



Online Safety Parent Workshop

Thursday 23rd March 2023

This document is a summary of the discussion at our parent workshop.

How does school play a role in protecting pupils online?

- 1) Having a high quality Online Safety curriculum that is integrated into our wider school curriculum offer
- 2) Having robust Safeguarding procedures for online safety
- 3) Supporting parents

1.) Having a high quality Online Safety curriculum

In 2020 the Government updated a previously released document entitled 'Education for a Connected World - 2020 edition'.

This document breaks online safety into 8 categories.

Education for a Connected World – 2020 edition

A framework to equip children and young people for digital life



UK Council for
Internet Safety

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf



1.) **Self-image and identity**

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.



2.) **Online relationships**

This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.



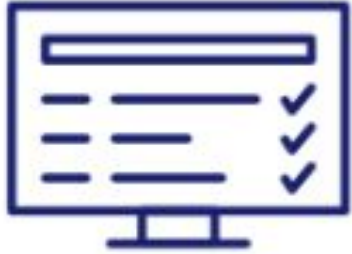
3.) **Online reputation**

This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.



4.) Online bullying

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.



5.) Managing online information

This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.

6.) Health, wellbeing and lifestyle



This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.

7.) Privacy and security



This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.

8.) Copyright and ownership



This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

We have recently signed up to use the ProjectEVOLVE teaching tool. This was developed by SWGfL and the UK Safer Internet Centre (Funding by the UK Gov) and based on the Education for a Better Connected World 2020 document.



PROJECT
EVOLVE



Our Winterbourne Earls' Online Safety Mission

This will support the school in:

- Providing a broad online safety education that is inspiring, empowering, builds knowledge and resilience.
- Promoting and teaching children safe and appropriate online behaviours.
- Effecting a positive culture change to online safety and behaviour.
- Enabling children to thrive in an increasingly online world.

I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.

Managing Online Information

I can explain how identity online can be copied, modified or altered.

Self-Image and Identity

I can demonstrate how to make responsible choices about having an online identity, depending on context.

Self-Image and Identity

I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).

Managing Online Information

These are lesson objectives from the 7-11 online safety curriculum

I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.

Copyright and Ownership

I can assess and justify when it is acceptable to use the work of others

Copyright and Ownership

I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.

Self-Image and Identity

I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.

Self-Image and Identity

2.) Safeguarding our children

Staff will speak to you directly if we believe children are accessing content which is inappropriate for their age or level of development and if it is impacting on their happiness, well-being, social relationships or their understanding of the world around them.

Parents remain responsible for all of a child's online behaviour at home.

These websites can provide guidance to parents about the suitability of online and gaming content

bbfc View what's right for you

[British Board of Film Classification](http://www.bbfc.co.uk)



TWO LEVELS OF INFORMATION AS A GUIDE : THE PEGI AGE LABELS



THE CONTENT DESCRIPTORS



[Pan European Gaming information](#)



3.) Supporting parents

Age Restrictions for Social Media Platforms



Media use by age: a snapshot

3-4



17% have their own mobile phone
To go online: **39%** use a mobile phone, **78%** use a tablet and **10%** use a laptop
89% use video sharing platforms
32% use live streaming apps/sites
50% use messaging sites/apps
21% use social media and **24%** have their own social media profile
18% play games online
81% watch TV or films on any type of device other than a TV set (**85%** on a TV set)
47% watch live TV vs **72%** who watch SVoD¹

5-7



28% have their own mobile phone
To go online: **50%** use a mobile phone, **83%** use a tablet and **27%** use a laptop
93% use video sharing platforms
39% use live streaming apps/sites
59% use messaging sites/apps
33% use social media and **33%** have their own social media profile
38% play games online
74% watch TV or films on any type of device other than a TV set (**88%** on a TV set)
48% watch live TV vs **77%** who watch SVoD¹

