#DITTO

STAY SAFE ● HAVE FUN ● REPEAT

EDITION 5 : JAN 2017

In this edition

www.esafety-adviser.com

Alan is an independent consultant who has worked in the education sector for many years. Previously the service manager for 350 schools and also leading on internet safety, he has a deep understanding of the needs and frustrations of schools.

For the past few years Alan has worked for himself, in partnership and collaboration with many others across the country helping and advising schools, charities and other organizations with a specialist focus of online safety and in particular - enjoying the wonders of technology, safely!

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Welcome to Edition 5 of #DITTO

I'm sure this new year will bring us many new challenges; as time goes by we learn more. As we learn more we find new gaps in knowledge, which in turn present us with more challenges. But as long as wer'e moving forward and having an impact, that's what matters.

It's important to remember that we must keep a positive balance. There are some truly nasty things that happen both online and in the real world; it's good education that mitigates these risks, not technology or scaremongering.

Content

In my opinion piece this edition I'm looking at social media, and whether the terminology is now outdated, after all, isn't most of the web now 'social'?

I'm really pleased to introduce Tracy Brock in this edition. Tracy is from New York and has been gaming from a young age. Tracy shares with us some of her experiences in the gaming world.

Traci Good is our regular contributor who specifically focuses on SEN-D and this edition looks at how schools can engage with parents of children with SEN-D.

Cathy Knibbs is our cyber trauma expert and this time she's looking at a really interesting area of technology addiction.

Finally, we have a guest post by Lynnette Smith, from Big Talk Education, with some great advice about having 'the talk'.

WARNING - trauma is a difficult subject area as it delves into specific harm. Some readers may find the content distressing so please consider the title (this month self harm) before reading or sharing with others.

IMPORTANT:

Do you have a student at primary or secondary school that is an aspiring blogger/writer/vlogger? Do they want to share their experiences? Perhaps they would like to write a one-off or a regular article about their use of technology and the web?

Drop me an email:

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Social media!

Some embrace it, some despise it, others use it because it's a means to an end.

In the past an awful lot of effort in regards to mitigating risks and other issues has gone into Facebook and similar services, but if you think about it there are very few areas of the web that don't have a social element; apps can connect in various ways (visually, textually), games invariably have a chat function, blogs and news sites have comments, as does YouTube, and the list goes on.

Personally I think the use of this terminology is already outdated; the web itself is a huge social service, and nearly 4 billion people use it for various reasons.

Commonly, research will cite Facebook as being the most popular. I don't agree; perhaps it's a play on words. It's the most dominant in terms of users, but the most popular? Perhaps in the early days of Facebook it was, but now when speaking to children and young people I don't find that, and as such I rarely talk about Facebook when I'm in school. In fact I can't remember the last time I did speak about it in any depth.

Bearing in mind that social networking in one form or another has been around long before Facebook (and Bebo and all the other ones) what we're seeing are more and more apps that are being developed and used for specific social functions. For example, very simplistically, Facebook users say they may use it to keep in touch with family members or distant friends and relatives, Instagram to keep a digital timeline of their moments of fun or to connect with like-minded individuals such as hobbies or celebrities. Snapchat and others are 'in the moment' services; take a photo or short video and quickly share it with others.

Then we come to newer, popular ones such as Musical.ly to have a bit of fun lip-syncing and sharing that with others, or Facebook Messenger and WhatsApp to create Groups of friends to continue conversations.

And so many more.....

But whereas a few years ago we used to be able to differentiate between the uses of different apps, that landscape is now becoming more difficult to understand, particularly for those who don't 'do' social networking.

For example, short-term disappearing images and videos used to be the domain of Snapchat; Instagram now has that feature. Group chat is becoming a feature of more and more apps, as is cross-posting. For example one of the newer services that I just mentioned is Musical.ly. Although it has been around since 2014 it's only recently we've seen the popularity increase significantly, and some students told me that one of the main reasons for this is that many of the celebs they follow on other social media have moved onto Musical.ly. But from a sharing and safety aspect, it's popular to cross-post your Musical.ly onto YouTube, predominantly to gain more followers on your channel.

