

# Online Safety for Governors

# What are we going to consider this evening?

- Statutory responsibility for Governors
- The online world: What's it all about?
  - Sites and devices used by children and young people including Instagram
  - Risks children and young people face online
  - Online vulnerabilities
  - Tools available – moderation, filtering, blocking
  - Top tips and advice





Department  
for Education

# Keeping children safe in education

Statutory guidance for schools and  
colleges

September 2016



# KCSIE

Read and identify key responsibilities for Governors in the context of online safety?



# Main Points

Governing bodies should be doing all that they reasonably can to limit the above risks from the school's IT system:

- Being exposed to illegal, inappropriate or harmful material
- Being subjected to harmful online interaction with other users
- Personal online behaviour that increased the likelihood of, or causes, harm



# Other Considerations

- Ensuring that effective filtering and monitoring is in place without 'over blocking'
- A whole school approach to online safety
- Clear policy on the use of mobile technology in school
- Staff training – this could be included within safeguarding training
- Online safety education for the young people



# Statistics from the BBC February 2015

- More than half of children in the UK (57%) have done something "risky" or anti-social online, a poll of 2,000 11- to 16-year-olds suggests.
- Almost two-thirds (62%) told the BBC Learning poll they felt under pressure from others to act in this way.
- Activities included sharing unsuitable videos or pictures of themselves or saying nasty things about others and looking at unsuitable websites.
- Some 20% said they had put pressure on someone else to act negatively online



## Inspecting safeguarding in early years, education and skills settings

Guidance for inspectors undertaking inspection under the common inspection  
framework

This guidance is for use from September 2015 and remains in draft until that point.  
Minor amendments may be made to the text prior to September.

**Age group:** All

**Published:** June 2015

**Reference no:** 150067



Corporate member of  
Plain English Campaign

361

Committed to clearer communication

**School inspection handbook**  
Handbook for inspecting schools in England under section 5 of the Education Act  
2005



This handbook is for use from September 2015 and remains in draft until that point.  
Minor amendments may be made to the text prior to September.

**Age group:** 0-15  
**Published:** June 2015  
**Reference no:** 150067



### The common inspection framework: education, skills and early years

Handbook for inspectors issued out, respectively, under section 5 of the Education  
Act 2005 (or equivalent), section 5B of the Education and Skills Act 2008, the  
Education and Inspections Act 2010, and the Education Act 2011.

The common inspection framework is set out, respectively, in the Education Act 2005  
and sections 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 5M, 5N, 5O, 5P, 5Q, 5R, 5S, 5T, 5U,  
5V, 5W, 5X, 5Y, 5Z, 5AA, 5AB, 5AC, 5AD, 5AE, 5AF, 5AG, 5AH, 5AI, 5AJ, 5AK, 5AL,  
5AM, 5AN, 5AO, 5AP, 5AQ, 5AR, 5AS, 5AT, 5AU, 5AV, 5AW, 5AX, 5AY, 5AZ, 5BA,  
5BB, 5BC, 5BD, 5BE, 5BF, 5BG, 5BH, 5BI, 5BJ, 5BK, 5BL, 5BM, 5BN, 5BO, 5BP,  
5BQ, 5BR, 5BS, 5BT, 5BU, 5BV, 5BW, 5BX, 5BY, 5BZ, 5CA, 5CB, 5CC, 5CD, 5CE,  
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5CU, 5CV, 5CW, 5CX, 5CY, 5CZ, 5DA, 5DB, 5DC, 5DD, 5DE, 5DF, 5DG, 5DH,  
5DI, 5DJ, 5DK, 5DL, 5DM, 5DN, 5DO, 5DP, 5DQ, 5DR, 5DS, 5DT, 5DU, 5DV,  
5DW, 5DX, 5DY, 5DZ, 5EA, 5EB, 5EC, 5ED, 5EE, 5EF, 5EG, 5EH, 5EI, 5EJ,  
5EK, 5EL, 5EM, 5EN, 5EO, 5EP, 5EQ, 5ER, 5ES, 5ET, 5EU, 5EV, 5EW, 5EX,  
5EY, 5EZ, 5FA, 5FB, 5FC, 5FD, 5FE, 5FF, 5FG, 5FH, 5FI, 5FJ, 5FK, 5FL,  
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5IA, 5IB, 5IC, 5ID, 5IE, 5IF, 5IG, 5IH, 5II, 5IJ, 5IK, 5IL, 5IM, 5IN, 5IO,  
5IP, 5IQ, 5IR, 5IS, 5IT, 5IU, 5IV, 5IW, 5IX, 5IY, 5IZ, 5JA, 5JB, 5JC, 5JD,  
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5OF, 5OG, 5OH, 5OI, 5OJ, 5OK, 5OL, 5OM, 5ON, 5OO, 5OP, 5OQ,  
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5XG, 5XH, 5XI, 5XJ, 5XK, 5XL, 5XM, 5XN, 5XO,  
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5YJ, 5YK, 5YL, 5YM, 5YN, 5YO, 5YP, 5YQ, 5YR,  
5YS, 5YT, 5YU, 5YV, 5YW, 5YZ, 5ZA, 5ZB,  
5ZC, 5ZD, 5ZE, 5ZF, 5ZG, 5ZH, 5ZI, 5ZJ, 5ZK,  
5ZL, 5ZM, 5ZN, 5ZO, 5ZP, 5ZQ, 5ZR, 5ZS, 5ZT,  
5ZU, 5ZV, 5ZW, 5ZX, 5ZY, 5ZZ

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# Online Safety

The term 'online safety' reflects a widening range of issues associated with technology and a user's access to content, contact with others and behavioural issues

## P6 10

- Safeguarding action may be needed to protect children and learners from:
- bullying, including online bullying and prejudice-based bullying
  - the impact of new technologies on sexual behaviour, for example sexting

Adults understand the risks posed by adults or learners who use technology, **including the internet, to bully, groom, radicalise or abuse children or learners**. They have well-developed strategies in place to keep children and learners safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe.

## P9 13

**Leaders oversee the safe use of technology** when children and learners are in their care and take action immediately if they are concerned about bullying or children's well-being. Leaders of **early years settings implement the required policies with regard to the safe use of mobile phones and cameras in settings**.

**Inspecting how effectively leaders and governors create a safeguarding culture in the setting**



staff, leaders and managers understand the risks posed by adults or young people **who use the internet to bully, groom or abuse** children, young people and vulnerable adults; there are well-developed strategies in place to keep learners safe and to support them in learning how to keep themselves safe

staff, leaders and managers oversee the **safe use of electronic and social media by staff and learners and take action immediately if they are concerned about bullying or risky behaviours**

## Arriving at judgements about safeguarding arrangements

inspectors will consider, among other things, children's and learners' understanding of how to keep themselves safe from relevant risks such as exploitation and extremism, including when using the internet and social media. Inspectors should include online safety in their discussions with pupils and learners (covering topics such as online bullying and safe-use of the internet and social media). Inspectors should investigate what the school or further education and skills provider does to educate pupils in online safety and how the provider or school deals with issues when they arise.