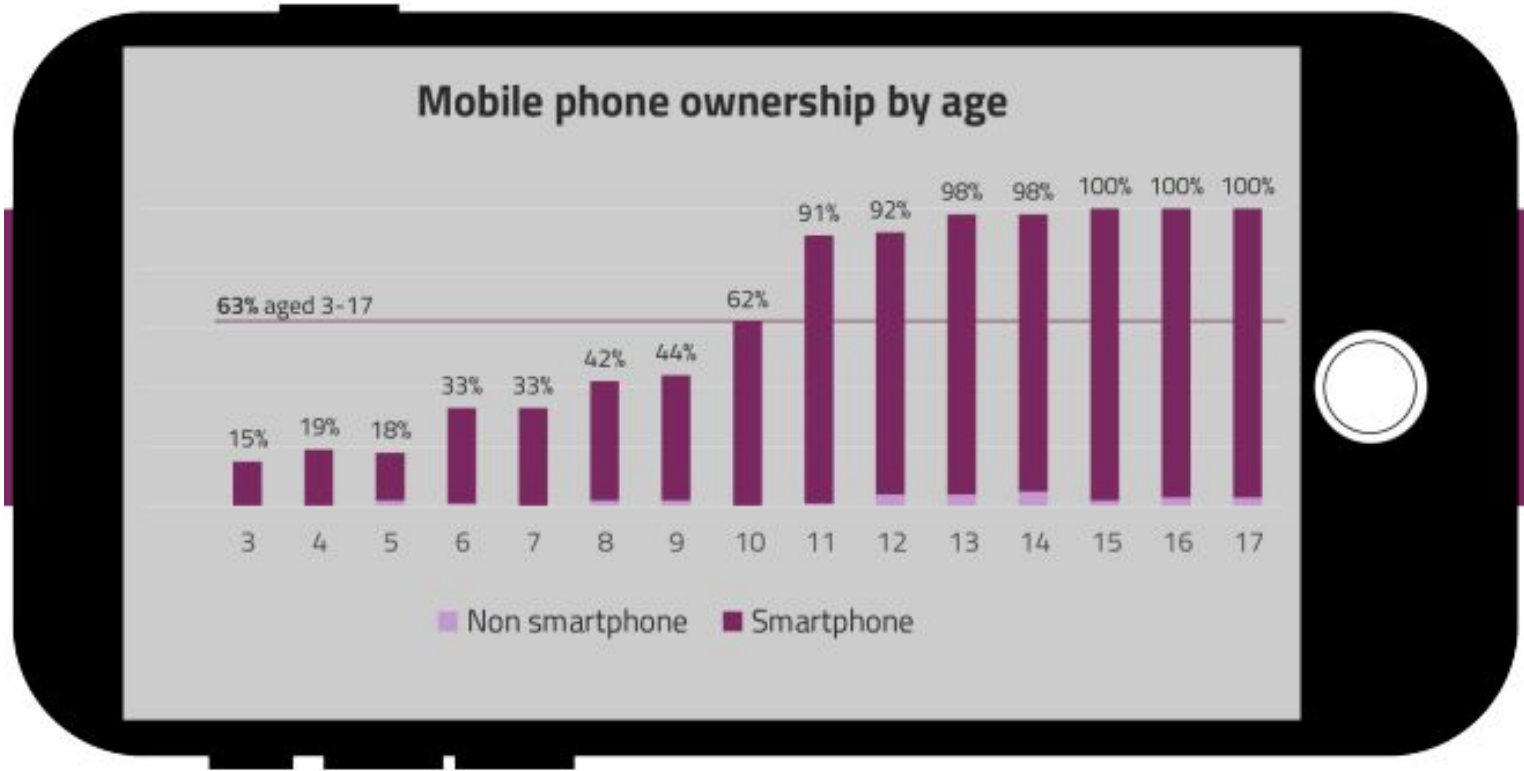
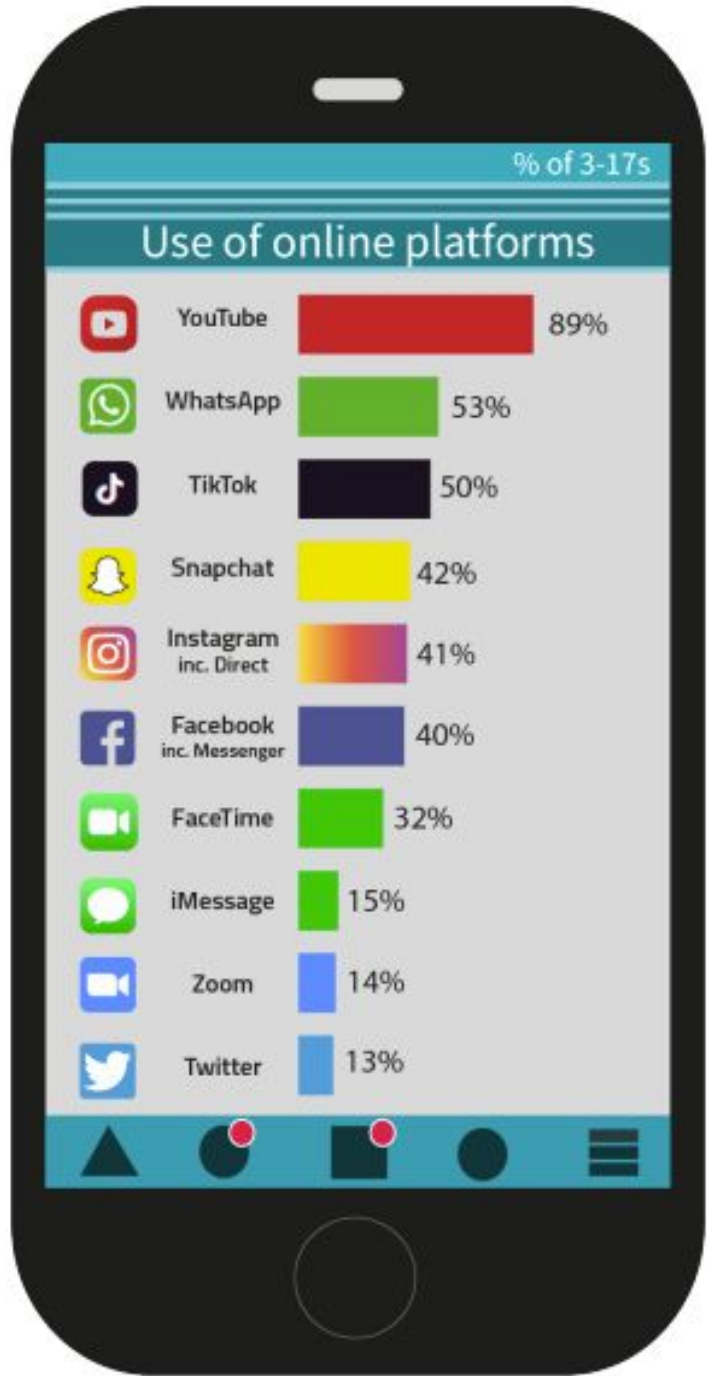
8-11