This brings us to the question of privacy settings; are they really as useful as they used to be? They're a means to an end I suppose, but they're by no means a solution. They'll keep your images, videos and coversations private only in so much that someone doesn't screenshot them or they're cross-posted elsewhere.

If I'm honest, I'm not entirely sure where I'm going with this, there isn't a specific point, but I would state that I'm becoming uncomfortable with discussing 'social media' with pu-pils/students simply because, to them, it isn't something that is bespoke to everything else.

As with anything, it's important to reflect on what we're doing now and again and this is one of those moments.

Another reflection I'm going through the other day, which suddenly came to mind whilst driving back from a parents training session late one evening - why do we tell children to talk to a 'trusted' adult, when we know that a major part of the grooming process is gaining trust? It's possible I'm overthinking this, but as I say it's important we reflect now and again just so we can make sure we're giving children the right messages.

If you're interested I will be speaking in more depth about social media at the 'Practical Strategies for Safeguarding' conference for Optimus Education in Feb 2017. Click here for more details or copy the following into your web browser:

http://my.optimus-education.com/sites/optimus-education.com/files/safeguarding_in_schools_brochure_web.pdf

Over the coming months I intend to create some new videos and upload them to YouTube for schools to use in class and parents to use at home. I have a few ideas such as privacy settings, parental settings etc. If there is anything in particular you would like to see just let me know by dropping me an email. I have created a new YouTube channel for this so pop along and subscribe. Go to YouTube and search "safe and smart channel" or click HERE

Tracy Brock is a New York based lifestyle writer and fashion stylist whose work has been featured in publications such as The New York Daily News and Zink Magazine.

An avid gamer for many years, Tracy shares with us some of her online gaming experiences.

Tell us your experience of gaming; when you started and why you enjoy it so much?

I started gaming when I was about 5 years old. My older brother had a Sega genesis he gave me and I became hooked on fighting and sport games since that's what he played the most.

At the time where was no online gaming, I would play with my brother and it was just a fun way to pass time without waiting for friends to be done with homework or curfews running late.

Eventually as more systems released my school started using educational games more often and the internet was getting more popular so my friends and I spent much more time browsing games and finding something that suited all of our interests.

What are your favourite sites and types of games?

Right now I mainly play on PlayStation, PC, and Nintendo 3ds. I gravitate more towards adventure and RPG (role playing games) and things in that genre that involve a lot of exploring open worlds for adventures.

In recent years that genre, especially for MMORPG, which are massive role playing worlds you play online with people all over the world, are growing in popularity with younger crowds

thanks to games like Minecraft and sites like YouTube and Twitch bringing it to a bigger demographics' attention.

You use Twitch a lot, can you explain what this is and why you think it is so popular?

In my experience with Twitch the growing popularity started from the YouTube craze of watching "let's play" vloggers showcasing gameplay, which is helpful for consumers in choosing what they want to buy.

The appeal to twitch is you can communicate in real time with the streamer and it has a much more organized format where you can explore streamers based on game or even creative outlet.

Recently the growth in creative is booming thanks to an increase in support for artists, so now you see a lot more of web programmers, writers, costume designers and other creative talents taking the spotlight.

At heart it's still a gamer site so the biggest communities belong to the game streamers where it's their job to find ways to stay interactive with their communities and to assign those they trust with the moderator role to maintain an environment they approve of.

We've heard some horrific stories of abuse which is particularly targeted at female gamers. Have you ever experienced this, and if so can you give us a brief insight on the type of content, how it makes you feel, and how you deal with it?

As a female gamer I've written many stories on the topic of the growing presence of girls in the gaming community and how proud I am of the leveled playing field we seem to be approaching.