### Inspecting and reporting on safeguarding concerns

Inspectors should ensure that they are aware of information available to the public, reported in the press or accessible on the internet, including that available on the early years setting, school or further education and skills provider's website, if available. This may contain information related to safeguarding. Inspectors should do a **check on the internet as part of their preinspection planning** to see whether there are any safeguarding issues that may need to be followed up during inspection. All evidence that relates to planning for the inspection should be recorded.

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# outstanding

- Whole school consistent approach
- Robust integrated reporting routines
- Effective staff development
- Clearly communicated and respected policy
- Progressive curriculum
- Secure and effective infrastructure
- Effective monitoring and evaluation

# inadequate

- Personal data is unsecured
- Security of passwords is ineffective
- Policies are generic and not updated.
- There is no progressive, planned e-safety education
- There is no Internet filtering or monitoring.
- There is no evidence of staff training.
- Children are not aware of how to report a problem.

**How do you ensure that all staff receive appropriate online safety training that is relevant and regularly up to date?**



**What mechanisms does the school,  
have in place to support young  
people and staff facing online safety  
issues?**



**How does the school educate and support parents and whole school community with online safety?**



**Do you have e safety policies and acceptable use policies in place?  
How do you know they are clear, understood and respected by all?**





**Describe how your school educates children and young people to build knowledge, skills and capability when it comes to online safety?  
How do you assess it's effectiveness?**



# Media Use

	3 - 4	5 - 7	8 - 11	12 - 15
Youtube	37%	54%	73%	87%
Social Media Profile	0%	3%	23% 21% to 43% (10-11)	72% 50% to 74% (12 -13)
Play online game with people they don't know			10%	21%
Chat in online games with people they don't know			5%	14%



# Devices and Media Use

	3 - 4	5 - 7	8 - 11	12 - 15
Internet via a PC/laptop/netbook	24% (27%)	49% (56%)	66% (77%)	85% (82%)
Tablet Use	55% (53%)	67% (69%)	80% (70%)	74% (75%)
Access to Smartphone Ownership	23%	28%	57%	91%
Games Console	25%(34%)	52% (64%)	74%(77%)	67%(72%)

Ofcom 2016



# What are our kids doing online?

## Highlights from the Ofcom 2016 Report:

### Tablet ownership

- 3-4's – 16%
- 5-7's – 32%
- 8-11's – 49%
- 12-15's – 49%

### Phone ownership

### Gaming devices

#### Boys vs Girls

- 3-4's – 31% vs 19%
- 5-7's – 66% vs 39%
- 8-11's – 87% vs 60%
- 12-15's – 85% vs 50%



# What are our kids doing online?

## Highlights from the Ofcom 2016 Report study:

### Hours spent online

- 3 – 4's – 14.12 hours a week
- 5-7's – 12.24 hours a week
- 8-11's – 13.30 hours
- 12 – 15's – 14.42 hours

### Social media profile

- 3 – 4 – 0%
- 5 – 7 – 3%
- 8-11's – 23%
- 12-15's – 72%

### Online Gaming

- 3 – 4s – 6.48 hours
- 5-7s – 6.54 hours
- 8 – 11s – 9.20 hours
- 12 – 15s – 13.24 hours



# Landscape 2012



# Current Landscape

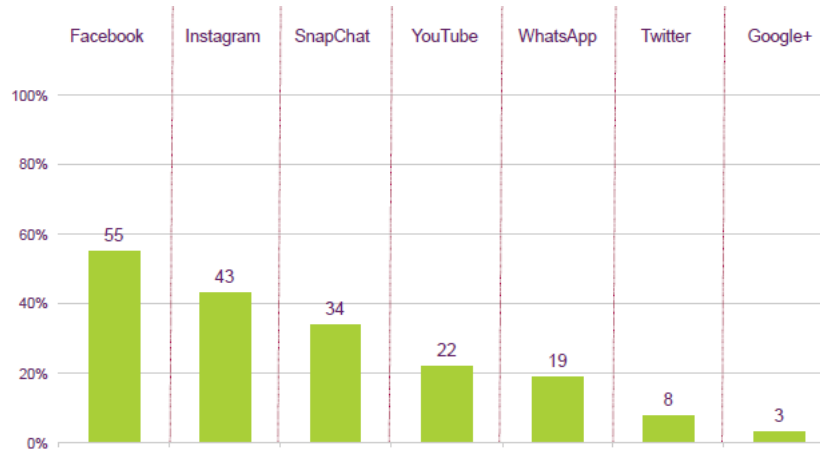


Social Networking – Where are we?



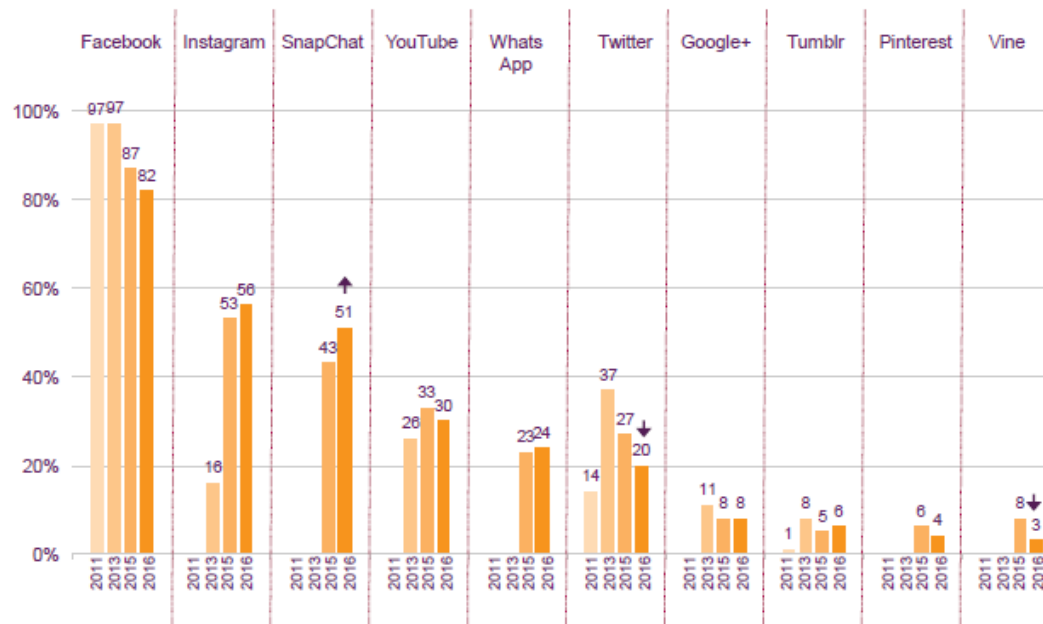


# Social Media Use 8-11s



# Social Media Use 12 – 15s

Figure 39: Social media sites or apps used by children aged 12-15: 2011, 2013, 2015 and 2016



QP44 /QC20 – Which social media sites or apps do you use? (unprompted responses, multi coded) – Responses from parents for 3-7 year olds and from children aged 8-15, showing responses of more than 2% of children aged 12-15 using any social media sites or apps. Base: Children aged 12-15 who have a social media profile (335). Significance testing shows any change between 2015 and 2016.

