

**Not Long Now!**



**Online Safety Day  
will be starting  
shortly!**

Printed Resources For Your School

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 **SWGfL**  
Safe, Secure, Online

# ONLINE SAFETY DAY 2020

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# With Leading Online Safety Experts

**internet  
matters.org**

A not-for-profit organisation that has a simple purpose – to empower parents and carers to keep children safe in the digital world.

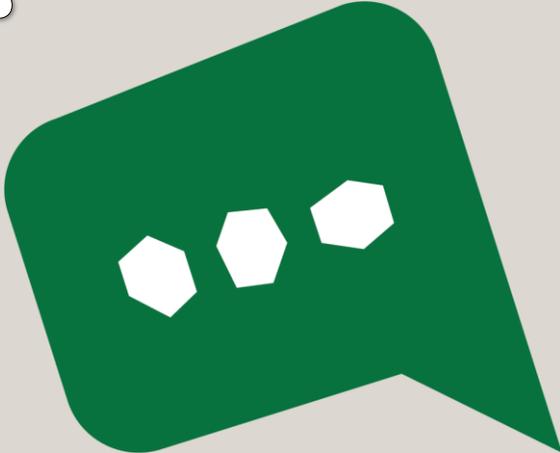
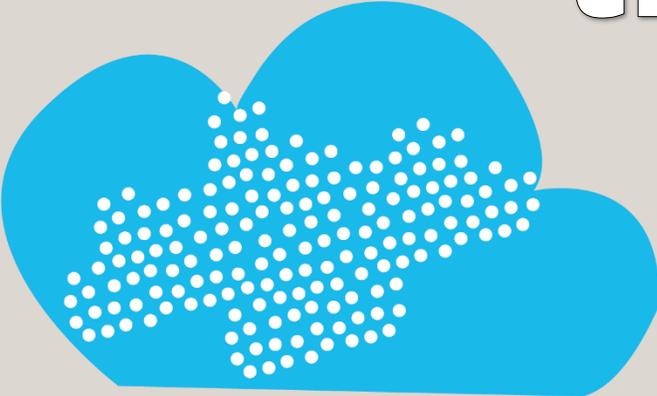


A charity dedicated to empowering the safe and secure use of technology, ensuring everyone can benefit from technology free from harm



Childnet's mission is to work in partnership with others around the world to help make the internet a great and safe place for children.

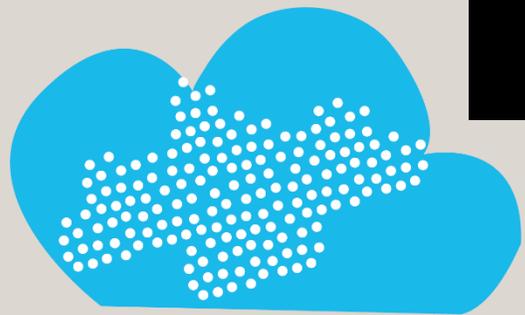
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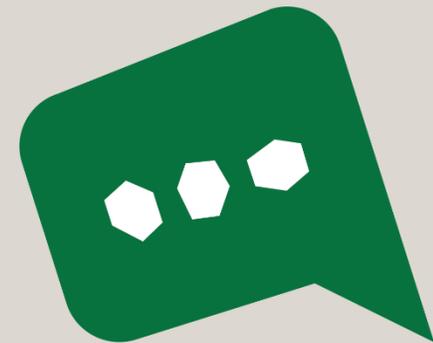
**What do Education  
Professionals say  
about online safety in  
times of COVID-19?**



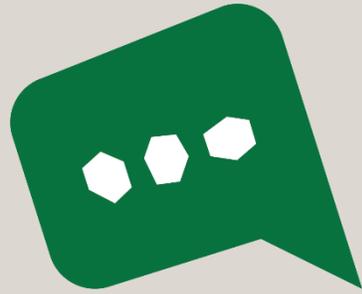
# Our Lady Immaculate School Online Safety Mark School



Mr. Cotton







# Andy Phippen



Professor Andy Phippen is a Professor of Digital Rights at the Bournemouth University and is a Visiting Professor at the University of Suffolk.

He has specialised in the use of ICTs in social contexts and the intersection with legislation for over 15 years, carrying out a large amount of grass roots research on issues such as attitudes toward privacy and data protection, internet safety and contemporary issues such as sexting, peer abuse and the impact of digital technology on well-being.

He has presented written and oral evidence to parliamentary inquiries related to the use of ICTs in society, is widely published in the area and is a frequent media commentator on these issues.