At the same time there are still a lot of situations to look out for. You have your usual internet bullies who do feel the need to insult and attack you when they realize you are a girl, especially when you reject advances.

I find it easy to use sarcasm to shut them down because I think they don't know how to respond to you laughing them off.

I have many ignored messages from people of all ages insulting me because they think if they make you feel bad about yourself you won't feel above someone abusing you, making it easier for them to get what they want.

In more dangerous cases I've seen more violent threats made both publicly and in private messages and to that I say do not be afraid to report them to the website's administrators or the authorities.

But not all online abuse comes in the form of attacks. I learned the hard way there are a few people who are suffering from some form of mental or social disabilities in the gaming community.

Your kindness, especially as a girl, can come off as something more without you intending it and I've had people try to plan trips to my home against my wishes, find my work information, push the idea of sending gifts, threaten self-

harm to get my attention, find me on other social platforms, the list goes on.

These people don't usually see what they are doing wrong and it comes down to making sure as a girl you remind them constantly you have no interest and keep yourself from giving into their wishes that make you uncomfortable even out of kindness.

We seem to be seeing more games that are very violent and highly sexualized that look very realistic, what are your thoughts on this type of content?

I don't necessarily think it's that games are getting worse; I think it's just that the graphics are getting better as technology improves.

I remember growing up with games like Mortal Kombat and Resident Evil and the graphics were so low that you could barely tell what was happening in the gory death scenes.

Now the graphics have come so far you can see every detail giving the artwork much more meaning than it used to have.

As someone who can't handle too much blood I admit to turning away a lot but as an artist I also appreciate this is still something designed from someone's creative mind. I am not personally offended by how characters dress because I was never taught to idolize or take these fictional things as how I'm supposed to look or act. Instead I grew up appreciating that

this was something created from someone's imagination and I find that fascinating. In some games the sexual nature does seem to cross lines - Grand Theft Auto has sex workers, Dragon Age Inquisition gives you the option to have sex with your companion, and new releases like Watchdogs 2 has fully uncensored nudity.

I don't think it's necessary, but the games are technically rated Mature so by that standard the only people who are supposed to be playing it are those who can handle it.

I know some kids get away with getting these games because their parents think the worst they'll see is a little blood but those age ratings do save you from having to explain the exposed drunk woman lying on the street to your child.

It's important that we balance some of the negatives with positives; gaming is meant to be fun and sometimes educational, what advice would you give to parents in regards to their children playing online games?

It depends on how you teach each individual to approach what they are seeing.

I know of an 11 year old who plays with a lot of Twitch streamers in the role-playing community and I cringe at the thought of him in some situations with the shoot-outs or language, but he always stays polite and acknowledges he knows he is too young to say certain things or act a certain way which shows how smart he is even at 11.

He is unfazed by it all and is so conscious of his age and how he acts, and everyone respects that about him and tries to keep chat and the game more kid-friendly.

Online Gaming

Even on Twitch the community age ranges from 11-40; teach your kids WHY they shouldn't put so much trust in these people.

As a community moderator I've had to talk to many younger kids on why it's wrong to give their address out for gifts, why they shouldn't plan meet ups even if they think they are friends, why they shouldn't hide who they are talking to from their parents, etc.

You get the few bad eggs who might say something inappropriate but you can tell he is taught to ignore these things and stay true to how he was taught to respond.

On the flip side, you find other kids of the same age on these games that dive right into it and say or do terrible things that you know they must be hiding from their parents.

In the end I personally believe if the child thinks it's this cool taboo to cross, they take diving into this behavior as a way of looking older and fitting in, so they absorb this toxic attitude with it, but the kids who acknowledge it's just a game and seem well educated in the topics being brought up, they brush it off and are comfortable in saying they want no part of it.

I think another thing to accept is that whether or not your child is playing something kid friendly like Club Penguin or Minecraft, if it's an online multi player game your child is almost definitely playing with people much older.