**Both 8-11s and 12-15s are most likely to consider Facebook to be their main social media site**



Can you name any sites children and young people use to:

- Game
- Social network
- Chat
- Share images

What devices would they use to access these sites?

- Laptop/tablet
- Mobile
- Games consoles



# Online Pornography



30 May 2013 Last updated at 17:15

## April Jones trial: Mark Bridger guilty of murder



Hywel Griffith reports on how the case unfolded  
The man found guilty of abducting and murdering five-year-old

Share f t

## Tia Sharp murder trial: Stuart Hazell jailed for 38 years

Stuart Hazell has been jailed for a minimum of 38 years for killing his partner's granddaughter, Tia Sharp.

The 37-year-old had denied murder, but on the fifth day of his trial at the Old Bailey he changed his plea.

The court heard Hazell sexually assaulted and murdered Tia, 12, at her grandmother's house in south London.

The judge, Mr Justice Nicol, said he could not

April Jones



Stuart Hazell changed his plea on the fifth day of the trial at the Old Bailey

Dalafar Ostrin

## April Jones: Search engines urged to block more online porn sites



Internet matters.org

### Keeping your children safe online matters

Where do I start?

Depending on the age of your children here are some simple things you could do today. You'll find more tips and links to expert advice in our age guide pages.

- Pre-school**
  - Use the computer and play games together
  - Set a child-friendly homepage
- Pre-teens**
  - Make arrangements for using the internet
  - Use software to go on-line and game consoles
- Young children**
  - Use safe search on Google and YouTube
  - Agree a safe time spent on-line
- Teens**
  - Talk about clearing a problem before reporting it
  - Use a robust password and privacy settings

[SET PARENTAL CONTROLS](#)





# Mobile technology



## Functionality of SmartPhones?

The ability to:

- Browse the internet
- Use location services
- Email
- Take and share notes
- WiFi
- Take photos and film
- Calendar
- Message
- Telephone



# Risks Associated

Location Services

Access to unwanted internet sites

Text messaging

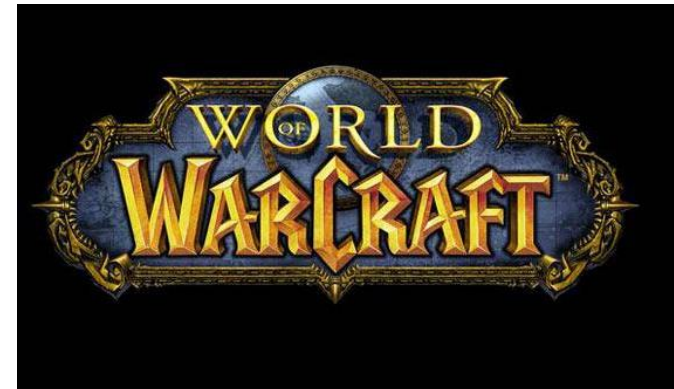
Social networking (including location aware apps)

The immediacy of photos



# Online gaming

- Top 10 online game operators in Asia earned over \$2bn last year
- Web games:
  - World of War Craft
  - Runescape
  - Everquest
  - Swordsman Online
  - Mini Clip
- Games consoles (Xbox 360, Playstation 3, Wii)





# Health Risks

- Repetitive strain injury
- Eye strain
- Obesity
- Addiction



# Games Consoles

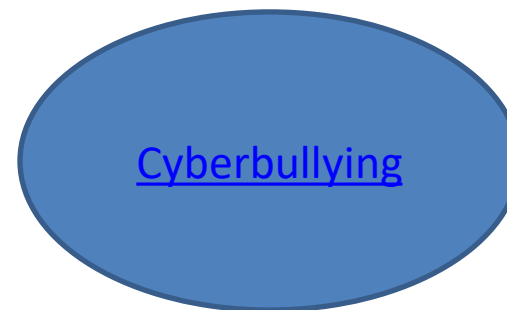
- There are controls on all the main games consoles





What is Cyberbullying?

How and where can you be  
Cyberbullied?



# Cyberbullying is?

- Email
  - Forwarding comments
- Social networking sites
  - Profiles and adding comments
- Instant messenger and chat
- Mobile phones
  - Abusive texts
- Interactive gaming
  - On line chat
- Sending viruses
- Abusing personal information
  - Posting personal information





What does the  
'inappropriate'  
mean in your house?

Not age appropriate:

- Violence
- Racial Hate
- Pro eating disorders
- Gambling
- Pornographic





**PEGI (The Pan-European Game Information age rating system) was established in 2003 to help European parents make informed choices**

**3+**



**Violence** - Game contains depictions of violence

**7+**



**Discrimination** - Game contains depictions of, or material which may encourage, discrimination

**12+**



**Sex** - Game depicts nudity and/or sexual behaviour or sexual references

**16+**



**Drugs** - Game refers to or depicts the use of drugs

**18+**



**Fear** - Game may be frightening or scary for young children



**Bad Language** - Game contains bad language





What is online grooming?

What does an online friend mean to your child? Is it the same for you?



# Extremism

Police see extremism as:

1. ISIS
2. Al Qaida
3. Irish Republican terrorism
4. Domestic Extremism / Extreme Right Wing
5. Animal Rights & eco-terrorism





# Governors - What protection?

- Consider the age of the child when considering access to the Internet. What restrictions are necessary?
- Education and building awareness around inappropriate activity
- Staff training



# Advice to parents

- Friends
  - School friends
  - Friends of friends
  - People who have an interesting profile
- Opportunities for people to be unkind



# Stranger danger!!

Behaving on line only as you would behave in real life

Don't talk to people you don't know



# Setting Boundaries

- Set limits on the amount of time your child spends online – set timings
- Make sure your child takes regular screen breaks
- Make sure your child thinks before they share pictures or videos online
- Make sure your child thinks carefully about what they write before they post it online
- Make sure your child doesn't give out personal details to people they don't know and trust
- Limit inappropriate and block illegal material
- Make sure your child knows to come to you if they are concerned about something
- Monitor activity
- Sometimes things go wrong – Falling in the playground?



## Is my child too young to have a Facebook account?

- Help set up their profile
- Add your email as the main contact (if possible)
- Set the privacy settings to “friends” only and ensure they are children you know
- Become a friend on Facebook
- Check in and keep updated



# Staying Safe on Facebook

1. Only accept friends you know
2. Never share your password
3. Don't get personal
4. Use privacy settings
5. Don't react to bullies – delete, block and report



# How to stay safe on Twitter

- Use a strong password.
- Watch out for suspicious links, and always make sure you're on Twitter.com before you enter your login information.
- Use HTTPS for improved security.
- Don't give your username and password out to untrusted third-parties, especially those promising to get you followers or make you money.
- Make sure your computer and operating system is up-to-date with the most recent patches, upgrades, and anti-virus software.



# Generally

- Screen shot the abuse
- Changing the online name
- Never use a real name on a chat room
- Use an Avatar rather than a photo of
- Advise a child to tell an adult – parent or teacher
- Don't retaliate
- Use the Report Abuse Button





## Set controls on:

- Computers
- Laptops
- Tablets
- Mobile devices
- Games Consoles
- ALL internet enabled devices

Set on all devices  
that link to the  
[internet](#)

Remember... they are not 100% accurate and not a substitute for open communication!



