

What happened in an Internet minute - 2020?



Google
4.1m search queries



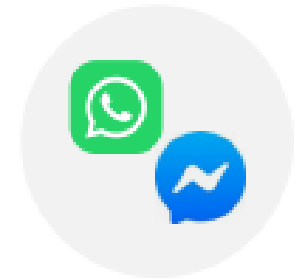
Facebook
1.3m logged in



Instagram
698k scrolls



Twitter
194k tweets



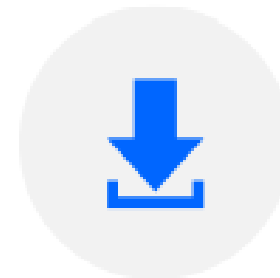
WhatsApp &
FB Messenger
59m messages sent



TikTok
1.4k downloads



Twitch
1.2m views



400k apps
downloaded



1.1m
spent online

There are lots of positives...



Online games can enhance teamwork and creativity



Add to the child's store of knowledge



Households with computers perform better academically



Improve both visual intelligence and hand-eye coordination

89% of 8-11 year olds said that using social media made them feel happy and **82%** said it helped them to feel closer to their friends

2020 Ofcom

internet
matters.org

But technology can affect children's development...

- **Sleep cycles** are affected by blue light from screens
- Screen-based entertainment **increases central nervous system arousal**
- Children today are **more forgetful** than OAP's
- One study found that the **more distracted** you are, the less able you are to experience empathy
- Gaming platforms use persuasive design in order to keep people using their product, and **children are particularly vulnerable** to these tactics.



Media usage by age

6 in 10 use any device to go online



2% have their own tablet

27% use a smartphone to go online and **63%** use a tablet to do the same



62% play games for just over **6 hours a week**

66% play games online



25% use a smart speaker in the home

74% who own a smartphone are allowed to take it to bed with them



81% use their phone to go online and **69%** to do the same



36% more likely to watch streams on a mobile device



51% use YouTube in 2019 compared to **37%** in 2016



5% have their own smartphone

35% play games online



45% use a smartphone to go online and **72%** use a tablet to do the same



37% own their own smartphone

98% spent over 11 hours of streaming from a device per week



83% have their own smartphone

Risk is not harm

Positive action can limit risks becoming harmful. Here are 5 tips for parents:

- 1 Understand the risks
- 2 Communicate regularly
- 3 Keep the risks in proportion
- 4 Agree on helpful mediation strategies
- 5 Develop coping strategies that foster resilience



There are 4 main areas of risk online.

This is based on the Department for Education's (DfE) statutory safeguarding guidance, Keeping Children Safe in

Education

Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.

Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and

Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Dealing with inappropriate CONTENT

4.7
million

URL's showing
pornographic content –
more than 12% of the internet

11
years

Average age to **first**
view porn online

1/3

of children have **seen explicit**
images by age of 10

Dealing with inappropriate CONTENT

What to talk about

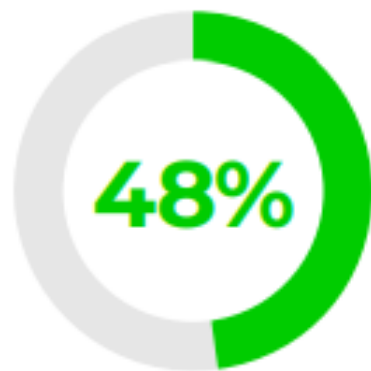
- They can come to you if they see anything that upsets them
- If they have seen pornography... that it presents an unrealistic image of sex and relationships
- The importance of respect for each other and the meaning of consent

Top tips / tools to use

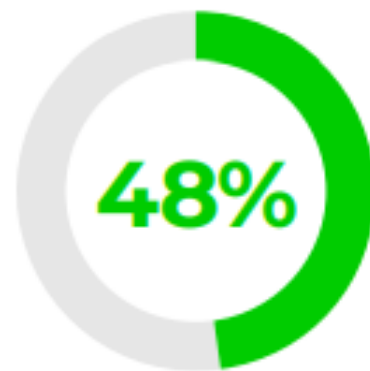
- Parental controls on home broadband
- Content lock on mobile networks
- Safe search on Google (& other browsers) & YouTube; child-friendly search engines



Dealing with inappropriate CONTACT



of secondary school children
**have talked to strangers
on social media**



of 11 year olds **have a
social media profile**

Dealing with inappropriate CONTACT

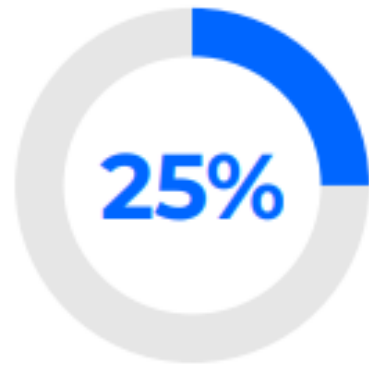
What to talk about

- Sometimes people hide behind fake profiles for dishonest reasons
- Agree how they will respond to requests from people they don't know in real life
- Never ever to meet up with anyone they don't know in real life

Top tips / tools to use

- Set up safe social media profiles that don't share personal information
- Turn off geolocation settings on devices
- Use the strongest privacy settings on social media
- Learn how to report/block/mute

Dealing with inappropriate CONDUCT



of children **will**
experience **cyberbullying**



of children **say someone**
has been **nasty online**

Dealing with inappropriate CONDUCT

What to talk about

- Talk to a trusted adult if they experience anything upsetting online
- Think carefully about sharing images of others
- Be responsible online, remembering they are creating their own digital footprint

Top tips / tools to use

- Report inappropriate posts/content to the social media providers
- Think carefully about using monitoring apps that identify inappropriate behaviour

What are children taught in school?