Building friendships happens but most responsible adults know what they should and shouldn't be saying to kids who are clearly underage, but that doesn't mean there aren't those who let their guard down and let kids give their info and plan things forgetting just how young they are.

I've caught 1 catfish in a community who was a 18 year old guy pretending to be a young girl who was asking to meet up, free gifts, and trying to get personal info and the younger boys were too excited about there being a new girl around they never stopped to see the obvious danger signs.

Note: Catfishing is related to a person who adopts a false persona for the purposes of deception.

Always talk to your kids. Let them know its fine to talk to people, because no amount of monitoring them in this time of online gaming will stop that, but let them know HOW to talk to people and what they should never do when speaking to internet strangers.

SEN-D

Here we are at the start of a brand new year and a significant proportion of our students will have been lucky enough to have received tablets, smartphones, games consoles and laptops for Christmas.

For some students this will be their 'first ever' piece of tech and although they may quickly become experts in using their device, the skills to stay safe and make sensible choices online need to be prompted by parents, carers and educators.

Children are not born knowing instinctively how to stay safe online and so this is where we need to step in. As educators we may feel that we know little more than the parents, and being aware of our own limitations is vitally important, but remember that help is always at hand from the

Professionals Online Safety Helpline for any Online Safety questions or concerns you may have.

Holding Online Safety sessions for parents and carers can be hit and miss at the best of times. I have attended sessions where only a couple of parents have turned up and I have hosted sessions where it has been standing room only, with parents, carers, grandparents and even neighbours squished into the school hall, all keen to get some hints and tips on how to keep those in their charge safe.

Working with Special Schools throws up different kinds of issues when we consider parental engagement. Many of the children that attend are often taxied in from miles

away, meaning contact with parents or carers might be minimal and when we put Residential Special Schools into the mix that contact with home can be further removed.

In this issue of DITTO I want to shift the focus slightly and consider not just how we engage parents, but how we engage parents who are S.E. N & D, those who do not have English as a first language and how we can engage parents that we don't see on a regular basis.

Consider the needs of your audience.

Often, when we send information out to parents and carers we adopt a 'one size fits all' approach. When I think of home/school communication the first thing that springs to mind is the school newsletter. Usually crumpled and forgotten at the bottom of a school bag, the chances of it being read are unknown. Many schools now host these electronically on their website as a PDF version of the original document. So just how inclusive are we being?

With Online Safety we know that parents and carers already

feel like they're on the back foot; children seem to understand how to use the gadgets and tech they have instinctively and so we need to ensure that any information we give is going to empower and encourage engagement.

When you are drafting information consider any additional needs that your parents or carers may have - is the language appropriate? Can all of your parents read, see, hear? Do they have ASD? If so, how do we ensure that the information is clear enough? Are we offering opportunities for questions at a later date to allow for the processing of information?

Think outside of the box.

You may want to consider different ways of sharing information - maybe having a dedicated YouTube channel or how about a live stream using Facebook Live or Periscope? You may need to use sign language or visual aids to support your messages.

Are any of your parents dyslexic, for example would it be helpful if you presented information on different coloured paper?

One school I worked with hosts a weekly newsround every Friday on YouTube and the school Facebook page with links from the schools Twitter account being used to promote this very successfully. As well as general news it is also used as a way of threading in Online Safety messages to parents and carers. Different staff and students contribute each week so that load is shared across the school, this helps to keep it fresh and engaging.

Hearing the information in your first language takes out all of the guesswork of the intended message and so we need to make it as clear as possible, it may seem obvious but do ensure that the information you are presenting can be understood by your audience.

As part of your connection with parents and the wider community you may want to ask questions about what information they would like and how they would like to receive it?

You may decide that a session in school for parents and carers is the way to go, and I have seen this done really successfully. Again, consider the needs of those who are attending. You should always consider physical access for those who may have mobility issues such as wheelchair users, consider wider aisles and use hearing loops if you have them available.