# To Enable YouTube Safety Mode

1. Log in to your Google or [Youtube account](#).
2. Go to the YouTube.com site in your web browser.
3. Click on the "Safety" button near the bottom of the YouTube homepage.
4. Click the "On" button. If you receive a message after clicking the on button that says "You can lock the Safety Mode setting after you sign in" then you are not logged into Google / YouTube. Click the "sign in" link if needed.
5. Check the box that says "Lock safety mode on this browser".
6. Click the "Save" button. After you've clicked the save button, the page you were on will reload and you will see a banner near the top of the page that shows a check mark with the words "Successfully enabled Safety Mode" next to it.
7. **IMPORTANT!!** In order to prevent your child from just turning safety mode off, you must log out of your Google / YouTube account by clicking your username link in the top right-hand corner of the browser window. This will effectively lock the setting in for the browser you are using, preventing your child from disabling Safety Mode. You will need to repeat this process for all other web browsers that are on your computer (i.e. Firefox, Safari, etc).

## **Enable YouTube Safety Mode on Your Mobile Device**

Safety Mode may also be available on your mobile device's [YouTube app](#). Check the settings area of the mobile app to see if it is an option. The process for locking the feature should be similar to the process above.

Setting Parental Controls on YouTube

<https://www.youtube.com/watch?v=u00yKwGFpS0>



# Controlling Content on a Smart TV

(I haven't managed to test this because I haven't got access to a SMART TV – I hope it works)

- Set up a Youtube account on your computer (if you don't have an account)
- Once signed in, set your security features (see slide 22 )
- Next open your Youtube app on your TV, and sign in.
- The TV should give you a code to associate your Youtube account with your TV.
- Go back to your computer and enter the code in your Youtube account (it should direct you to where this has to be done).

The only other way, would be blocking content for the whole TV using the Security settings from the TV's menu, which will block all content.



How to 'police' internet usage on handheld devices e.g. smartphones and  
How to set up mobile devices with limited content suitable for children

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

IOS device restrictions

Apps for Android devices

MobileMinder ([www.mobileminder.com](http://www.mobileminder.com))

Netaddictfree (<http://netaddictfree.com/UK>)

Qustodio (<http://qustodio.com/>)



# TeenSafe

Tracks social media and texting

Some parent apps can actually monitor how fast someone is driving or moving in a vehicle as a passenger



# Setting up restrictions on a router

[http://kb.linksys.com/Linksys/GetArticle.aspx?docid=20b29e54474a4a17aff594cb659747ea\\_4041.xml&pid=80&converted=0](http://kb.linksys.com/Linksys/GetArticle.aspx?docid=20b29e54474a4a17aff594cb659747ea_4041.xml&pid=80&converted=0)

This is a link for a Linksys router. Search 'restrictions on a \*\*\*\*\* router'

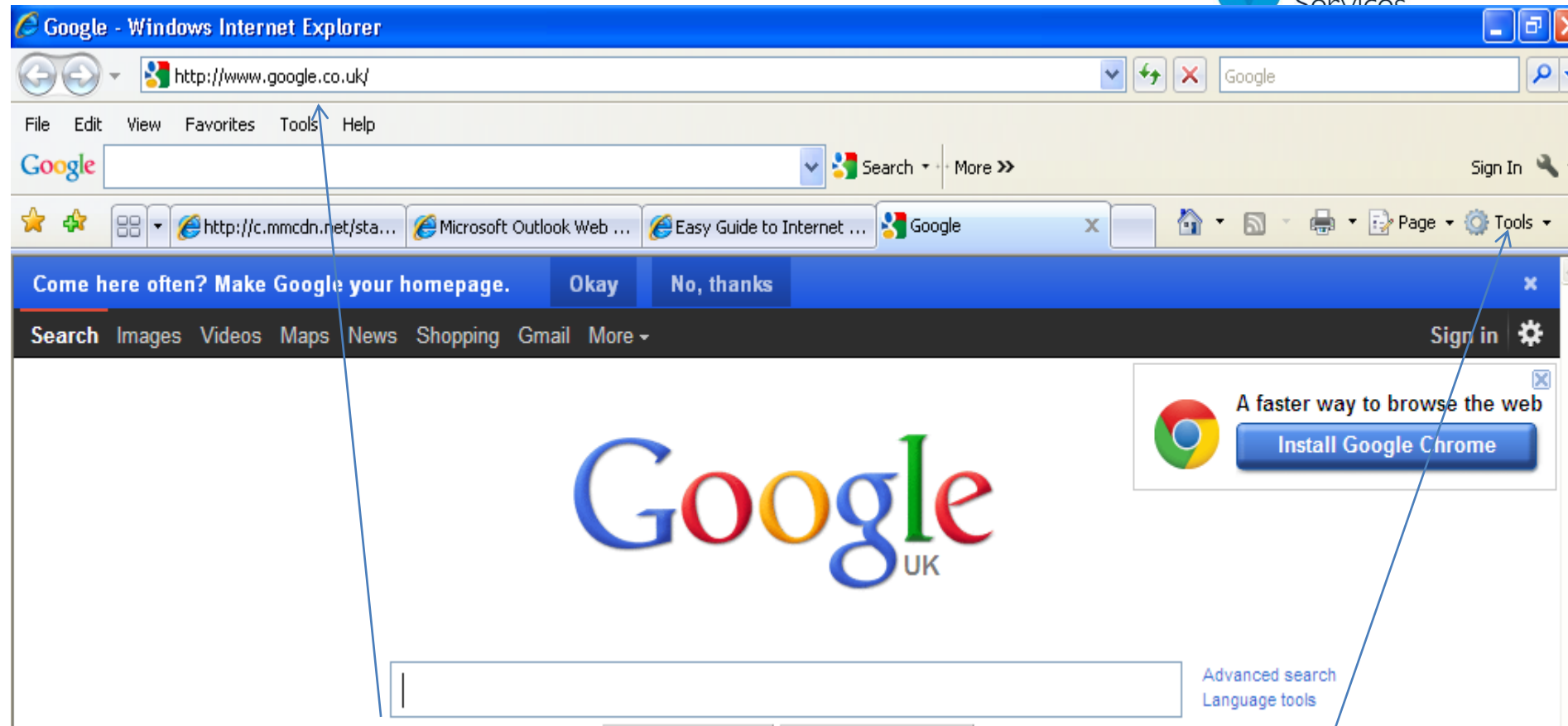
[Open DNS](#)



# Parental Controls on the Internet

- Internet Explorer
- What about the router?






The image shows a screenshot of a Windows Internet Explorer browser window. The title bar reads "Google - Windows Internet Explorer". The address bar contains "http://www.google.co.uk/". The menu bar includes "File", "Edit", "View", "Favorites", "Tools", and "Help". The search bar contains the Google logo and a search button. The toolbar includes "Search", "More >>", "Sign In", and "Tools". The main content area displays the Google logo with "UK" underneath, a search input field, and a "Tools" menu. A blue banner at the top of the page says "Come here often? Make Google your homepage." with "Okay" and "No, thanks" buttons. A small advertisement for Google Chrome is visible on the right side, with the text "A faster way to browse the web" and a button "Install Google Chrome".







