E-SAFETY EVENING

Mr T Lissimore, Deputy Head

Tea Stægemann, The Breck Foundation

Thursday, 24 May 2018

This evening

1. The risks
2. **THE BRECK FOUNDATION – Tea Stægemann**
3. Taking control
4. The five digital parenting rules that really matter*
5. Key advice and further information

* With thanks to www.parentinfo.org

The risks - CONTENT

- Exposure to inappropriate content, including online pornography, violence and racist language (particularly via games), websites promoting substance abuse

- 'Lifestyle' websites, for example pro-anorexia/self-harm/suicide sites

- Hate/bullying sites, or extremist material

- Inauthentic or inaccurate content

The risks - CONDUCT

- Privacy issues, including disclosure of personal or sensitive information

- Digital footprint and online reputation

- Health and well-being (amount of time spent online (or gaming)

- Sexting (sending and receiving of personally intimate images)

- Copyright (consideration for intellectual property and ownership)

The risks - CONTACT

- Grooming

- [Cyber-bullying](#) in all forms

- Identity theft, including 'frape' (hacking Facebook profiles) and appropriated mail and social media accounts

- INADVERTENT CONTACT

CEOP advice

- **A number of social media sites allow children to have an account when they are 13 years old but it's important to think about the maturity of your child and their ability to understand what having a social media profile really means, e.g. people could see everything they are doing, and that strangers could speak to them and vice versa. Even at 13 you may feel it's not the right time for your child to have an account.**

- **If you do decide to let your child use social media, it's vital to speak to them about being safe online and help them set up their privacy settings together, as well as letting them know they can talk to you at any time if they have a question or they think something weird is going on.**

THE BRECK FOUNDATION

Tea Stægemann

Parental controls

- **Filtering** – content to restrict access to particular sites, such as pornographic websites.

- **Time limits** – restrict the amount of time your child can be online, or set periods of time where your child can access certain sites.

- **Monitoring** – where you are informed of certain sites that your child is attempting to gain access to.

- **Reporting** – where you are provided with information about what sites your child has used.

Where to set parental controls

- **Internet Service Providers (ISPs).** These are the organisations that pipe the internet to your home. [All major ISPs provide parental control packages](#). These can allow you to apply controls across all of the devices that access the internet through your home connection – such as laptops or consoles.

- **Devices that connect to the internet.** Most computers, mobiles and games consoles now come with parental controls that can be applied.

- **Software.** There are a wide range of packages available to buy or sometimes download for free – always look for reputable companies and check out reviews online.
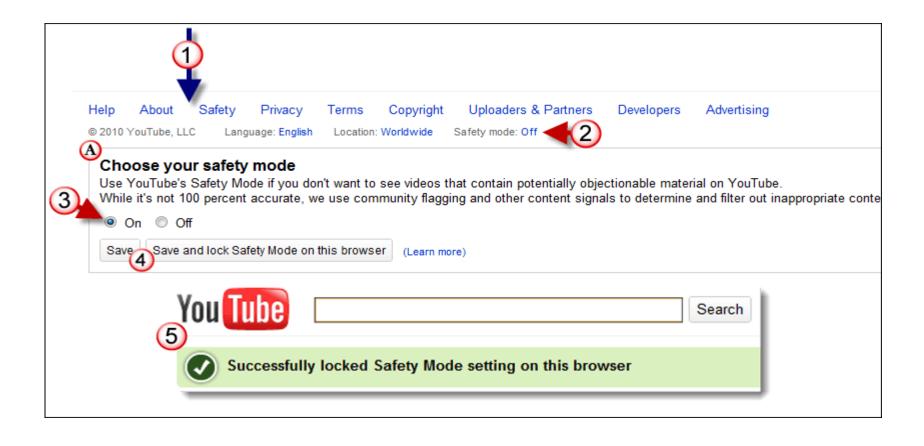
Privacy settings

Most social networking sites, like Facebook, now give your child a lot of control over what they share and who they share it with. Through a site's 'privacy settings' you are able to control:

- **Who can search for you** – this means that when people search your name on a site, your profile does not come up.