Most importantly, ensure that the information that you are delivering is

- Relevant

- Up to Date

- Understandable

What we do know is that parents and carers need to understand Online Safety messages so they can help, support and guide their children. This compliments the work we do in the classroom around, for example, healthy relationships, staying safe and British Values. As educators we have a part to play in ensuring this is done regularly and sensitively.

Traci Good
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Tech Addiction

Warning: trauma is defined as a deeply distressing or disturbing experience. These regular articles will cover topics which some may find upsetting. Please consider the title of the article before reading and before sharing with others who may find the topic distressing or disturbing.

Catherine Knibbs is a Child/Adult Trauma Therapist and Author. (BSc, MBACP (Accred) UKCP Adult Psychotherapeutic Counselling).

She is the leading researcher on cybertrauma in the UK, specialising in online abuse in all forms and provides consultancy, education and training on this topic.

She is a consultant for an AI online safety robot called Oyoty, writes for Internet Matters and other organisations and in her spare time is completing a dual MSc in Child and Adult Psychotherapy. Cath can be contacted at:

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The rush of Christmas and New Year is out of the way, yet perhaps the sounds of

- I need to play one more game.

- Can I just have one more minute.

or perhaps

- I'm just finishing this video/level.

are still ringing in your ears?

How did you manage this or even feel about it? What assumptions did you make about your child's behaviour?

Did you use words like "obsessed" or "addicted?" I wonder how many arguments and discussions you had over screen time and family time?

How many times did your children engage more with their technology than you?

Did you find this rude, odd or were you okay with it? Did it, at any time, involve the threats of 'confiscation' or 'being banned' from the technology?

Did tempers flare, crying and/or shouting fill the festive air for 'five minutes more'? Did you feel deflated, triumphant, mean or justified?

If you had any of the above experiences then

it sounds like you are a normal parent with a normal child. Sometimes we and they get cross, flip our lids and maybe say things we later regret. Its called being a human and we all do it when we feel like our needs are not being met. These range from being listened to (if you're the parent), allowed to continue playing on something we enjoy (if you're the child) and mostly when we don't understand what is happening in the current situation and feel emotions such as fear/anger/confusion.
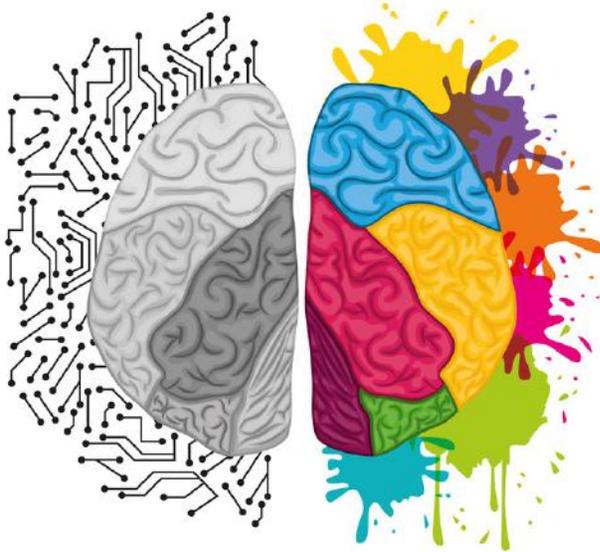
Back to the point in question for now; are your children obsessed or addicted to their devices? When does too much screen time become an addiction versus anything else?

The reason Im proposing this question is because this term "addicted" is being used in many different ways and forums to describe or diagnose children who have an addiction to a device.

I am proposing (both here and in research) that we need to understand the motivation and reasoning behind a child's behaviour with their device to categorically say its an addiction. I am suggesting that much of the behaviours are not about addiction per se but attachment driven.

To help elaborate on this, in psychology and psychotherapy we have a term (theory) called attachment, which means to bond with a per-

son and that is how I will talk about being attached.

So lets go back to the child, their device and HOW/WHAT they are using it for.

I wont be discussing infants here today, however keep your eyes out for this in future newsletters.