# Prof Andy Phippen

- Professor of Digital Rights at Bournemouth University
- Worked with SWGfL for well over 10 years, and with UK SIC for almost as long
- Over the years worked around all aspects of online safeguarding – “the national sexting expert”, online harms, harmful content, screentime, etc.
- These days – mostly legal issues and evidence based practice
  - For example: <https://swgfl.org.uk/research/digital-ghost-stories-impact-risks-and-reasons/>
- Reporting on new research today – full write up forthcoming in October



# Practitioners' Survey

- Survey Results from 100 practitioners – what has changed in ten years and the impact of COVID lockdown
- Most practitioners do not believe online safety is less of a concern than it was 10 years ago
  - Social media and app use by ever younger children the main concern
  - Rise of self produced video content
  - “Keeping up”
- Practitioners expect to see
  - Greater regulation
  - Tougher technical controls
- They want
  - More effective and diverse resources
  - Shared responsibility across stakeholders



# Practitioners' survey

- Lockdown has resulted in changes in practice
  - The need to stay in touch with vulnerable young people
  - Use of online platforms for delivery also brings about new challenges
- Vast majority of practitioners believe young people are more at risk during lockdown
  - “They're online more”
  - “That is what is being reported in the media”.



# CHILDREN AT INCREASED RISK OF HARM ONLINE DURING GLOBAL COVID-19 PANDEMIC

NEWLY RELEASED TECHNICAL NOTE AIMS TO HELP GOVERNMENTS, ICT COMPANIES, EDUCATORS AND PARENTS PROTECT CHILDREN IN LOCKDOWN



[ABOUT EUROPOL](#)

[ACTIVITIES & SERVICES](#)

[CRIME AREAS & TRENDS](#)

[PARTNERS & AGREEMENTS](#)

[CAREERS & PROCUREMENT](#)

[HOME](#) > [NEWSROOM](#) > [EXPLOITING ISOLATION: SEXUAL PREDATORS INCREASINGLY TARGETING CHILDREN DURING COVID PANDEMIC](#)

## EXPLOITING ISOLATION: SEXUAL PREDATORS INCREASINGLY TARGETING CHILDREN DURING COVID PANDEMIC

19 June 2020

# FOI Requests to all LAs

- Volume of safeguarding disclosures weekly from Jan to June?
- Volume of disclosures relating to online abuse in that time?
- Key findings
  - Contrary to media reporting – on average a 25% reduction in safeguarding disclosures since lockdown. Only 4 LAs had an increase in disclosures
  - While we might assume this is due to schools closing (which they didn't), school disclosures only make up approximately 20% of disclosures
  - The vast majority of LAs held no accessible data on online abuse disclosures  
*“We have no statutory expectation from the Department for Education to hold this information”*

<https://www.cambridgecybercrime.uk/COVID/COVIDbriefing-13.pdf>



# Implications

- Either, there is no more risk during lockdown
- Abuse and harm are not being disclosed – borne out in lots of other research
- But how would we know given data recorded?
- 360 Degree Safe lets us say “we know”, rather than, “we think”
- We don’t have this confidence around disclosures
  - Which is why we need organisations like SWGfL/UK SIC lobbying for change