A faster way to browse the  
Install Google Chrome

Advanced search  
Language tools

Go to Google.com

### Internet Options

General Security Privacy **Content** Connections Programs Advanced

**Content Advisor**  
Ratings help you control the Internet content that can be viewed on this computer.  
[Enable...](#) [Settings](#)

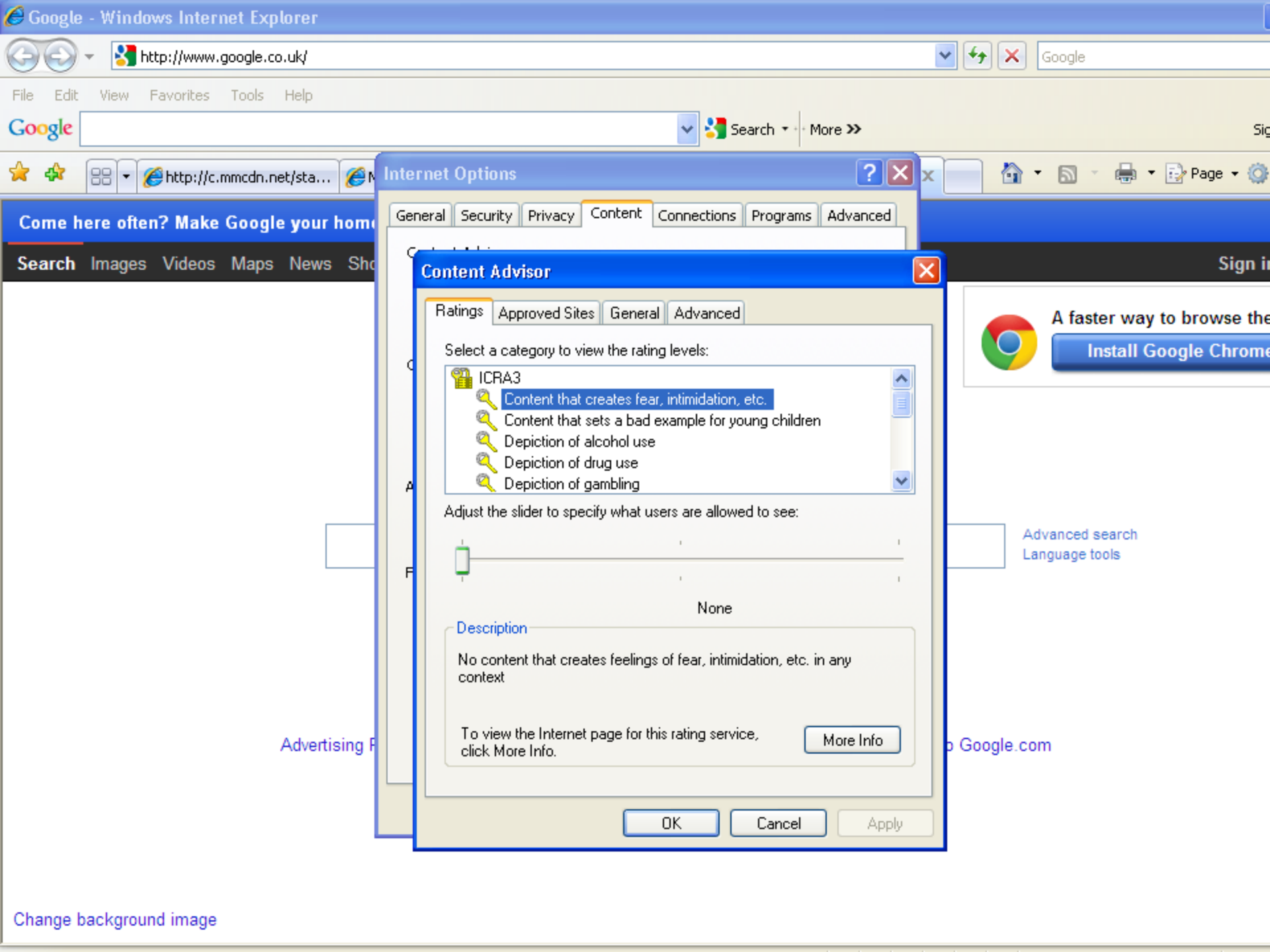
**Certificates**  
Use certificates for encrypted connections and identification.  
[Clear SSL state](#) [Certificates](#) [Publishers](#)

**AutoComplete**  
AutoComplete stores previous entries on webpages and suggests matches for you. [Settings](#)

**Feeds**  
Feeds provide updated content from websites that can be read in Internet Explorer and other programs. [Settings](#)

OK Cancel Apply

Advertising P



**Content Advisor**

Ratings: **Approved Sites** | General | Advanced

Select a category to view the rating levels:

- ICRA3**
  - Content that creates fear, intimidation, etc.
  - Content that sets a bad example for young children
  - Depiction of alcohol use
  - Depiction of drug use
  - Depiction of gambling

Adjust the slider to specify what users are allowed to see:

None

Description

No content that creates feelings of fear, intimidation, etc. in any context

To view the Internet page for this rating service, click More Info.

More Info

OK Cancel Apply



Welcome to CEOP's thinkuknow website



Come in to find the latest information on the sites you like to visit, mobiles and new technology. Find out what's good, what's not and what you can do about it. If you look after young people there's an area for you too – with resources you can use in the classroom, at home or just to get with it. Most importantly, there's also a place which anyone can use to report if they feel uncomfortable or worried about someone they are chatting to online. All the information here is brought to you by the team at the [Child Exploitation and Online Protection \(CEOP\) Centre](#). We hope you like it!



**UK Safer Internet Centre**

Home About Advice and resources Parents' Toolkit Skills Explorer Dig! Report Us News

### Safety tools on social networks and other online services

Most online services offer some safety features that can help you manage access to age-appropriate content, report concerns or protect privacy. It's a good idea to find out how and enable your settings, and check you understand how they work, before you start using them. You can find out more about how to use these tools on the pages below.

ask.fm Disney Club Penguin facebook  
flickr Google+ iMovie  
tumblr. twitter

ask.fm Data Safety Checklist

### Snapshot-Checklist

- What is Snapchat?
- How can I stay in control?
- How do I find all my friends?
- How do I block and delete?
- How do I report a problem?
- What else can I do on Snapchat?

**Do the Check.**



### Facebook-Checklist

- What are Facebook 'friends'?
- Who can find what you post on Facebook?
- What information is there about you online?
- How does your profile appear?
- How do you use your friends lists?
- Do you know how to de-activate your account?

**Do the Check.**



find the content you post?

### Instagram

Privacy and Safety Checklist

### Twitter-Checklist

- What is Twitter?
- How Do I Protect My Privacy?
- Who Can Follow Me?
- How To Report Something?
- Unfollow or Delete Content?
- How Do You Deactivate My Account?