- **Who sees what** – this means that you can control the information you share, like your photos or 'wall' posts. You can usually restrict this to friends only, friends of friends, certain groups of friends, or everyone.

- **Who can post information about you** – some sites enable others to 'tag' photos of you or share other information about you, like your location. It is important that you stay up-to-date with the privacy settings that your child uses and help them stay in control of their profile.

Safe modes

You can enable 'safe mode' in Youtube and Google searches (<u>but you must do this in **every** browser</u>)

The five digital parenting rules that really matter

www.parentinfo.org

1. Building a child's digital resilience will keep them safer than blocking or filtering

- Allow your child to self-regulate by encouraging their online interests, discussing boundaries and being available for support if they need it is far more effective than content blocking tools.

- Oxford Internet Group study A Shared Responsibility: Building up Children's Online Digital Resilience (2014) also found that building resilience through parental support and self-regulation was also likely to result in children with enhanced digital skills as they are more likely to seek out new opportunities independently and develop and express their identities.

2. Don't limit the talk you have with your child to 'the online safety conversation'

- Discuss the adventures your children have online, take an active interest, find out what they're good at and like doing and make sure that it's an on-going discussion and that safety forms just part of this.

- If your child approaches you about something that has worried them online make sure that they are able to talk to you about what to do if they see something that upsets or worries them. Explain that they won't get into trouble for making a mistake and that you can help them sort things out.

3. Balance taking an interest in your child's online activities with giving them the space to be independent

- In the real world, you can't always be there to help your children cross the road without coming to harm – they internalise the road safety messages you teach them and then they learn to navigate journeys safely and independently. The same rules apply in an online environment.

- While co-playing your child's favourite game or organising online activities together might be a good way of getting to explore what they like to do online and what they're good at, make sure you give them the space they need to internalise safety messages, make their own decisions and establish their own identities online.

4. Don't be afraid to set boundaries

- Giving your child the freedom to explore online doesn't mean being a completely hands-off parent. Research shows that parental interest and involvement is positively correlated with online resilience – children who are given boundaries will grow up feeling far more secure; so don't stay completely removed from your child's online life.

- Set expectations of how they should behave towards others online – their friends and people they don't know. Discuss rules about sharing photos and images of themselves and others: Can they bring phones and tablets to the table at meal times? Can they have them in their bedrooms?

5. Concentrate on *how* children use digital media rather than for *how long*

- There's no 'one size fits all' as far as screen time goes – a view backed by a recent LSE briefing on [Families and Screen Time](). This report argues parents should focus more on the context and content of their child's digital media use rather than the time they spend on screen, as well as the connections they make though it.

- Is the activity your child doing passive? Is it exciting and adrenaline-filled? Are they being creative? Are they talking to their friends? Are they talking to people they don't know? Do they have a healthy balance of offline activities that they do regularly?

Reach agreements about internet use

For example, these could cover:

- The amount of time your child spends online, or playing computer games.

- Having regular screen breaks – at least five minutes every 45-60 minutes (this applies to study time too!).

- Not sharing any pictures they wouldn't be happy to share with you.

- Not giving out personal details, such as mobile phone number and address, to people they don't know and trust.

Key Advice

- Learn all you can about the Internet and the risks to children. Always remember that access to the internet is everywhere: phones, games consoles, and public places.

- Make sure that your child understands the importance of not transmitting information about their location...or when you are going on holiday!

Key Advice

- Place your children's computer in a high-traffic area and take an interest in the social-media sites they use.

- Install software that records Internet use, and review the web sites your children have visited.

- Some parents restrict internet use to certain times of the day to support their son in developing the self-discipline to study.

Key Advice

- Encourage your children to tell you if they receive offensive messages or see something online that makes them feel uncomfortable.

- It's important to establish an atmosphere of openness and trust. Even though the Internet can bring dangers into your home, it offers many opportunities for learning and entertainment.

Where else can you get advice?

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https://www.internetmatters.org/hub/latest-online-safety-research/

CEOP trained staff at Wilson's School:

Mr Burton, Mr Cady, Mr Walters, Mr Hudson