60% have their own mobile phone
To go online: **71%** use a mobile phone, **79%** use a tablet and **55%** use a laptop
95% use video sharing platforms
54% use live streaming apps/sites
84% use messaging sites/apps
64% use social media and **60%** have their own social media profile
69% play games online
79% watch TV or films on any type of device other than a TV set (**90%** on a TV set)
51% watch live TV vs **76%** who watch SVoD¹
32% have seen something worrying or nasty online 📶
32% were able to correctly identify sponsored search results 🔍

Ofcom - Children and parents: media use and attitudes report 2022

[-https://www.ofcom.org.uk/data/assets/pdf_file/0024/234609/childrens-media-use-and-attitudes-report-2022.pdf](https://www.ofcom.org.uk/data/assets/pdf_file/0024/234609/childrens-media-use-and-attitudes-report-2022.pdf)



Younger children were more likely to play creative and building games, whereas older children were more likely to play shooting and sports games

Among all 3-17-year-olds who played games (both on and offline⁵³), the most-played types of games were creative and building games like Roblox⁵⁴ and *Minecraft* (played by 49%).⁵⁵ This rose to almost six in ten among children aged 5-11 (56%).

This finding is echoed by CHILDWISE data. Children were asked what games they had played in the last week, and Roblox games and *Minecraft* were the top two cited. According to this data, boys were more likely to play *Minecraft*, and girls Roblox games.