**Do the Check.**






**Childnet**  
International

**S** Safe  
**T** Trust  
**A** Action  
**R** Respect

**About the STAR Toolkit**

**? What is the Childnet STAR Toolkit?**

The Childnet STAR Toolkit is a new online safety resource that offers practical advice and teaching activities to help secondary schools explore internet safety with young people with autism spectrum disorders (ASD).

Developed in partnership with Hampshire City Council's Habbing Schools for the Future Programme, Childnet's STAR Toolkit aims to increase the online safety knowledge of educators and empower them to support their learners to use the internet safely and positively.

The aim of the Childnet STAR Toolkit is to:

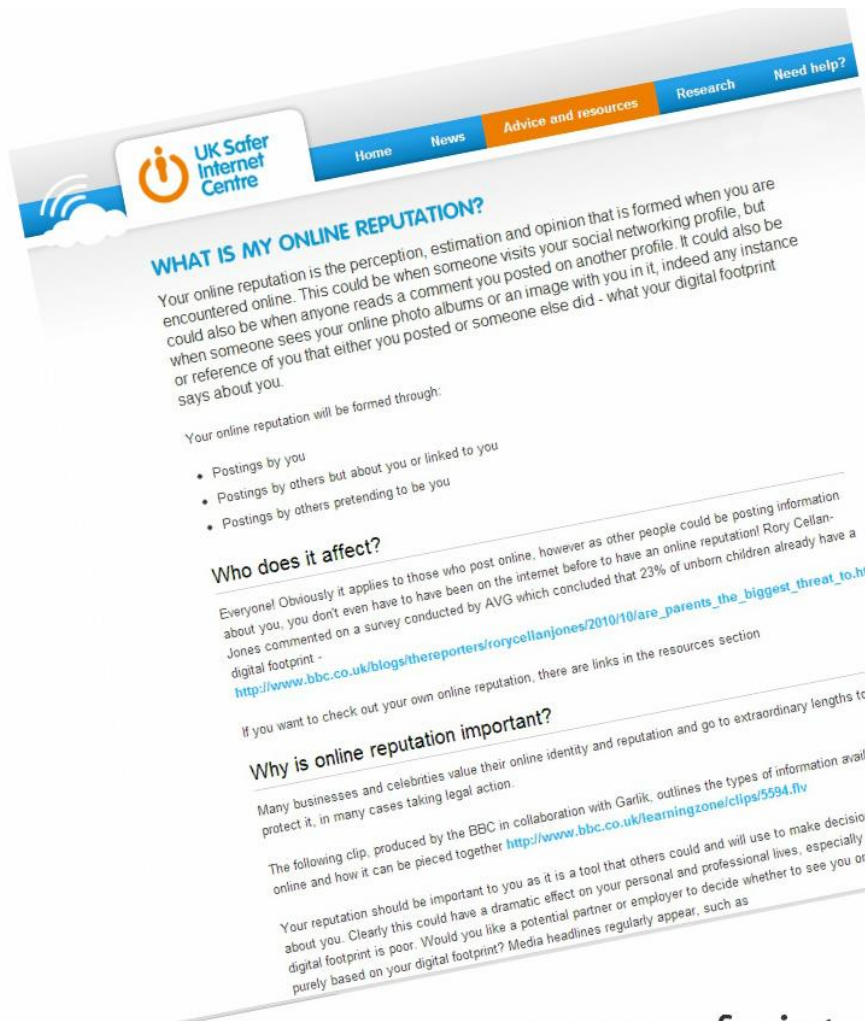
- ← Back to resources
- Safe
- Trust
- Action
- Respect
- Activities
- About



## Cyberbullying - Peer Mentoring

THE DIANA AWARD





**UK Safer Internet Centre**

Home News Advice and resources Research Need help?

## WHAT IS MY ONLINE REPUTATION?

Your online reputation is the perception, estimation and opinion that is formed when you are encountered online. This could be when someone visits your social networking profile, but could also be when anyone reads a comment you posted on another profile. It could also be when someone sees your online photo albums or an image with you in it, indeed any instance or reference of you that either you posted or someone else did - what your digital footprint says about you.

Your online reputation will be formed through:

- Postings by you
- Postings by others but about you or linked to you
- Postings by others pretending to be you

### Who does it affect?

Everyone! Obviously it applies to those who post online, however as other people could be posting information about you, you don't even have to have been on the internet before to have an online reputation! Rory Cellan-Jones commented on a survey conducted by AVG which concluded that 23% of unborn children already have a digital footprint - [http://www.bbc.co.uk/blogs/thereporters/rorycellanjones/2010/10/are\\_parents\\_the\\_biggest\\_threat\\_to.html](http://www.bbc.co.uk/blogs/thereporters/rorycellanjones/2010/10/are_parents_the_biggest_threat_to.html)

If you want to check out your own online reputation, there are links in the resources section

### Why is online reputation important?

Many businesses and celebrities value their online identity and reputation and go to extraordinary lengths to protect it, in many cases taking legal action.

The following clip, produced by the BBC in collaboration with Garlik, outlines the types of information available online and how it can be pieced together <http://www.bbc.co.uk/learningzone/clips/5594.flv>

Your reputation should be important to you as it is a tool that others could and will use to make decisions about you. Clearly this could have a dramatic effect on your personal and professional lives, especially if your digital footprint is poor. Would you like a potential partner or employer to decide whether to see you or not purely based on your digital footprint? Media headlines regularly appear, such as

What it  
is

How to  
manage  
it!

[www.saferinternet.org.uk/online-reputation](http://www.saferinternet.org.uk/online-reputation)



## A PARENTS' GUIDE TO TECHNOLOGY

In the parents' sessions we run in schools, we get a lot of questions about particular devices that children are using or asking for. This guide has been created to answer these questions and introduce some of the most popular devices, highlighting the safety tools available and empowering parents with the knowledge they need to support their children to use these technologies safely and responsibly.

### Smartphones



This includes:  
BlackBerry  
iPhone

### Gaming devices



This includes:  
Xbox 360  
PlayStation 3  
PSP  
Nintendo Wii  
Nintendo 3DS  
Nintendo DSi

### Internet-enabled devices



This includes:  
iPod Touch  
iPad





View age appropriate animations and films at - [www.thinkuknow.co.uk/parents](http://www.thinkuknow.co.uk/parents)  
[www.youtube.com/ceop](http://www.youtube.com/ceop)

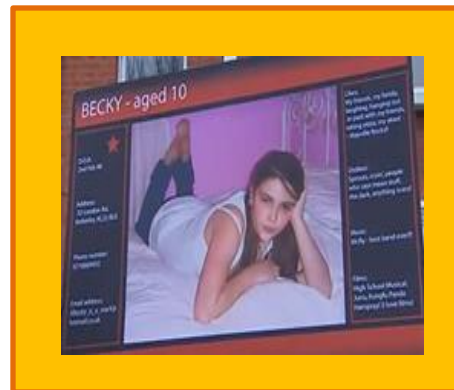
5-7



## *Lee and Kim's Adventure: Animal Magic*

- Animation – Be nice to people, like you would in the playground

8-10



## *Jigsaw*

- 10 minute film about Safe Social Networking



# Resources



# YouTube™ How to... set up YouTube™ Safety Mode™



YouTube Safety Mode enables parents to choose whether to limit content on YouTube™ that might be unsuitable for their children, even though it's not against YouTube's Community Guidelines.