Lets take an example of a child playing a game with their friends on the X-Box/PS4. There are two thing happening here:

1. The mechanical process of actually playing the game, which involves concentration and motor skills (dopamine).

2. They are engaged/connected with a social aspect of their brain used in the attachment/bonding process (oxytocin).

When we ask (they may say interrupt) our children to "come to the dinner table" they have to leave behind two aspects:

1. The feelings that are associated with winning/achieving/motivation/reward. This is the feeling that is created by a chemical called Dopamine.

2. They have to leave their friends behind (as they are leaving) and this creates a feeling of social rejection, absence and disconnection (which had just been created by the chemical Oxytocin).

As human beings in general we don't like to experience a deficit of either of these chemi-

cals, we like to have them in abundance. We like to be connected, not disconnected and we like to receive rewards because this all feels good in our bodies.

So when you ask your child to leave these good feelings they might just beg/plead/cry to stay on the device. This is where the boundaries between addiction and attachment can get blurry and for now I will say these behaviours feel much more about attachment than addiction when I speak with clients and parents in my work.

So how do I help you with this example?

Here are some tips:

1. Remember when you concentrate you can't always 'hear' outside of the task you are involved in; be prepared to be persistent without 'flipping out'.

2. Ask rather than demand. It engages a part of the brain thats more likely to comply. Demands are harsh and usually create a hostile feeling in both of you.

3. Empathise and say to your child, "I know you're having lots of fun and I would too…but….(insert request)."

   Let them know you understand their world (In other words connect and then re-direct their intentions (Courtesy of Dan Siegel & Tina Bryson).

4. See if you can remember what it's like to leave your friends, or a party, shop etc. as this is the feeling your child will be experiencing. Its difficult!

5. Hold consequences and times in mind and in advance. Rather than punishments or threats of confiscation for unreasonable amounts of time such as a year (yes I recently heard this shouted at a child). Theres a technique called "broken record parenting" which means you're consistent, persistent and resistant.

Heres the how to….

• For example, you could say, "Remember that we said only an hour of screen time? Well it is nearly an hour (advance time warnings feel less shocking as you prepare your child to leave the game).

• "If we cannot stick with this boundary, then it means tomorrow will have time knocked off/no computer/screen."

   Again advance warning of the same consequence, don't change the consequence, which allows the child to choose their action - consistency.

• IF the child does not leave the game/Xbox repeat the above consequence out loud (persistence) and hold your boundary and temper. This takes action on your part and can feel difficult at times, however you are the parent and you will need to regulate you and your child with feelings that are now probably bubbling up.

• No matter what your child begs for, pleads, etc. to stay on the device be

resistant to changing your request or the consequence. Don't add to it as this confuses matters (remember how we flip out when confused?).

- Repeat the above in a low or maybe even monotone voice until the child comes off the computer. This is the part that takes practice and can feel almost impossible, however trust me it does work.

- If it hasn't been productive immediately, your child has refused to come off the device or you have to take action like turning the plug off (if its escalating and yes this happens in other peoples houses too) then attempt to discuss this behaviour when everyone has calmed down.

  Time your discussion and again hold the consequence/boundary.

Rinse, Lather, Repeat.

This is one the most interesting and new areas of child development that we are dealing with. So many of us will not get it right first time, second third and so on.

But we can do it differently and save ourselves as many of the battles, arguments and feelings of disconnect that occur when "devices" become the tool of our parenting.

Consider the way we ask children to come in from playing outside, leaving a party or football match. We don't say they are addicted to playing out, or parties, and we do seem to see these situations differently.

Your children struggle at times and its our jobs as parents to help them manage this.

Cathy

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Lynnette Smith is the MD and Founder of Big Talk Education. She has a background in Youth & Community Work and is also a qualified Teacher, Trainer and Specialist Relationship & Sex Education Trainer having worked in the field of SRE since the early '90s. She has worked for several Authorities in the Yorkshire and Humber Region before setting up BigTalk Education in 2005

Little people do have big ears, big questions and curious minds! So each generation brings those classic questions "Where do babies come from? Daddy?' "How did I get inside your tummy Mummy?

