point for the secondary pack focuses on hidden agendas and the difference between fact and opinion.

<http://www.childnet.com/resources/trust-me>

Digital Literacy Curriculum

Use activities from the [Digital Literacy Curriculum](#) and Common Sense Media during Safer Internet Week. These resources cover activities from foundation stage to Year 10 and are free to download and access. There are activities relating to Digital Footprint and Reputation and Self-image and Identity which are particularly relevant to the Safer Internet Day theme this year.



Quick Resource Links Primary

Childnet primary page including rules, activities, quiz and the skills school. The skills school video on club penguin is a good starting point for talking about how to keep safe online. <http://www.childnet.com/young-people/primary>

CEOP's Thinkuknow links to information on keeping safe, advice and support.

Age 5-7 –Hector and Lee and Kim videos

https://www.thinkuknow.co.uk/5_7/

Age 8 – 10 Advice and activities on having fun, staying in control and how to report.

https://www.thinkuknow.co.uk/8_10/

UK Safer Internet Centre resources for 3-11 year olds. <https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s>

Quick Resource Links Secondary

Childnet Secondary page with top tips, film resources, hot topics and a help section.

<http://www.childnet.com/young-people/secondary>

CEOP's Thinkuknow links to information on keeping safe, advice and support.

Age 11 – 13 https://www.thinkuknow.co.uk/11_13/

Age 14+ https://www.thinkuknow.co.uk/14_plus/

UK Safer Internet Centre resources for 11-19 year olds. <https://www.saferinternet.org.uk/advice-centre/young-people/resources-11-19s>

“Growing up Digital” – New report from the Children’s Commissioner

This [report](#) is the result of a year long study published by Anne Longfield, Children’s Commissioner for England. The report explores how well children are prepared to engage with the internet and how to equip children with the knowledge they need to engage creatively and positively with it.

Key findings

The time children spend online is continuing to increase

- 3-4 year olds’ online use increased from 6 hours 48 minutes to 8 hours 18 minutes a week over the last year
- 12-15 year olds now spend over 20 hours a week online.

Terms and conditions that young people don’t understand give social media giants control over their data without any accountability.

- when children use social media they sign up to terms and conditions that they can’t be expected to understand. These include clauses which waive their right to privacy and allow their posted content to be sold.
- Instagram terms and conditions (which according to the report is used by 56% of 12-15 year olds and 43% of 8-11 year olds) were tested with a group of teenagers. Younger ones were unable to read more than half of the 17-pages of text and none understood fully what the terms and conditions committed them to.
- Privacy law expert Jenny Afia, a partner at Schillings, rewrote the terms so they could be more easily understood by children, including the information that
 - “[Instagram] is allowed to use any pictures you post and let others use them as well, anywhere around the world. Other people might pay us to use them and we will not pay you for that”.
 - Instagram can share with other companies any personal information about users, “such as your birthday or who you are chatting with, including in private messages.
 - “We can force you to give up your username for any reason,” the re-written terms and conditions say.
- Children found the new terms far easier to understand and many were shocked at the extent of the app’s rights. **These revised terms and**

conditions are included in the report and can be used to promote discussion.

- The report also found that children often don't know how to report their concerns and that, if they do report, they are not satisfied with the outcome.

Key recommendations

The report calls for -

- a digital ombudsman to mediate for children, help them to tackle social media companies over removal of content and encourage more transparent corporate behaviour.
- a broader digital citizenship programme to be obligatory in every school for children aged 4-14
- social media companies to rewrite their terms and conditions so that children understand and can make informed decisions about them.
- the Government to implement legislation similar to that being introduced by the EU to protect children's privacy and data online.

Anne Longfield, Children's Commissioner for England, said:

"Children spend half their leisure time online. The internet is an incredible force for good but it is wholly irresponsible to let them roam in a world for which they are ill-prepared, which is subject to limited regulation and which is controlled by a small number of powerful organisations. It is critical that children are educated better so that they can enjoy the opportunities provided by the internet whilst minimising the well-known risks.

"It is also vital that children understand what they agree to when joining social media platforms, that their privacy is better protected, and they can have content posted about them removed quickly should they wish to.

"I urge the Government to extend the powers of the Children's Commissioner so that there is independent oversight of the number and type of complaints that social media providers are receiving from young people and I can recommend further action where required.

Anne Longfield spoke to the BBC about the report [here](#)

You can access the full report [here](#)

Using the report in school

The report could help facilitate conversations with children, young people and adults about the current approach towards digital citizenship and possible steps forward.

BBC Newsround has produced a useful video about the [report](#) aimed at children which could be used to generate discussions in the classroom.

Questions for pupils to consider could include:

- What are their views on the findings from the report?
- What do they think are their rights and responsibilities online?
- Do they know how to report a range of possible online safety concerns, both online and in person?
- Do they know what to do if they aren't happy with the help or response they receive?
- Did they read and understand the terms and conditions of the apps, games and websites they use?
- How could we help them understand these better?
- What information or advice would they find helpful to help them understand how to keep themselves safe online?

Questions that schools and staff groups could consider may include:

- How does our current curriculum currently teach all pupils, to become
 - Digitally resilient?
 - Digitally informed?
 - Empowered to act and report for a range of online concerns?
- How do we role model digital literacy skills for children?
- Do we as adults fully read and understand the terms and conditions of the sites we use?
- How do we effectively support parents/carers to engage with core messages and access appropriate resources?

Contact details

For further information contact the team using the details below:

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