When you opt in to Safety Mode, videos with mature content or that have been age restricted will not show up in video search, related videos, playlists, shows and movies.



YouTube  
www.youtube.com

**vodafone**

# Digital Parenting

10 'How to' guides

- SET smartphone Parental Controls with Vodafone Guardian
- MAKE THE MOST of BlackBerry Parental Controls
- PROTECT privacy on Facebook
- SEARCH safely on Google

**Reporting concerns**  
How to contact websites, agencies and authorities

**Expert views**  
Why are age ratings important? How much time online is too much? What technology can we expect in the future?

**Toddlers and tech**  
It's second nature

**Apps, BBM, Facebook...**  
What are teens' favourite digital spaces?

**Grandparents**  
How can they get more involved?

www.vodafone.com/parents

internet matters.org

## Keeping your children safe online matters

Where do I start?

Depending on the age of your children here are some simple things you could do today. You'll find more tips and links to expert advice in our age guide pages.

- Pre-school**
  - Use the computer and play games together
  - Set a child friendly homepage
- Young children**
  - Use safe search on Google and YouTube
  - Agree rules on time spent online
- Pre-teens**
  - Have an agreement for using the internet
  - Use safe settings on mobiles and games consoles
- Teens**
  - Talk about creating a positive online reputation
  - Use social networking privacy settings

**SET PARENTAL CONTROLS**

Recommended resources

Safety pages of the main internet providers

- BT
- sky
- TalkTalk
- Virgin Media
- plinet

Safety pages of the main games consoles

- Xbox
- PlayStation
- Wii
- Nintendo DS
- PSP/VITA

Safety pages of the main mobile networks

- EE
- O2
- Three
- BT
- Lebara Mobile

Safety pages of the main operating systems

- Windows 7
- Windows 8
- OS X



A Parents' Guide to  
**Instagram**

ConnectSafety  
Bank's Supporting Start's Start

UK Safer Internet Centre

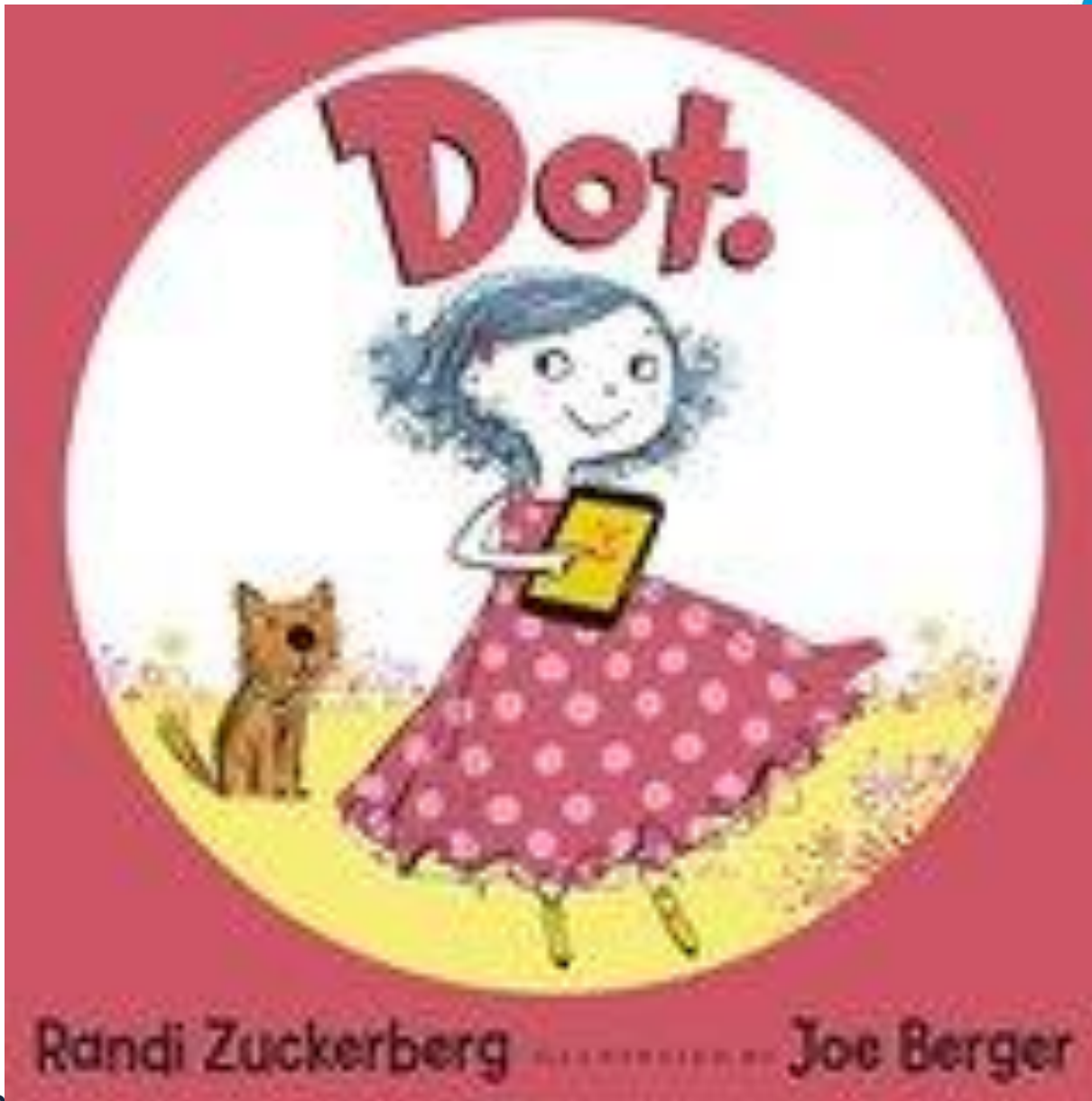
© 2013 Safer Child Learning Partnership



County Council

# Digiduck's BIG Decision







HANNAH WHALEY



# Monitoring another mobile phone

There are a number of Apps that will do this. There is a cost associated with all the ones that I found that carry out comprehensive tracking.