"We'll talk about that when you are older."

In the 'good old days' this was often the stock response to questions of a sexual nature for embarrassed parents, it gave them thinking time which often lasts weeks, years or forever if the child never asked again. Which incidentally many didn't as this response also translates into 'we don't talk about this in our family'.

For many parents I meet at the three or four sessions I host in Primaries each week this is the stuff of nightmares!

- What do I say?

- How do I say it?

- And most worrying for them, when?

- What age do I start?

All regular questions I hear.

In the past it has been relatively easy to shield children from inappropriate images, programmes etc as the TV watershed was a fixed 9pm (unlike now with constant 24-hour access play back) other sources of information consisted of dictionaries and encyclopaedia's which were at least factual if a little clinical and one dimensional clinical.

The IT Revolution has completely changed how we all communicate and access information; that also includes children.

So the next time your child asks you the classic question, imagine what they may be faced with if they had questioned a search engine as opposed to you, their trusted and preferred adult. Please don't be tempted to fob them off so they can resort to the internet, instead you should be flattered they have chosen to

ask you!

If you find the prospect daunting, preparation is the key, remember it's not one big talk, think lots of little chats. Wise up yourself, but an age appropriate book, the earlier you start talking about bodies etc the easier it is.

In the meantime, here's a few hints and tips:

- From the very beginning always refer to parts of their bodies by the correct terms (information is power plus pedophiles will avoid an educated child).

- Ensure they are aware of the 4 parts of their body no one should touch unless they want them to: genital area (penis, vagina), bottom (anus) chest and mouth.

- Reassure them they can come to you if ANYONE touches them or asks them to keep a secret (surprises are ok secrets are not).

- Never expect or force them to kiss people goodbye etc., blowing kisses can be a good alternative.

- If a child wants to touch or explore their genitals explain kindly that it's something we do in private not in public.

- Don't encourage or tease about "boyfriends" or "girlfriends" substitute with "friends who are boys/girls".

- Let children know what the School/Family approach is regarding values, especially with relationships and the way we treat others.

- Don't assume all children are heterosexual.

- Tell them they can always speak to you as a Parent or a trusted adult within School to ask about things that they have seen/heard and don't understand (again don't assume they know this).

- Keep the channels of communication going, make time to talk!

- Wise up, if you're not feeling too confident choose one of the books for younger ones such as "Babies, Bodies and Bellybuttons".

Copies of the book can be obtained from our website for £9.99

Lynnette

www.bigtalkeducation.co.uk

Each month we'll take a look at one of the more common apps that children and young people are using. Always talk with your child about the apps they use.

APPS

Name: HouseParty

Age: 13+

Web: https://joinhouse.party

What is it?

Houseparty was founded by the team that brought is Meerkat, a video-streaming service.

This is a group video chat service and is meant to be more social.

It allows easy live conversation between friends and the design is quite nice but it's being reported as glitchy at times, which may put many users off.

Risks:

You can completely understand why such an app would become popular (if it does, I haven't seen it mentioned in great numbers yet), it allows friends to keep in contact withing their particular social circles to discuss everyday issues.

But as with anything such as this we need to be careful who our children are speaking to and what they're doing; it's just normal parental curiosity rather than spying.

These are the standard content, contact and conduct based risks that we always refer to

Advice:

I haven't yet seen any mention of this in a primary school, but if you're in a secondary school (or if you're a parent of secondary aged children) it may be worth having a chat with students to see if it is becoming popular.

DOING IT TOGETHER
Advice for parents of infants

Age is normally one of the most important things of all when it comes to any advice, and this month I want to give advice for parents of younger, infant-aged children.