KS1

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

KS2

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

KS3

Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns

KS4

Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns

In addition, schools embed it across...

**ICT
curriculum**

**PSHE
lessons**

**Appropriate
filters and
monitoring
system**

**Curriculum
and safeguarding
assessed as
part of Ofsted
framework**



Controlling tech time

Your children will be watching the way you use technology and they will copy; make sure there is some consistency in how you **role model** good behaviour:

1 Turn off notifications on apps to avoid that constant 'ping'

2 Buy an alarm clock so you don't have devices in the bedrooms

3 Keep phone on silent in your pocket or bag when you pick the kids from school

4 'No phones at the table' rule or 'no phones between 6 and 7' rule

5 Family tech-free days!





<https://www.internetmatters.org/advice/6-10/>

We are Digital Citizens



Protect our private information from others.



Respect others and ourselves.



Stay safe online by making safe and appropriate choices.



Stand up to cyber bullies.

At our school we encourage the children to be good digital citizens while online.



At St Mary Magdalene we are Digital Citizens.

We

- Protect our private information from others.
- Respect others and ourselves when communicating online.
- Stay safe online by making safe and appropriate choices.
- Stand up to cyberbullies when they see them.
- Do other activities away from media devices.



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 child has 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. Encourage your child to be respectful and responsible when communicating with others online, and to consider how what they share may reflect on them. 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 bullied online, 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 apps. Encourage your child 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. Make your child aware of scams that may seek to gain access to their accounts, and advise them to be wary in following links or opening attachments in emails that appear to be from organisations such as banks and service providers.

There are real advantages in maintaining an open dialogue with your child about their internet use.

Not sure where to begin? These conversation starter suggestions can help.

1 Ask your children to tell you about the sites they like to visit and what they enjoy doing online.

2 Ask them about how they stay safe online. What tips do they have for you, and where did they learn them? What is OK and not OK to share?

3 Ask them if they know where to go for help, where to find the safety advice, privacy settings and how to report or block on the services they use.

4 Encourage them to help someone! Perhaps they can show you how to do something better online or they might have a friend who would benefit from their help and support.

5 Think about how you each use the internet. What more could you do to use the internet together? Are there activities that you could enjoy as a family?

Online safety tips for parents of primary school children 6-10 Year Olds

internet matters.org



Checklist:

Agree on boundaries

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

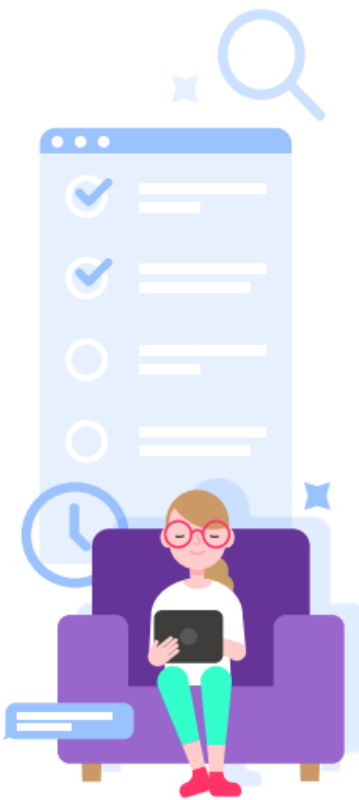
When you do give them their first device make sure that it is set up appropriately for them with the right parental controls in place. It's a good idea to **introduce tech-free meal times** and encourage them to **keep phones out of the bedroom at night** to help them build a healthy screen time balance.

Put yourself in control

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

Explore together

The best way to support your child online is to **talk to them about what they do online** and what sites and apps they like to use. Be inquisitive and ask them to show you their favourites to check they're suitable.



Other useful support services



Child Exploitation & Online Protection Centre

For concerns about online sexual abuse or the way someone has been communicating online
ceop.police.uk/CEOP-Reporting/

The logo for the National Society for the Prevention of Child Abuse (NSPCC). It consists of the letters 'NSPCC' in a bold, green, sans-serif font.

NSPCC Net Aware

A guide to social networks that children use
net-aware.org.uk

The logo for Childline. It features the word 'childline' in white lowercase letters on a blue rectangular background. Below it, in smaller white uppercase letters, is the tagline 'ONLINE, ON THE PHONE, ANYTIME'.

Childline 0800 1111

24 hour free helpline service for children and young people