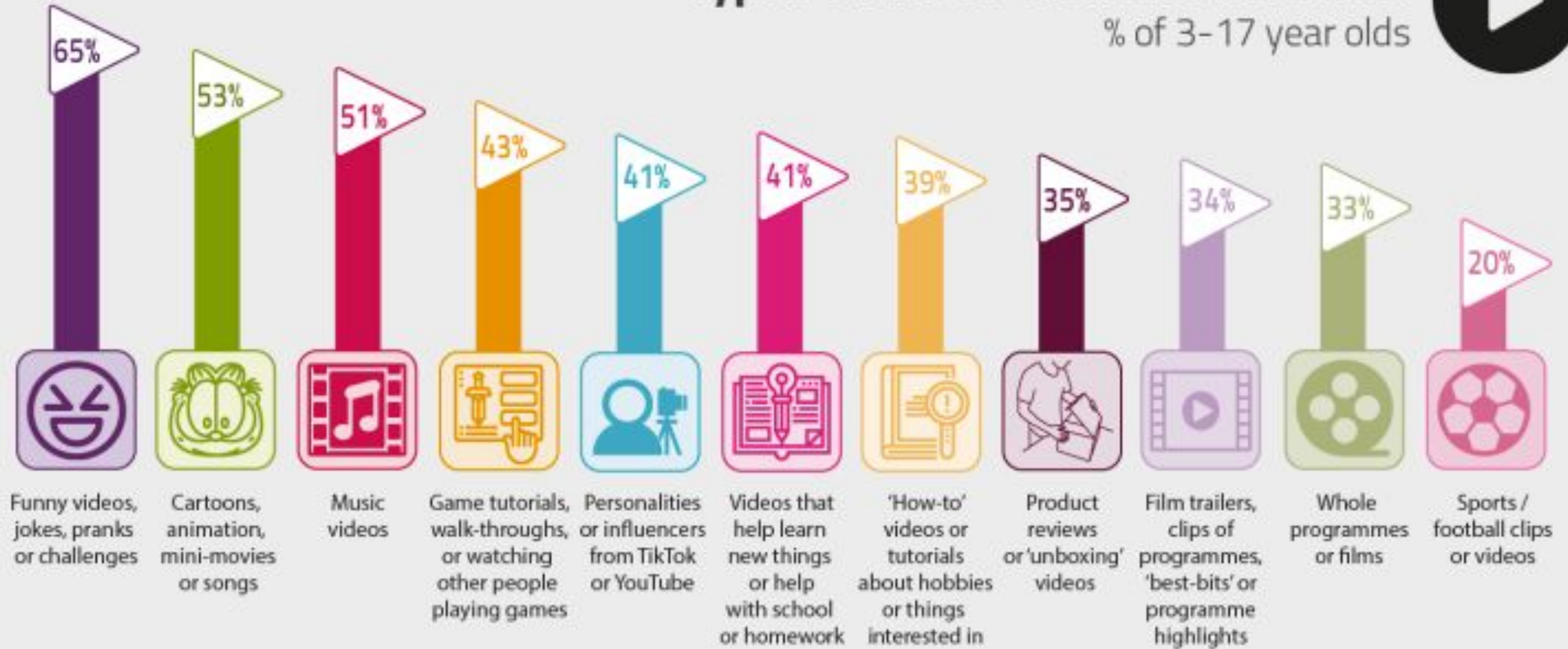
1. Creative and building games – 49%
e.g. Roblox, Minecraft
2. Multiplayer games – 45%
e.g. Fortnite, Fall Guys, Among Us
3. Action/adventure – 40%
e.g. Super Mario, Legend of Zelda
4. Shooters – 38%
e.g. Star Wars:Battlefront, Call of Duty
5. Sports – 37%
e.g. FIFA, NBA, Rocket League
6. Playing in a virtual world – 28%
e.g. World of Warcraft, The Sims

1. Creative and building games – 50%
e.g. Roblox, Minecraft
2. Puzzles or quizzes – 43%
e.g. Trivia 360, Sudoku, Candy Crush
3. Playing in a virtual world – 37%
e.g. World of Warcraft, The Sims
4. Multiplayer games – 30%
e.g. Fortnite, Fall Guys, Among Us
5. Action/adventure – 29%
e.g. Super Mario, Legend of Zelda
6. Fitness and dance – 26%
e.g. Wii Fit, Just Dance



Types of video content watched

% of 3-17 year olds





Is content safe for my child?

TWO LEVELS OF INFORMATION AS A GUIDE : THE PEGI AGE LABELS



THE CONTENT DESCRIPTORS



[Pan European Gaming information](#)

bbfc View what's right for you



Recommendations for setting up parental controls on mobile devices

Get in control of parental controls



If using a smartphone, check content lock is set



Set parental controls on your home broadband



Control app downloads and purchases



Make the games console safe and secure



Use safety mode on YouTube and Google



If using social networks, check privacy settings

Go to internetmatters.org/controls for step-by-step guides

<https://families.google/familylink/>



Help keep your family safer online

With Family Link, you decide what's best for your family. Easy to use tools allow you to understand how your child is spending time on their device, share location, manage privacy settings, and more.*

<https://support.apple.com/en-gb/HT201304>

Use parental controls on your child's iPhone, iPad and iPod touch

With Content & Privacy Restrictions in Screen Time, you can block or limit specific apps and features on your child's device. You can also restrict the settings on your iPhone, iPad or iPod touch for explicit content, purchases and downloads, and privacy.

Set Content & Privacy Restrictions ⌵

Prevent iTunes & App Store purchases ⌵

Allow built-in apps and features ⌵

Prevent explicit content and content ratings ⌵

Prevent web content ⌵

Restrict Siri web search ⌵

Restrict Game Center ⌵

Allow changes to privacy settings ⌵

Allow changes to other settings and features ⌵



YOUTUBE

PARENTAL

CONTROL



HOWFINITY.COM

Here are a range of links used and referred to during the presentations.

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/social-media/>

<https://www.internetmatters.org/resources/online-safety-guide/>

<https://pegi.info/>

<https://www.youtube.com/watch?v=aSFvJbSQdA4> - It's a boundary

<https://www.gonoodle.com/>

<https://www.youtube.com/watch?v=z1n9Jly3CQ8> - NSPCC I saw your Willy

During the short presentation by a guest from Social services, the Nicola Morgan book 'Blame my Brain' was recommended as a great tool in supporting parents understand how a child's brain develops and why it is necessarily 'their fault' when things go wrong.