I work to a principle that I call 'safe, smart and social'. This is just a way of tailoring specific advice and guidance to different age groups so that I can keep things clear, particularly for parents when I'm talking at parents evening.

Safe, smart and social is very loosely based on 3 age ranges:

- **Safe - 0-6 years**

- **Smart - 7-11 years**

- **Social - 12+**

Concentrating on 'safe'; for very young children we keep them as safe as possible, not allowing them to get into any risky situations at all, e.g. taking them swimming and putting armbands on, crossing the road and holding their hand, not allowing them to roam the streets with their friends etc.

The principle is exactly the same online; for older children we have to accept (although not necessarily like) that they need to take risks to build resilience, understanding and experience, but not younger children.

The world wide web was not designed with children in mind, and that's true of many of the online services such as YouTube, social media, many games etc.

At such a young age it is vitally important that any access they have is carefully managed.

The advice in regards to the access would slightly differ depending on the device, but we know that one of the most common devices is the iPad or other type of tablet. It isn't very common for such a young child to own their own tablet such as an iPad, which means it it's one owned by an adult, it may not have the parental restrictions set up.

Principally (and very basically), this would be my advice:

- Never allow young children unsupervised access; sit, explore and have fun with them.

- If they're YouTube fans, use YouTube for Kids, which is a dedicated, free app.

- Pick half a dozen websites that your child can access; fun and educational stuff.

- Use www.commonsensemedia.org to get advice and guidance related to age ratings of games and apps.

Resources and Links
for Schools

Go Bubble

Growing Up Digital

Sexting Guidance

Online Safety for all school staff.
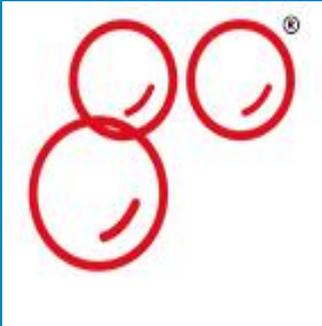
FREE FOR SCHOOLS:

All the fun of social media, with the bad bits taken out.

A social network designed specifically for children under the age of 13, this is a brand new initiative from the award-winning eCadets.

A report from the Children's Commissioner (Jan 2017) from the Growing Up Digital taskforce.

Lots of useful information for schools.

Police action in response to youth produced sexual imagery.

This is the guidance that is being used by police services, however it is worth a read by online safety leads, DSL's and senior leaders.

Brand new e-learning training for all school staff. The training is differentiated to your role in school and can be completed over a 12 month period. Upon successful completion, and passing a short test, staff are awarded a certificate.

hhttp://bit.ly/2fnLoKF

http://bit.ly/2fmsdOR

http://bit.ly/2eoJwN7

http://bit.ly/2bYjB3Q

For more regular links and to keep up to date you can follow me on Facebook
https://www.facebook.com/esafetyadviser

#DITTO

Resources and Links
for Parents

YouTube for Kids

Touchscreens and Toddlers

Houseparty App

Parents Resources

This link will take you to a YouTube video I created in May 2016.

It's basically a short, 10-minute review of the app to give a balanced opinion and my personal view of the app.

An interesting and thought-provoking blog from the London School of Economics in regards to the effects of touchscreens on toddler development.
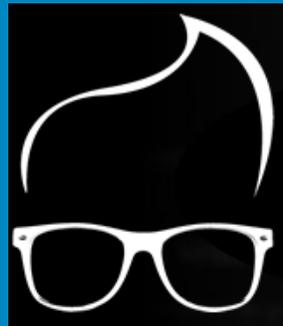
A blog post from my good online friend, Wayne Denner, who highlights a new app called 'Houseparty'.

Yellow makes it easier to find friends on Snapchat, it's becoming quite popular, yet the age requirements are 17+

A number of well-written and very useful for parents on a whole range of online safety topics.

http://bit.ly/2bUfFzM

http://bit.ly/2f4oibh

http://bit.ly/2eaWFy7

http://bit.ly/2fnLoKF

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