Phonesheriff is a recent App that tracks all phone activity on another phone

The link for this is:

<http://www.phonesheriff.com/features.html>

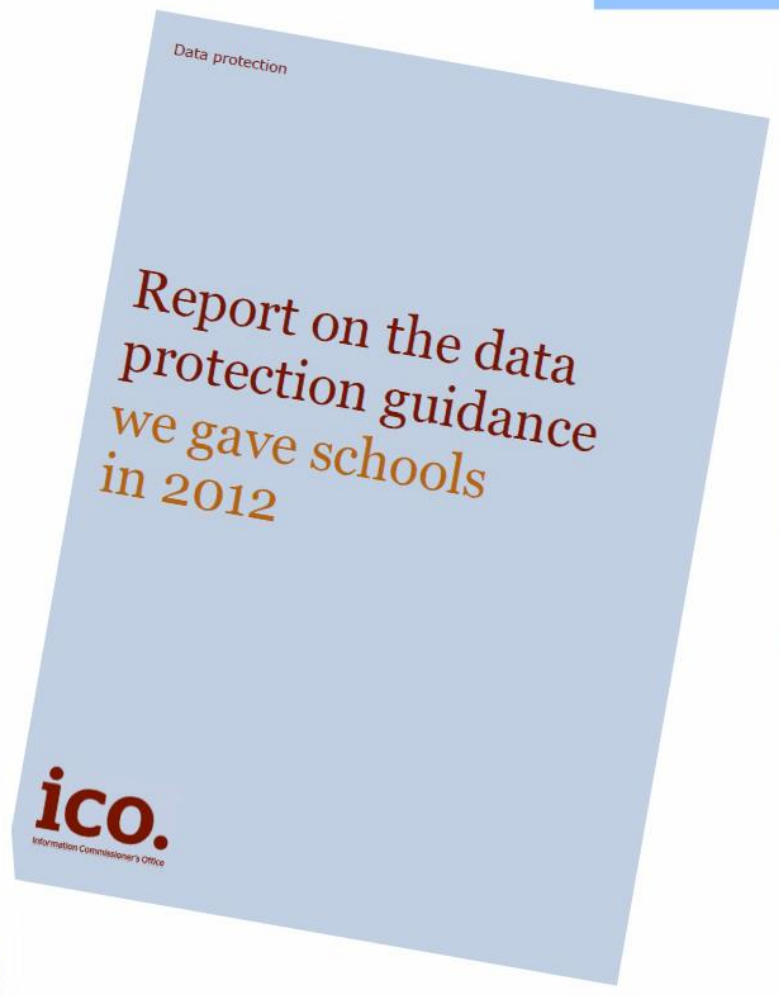


# Strategic Resources





- Personal Data
- Security
- Policies
- Websites
- Photographs





[www.eukidsonline.net](http://www.eukidsonline.net)



Co-funded by the European Union



THE LONDON SCHOOL  
OF ECONOMICS AND  
POLITICAL SCIENCE

## Zero to Eight

Young children and their internet use

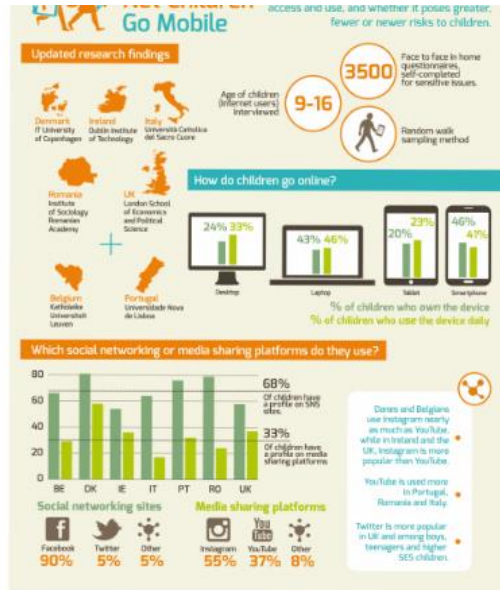
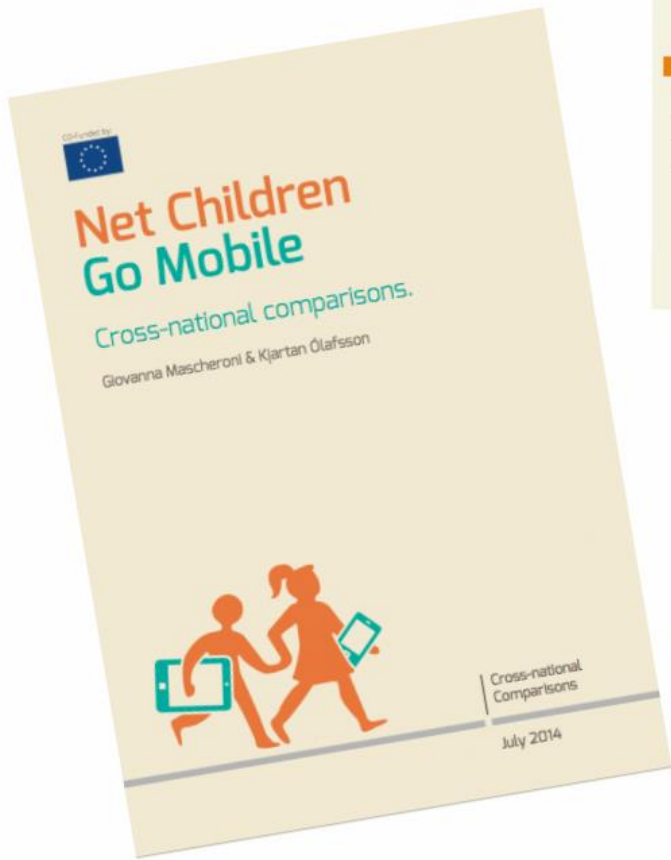
August 2013



Donell Holloway, Lella Green and Sonia Livingstone  
with members of the *EU Kids Online* network

ISSN 2045-256X

[www.eukidsonline.net](http://www.eukidsonline.net)



# Counter Terrorism and Security Act 2015 MOVEMENT

Obliges schools to...

- Assess the risk
- Be prepared
- Work in partnership
- Train your staff
- Educate your students
- Implement strict IT policies
- Take responsibility



# Education Act

PART 2 DISCIPLINE 2 Power of members of staff at schools to search pupils(1) Chapter 2 of Part 10 of EA 1996 (punishment and restraint of pupils) is amended as set out in subsections (2) to (5).(2) In section 550ZA (power of members of staff to search pupils for prohibited items: England) – (a) in subsection (3) (prohibited items), after paragraph (e) insert – “(ea) an article that the member of staff reasonably suspects has been, or is likely to be, used – (i) to commit an offence, or (ii) to cause personal injury to, or damage to the property of, any person (including P);”; Power of search – reasonable force (b) in that subsection, after paragraph (f) insert – “(g) any other item which the school rules identify as an item for which a search may be made.”; Current search for banned items is by consent but school may apply discipline procedures if that consent is not given. New law when enacted requires no consent



The person who seized the item may examine any data or files on the device, if the person thinks there is a good reason to do so.

(6F) Following an examination under subsection (6E), if the person has decided to return the item to its owner, retain it or dispose of it, the person may erase any data or files from the device if the person thinks there is a good reason to do so.



# 360 degree safe

the online e-safety tool



# Policies and Guidance Documents

Schools should consider whether they have:

- Online safety policies should include references to
  - Social media
  - Use of mobile phones and personal devices
  - Use of images and cameras
  - Training pupils and staff

These should have been developed in consultation with all stakeholders and reviewed on an annual basis

- An acceptable use policy for all staff and pupils
- A nominated online safety lead
- An understanding of the implications of the data protection act in the context of online safety
- A secure network where devices leaving the site are encrypted and strong passwords are used.
- An accredited education supplier for the Internet where there is an appropriate internet service provider and relevant filtering and monitoring products.
- Online safety training for all school staff with a comprehensive online safety curriculum delivered to all pupils





# What next?

[Sue.savory@hants.gov.uk](mailto:Sue.savory@hants.gov.uk)