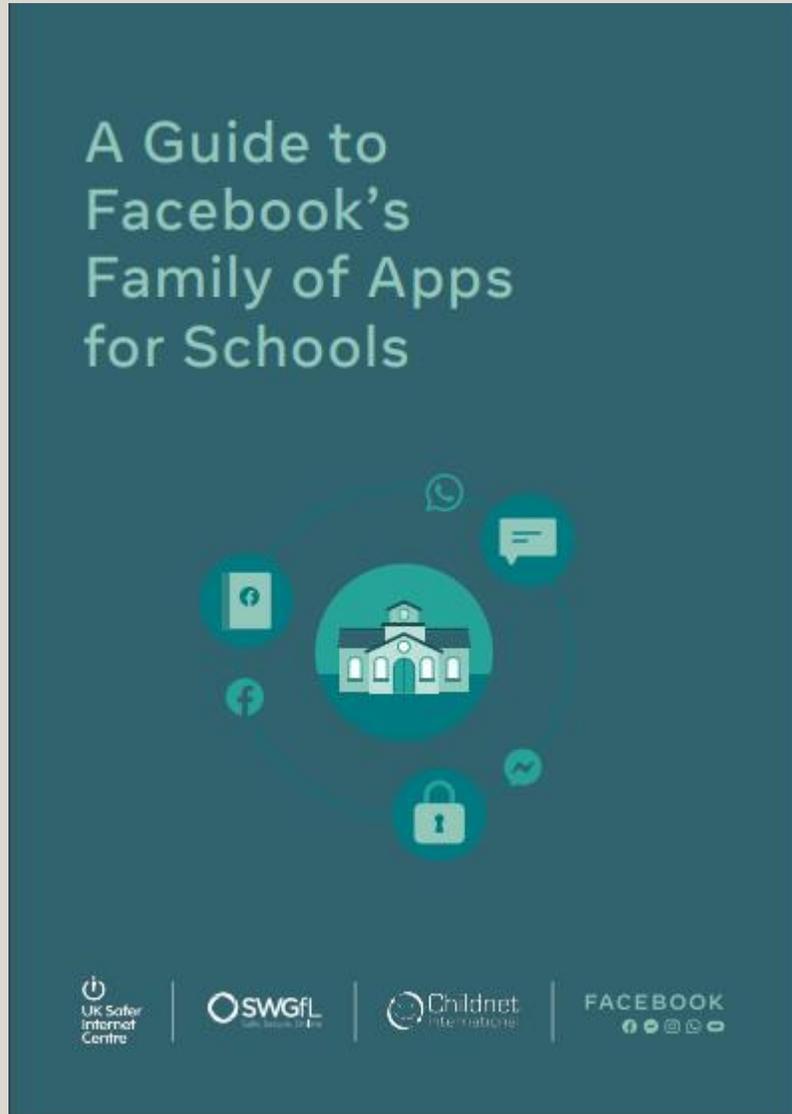
# The Latest Social Media Guidance

The guide focuses on two use cases:

1. Broadcasting school messages to a wider audience through an official school channel such as a Facebook Page.
2. To communicate for internal purposes between smaller groups of people through school-sanctioned or unofficial channels such as WhatsApp and Facebook Groups.

The apps which are extensively covered include:

- Whatsapp
- Facebook Pages
- Facebook Groups
- Facebook Live
- Facebook Messenger





# David Miles

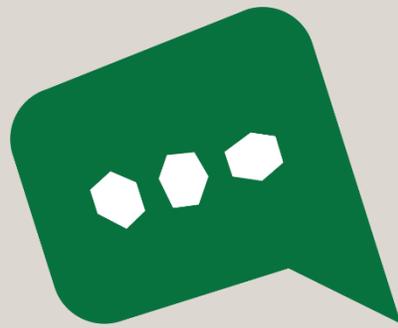


David Miles is Facebook's Safety Policy Director for Europe, Middle East and Africa. He has more than twenty years of executive management experience within the technology, regulatory and charitable sectors including IBM, Compaq, the Family Online Safety Institute (FOSI) and British Board of Film Classification (BBFC).

David is a former member of the Expert Panel for UNICEF's Global Fund to End Violence Against Children (EVAC), as well as contributed extensively to the work of the WePROTECT Global Alliance and Child Dignity Alliance. He is also a former member of the UK Government initiated Council for Child Internet Safety (UKCCIS) and chaired three of its prominent working groups.

David is a Freeman of the City of London and a member of the Worshipful Company of Information Technologists (WCIT), one of the Livery Companies of the City of London. The Company received its Royal Charter in 2010.





# David Wright



David is a Director of UK Safer Internet Centre at SWGfL; the national awareness centre and part of the European Insafe network. David has worked extensively in online safety for many years with children, schools and wider agencies. David advises a number of Governments and school inspectorates on online safety strategy and policy, particularly with regards schools and curriculum. David has recently been appointed as an expert adviser to the UN ITU

David has presented at conferences nationally and internationally. He is a member of UKCIS as well as the Twitter Trust and Safety Council. David is a Fellow at the EP3 Foundation and member of IEEE standard for Child Data Governance.

David has led pioneering work, such as the development of multi award winning resources, as well as the establishment of the helpline for victims of Revenge Porn. With the Plymouth University, he has published a number of ground-breaking research reports.





*Sorry*  
WE'RE  
**CLOSED**





# Covid-19: Expectations and Effects on Children Online



## DIGITAL MIGRATION



Online access surged

22% increase in web access Verizon (US)

35-60% increase in weekday daytime traffic UK BT (UK)

Demand for content increased

Facebook, WhatsApp, Messenger, Instagram, TikTok, Snapchat and Twitter all broke their respective records for time spent in-app

57% average increase for top ten news sites in Australia



Streaming services saw unprecedented demand. In Europe, Netflix announced that it was "Reducing Netflix traffic" to maintain "member experience"



"Millions of children are at increased risk of harm as their lives move increasingly online during lockdown in the COVID-19 pandemic" (Unicef)

"Adults working remotely subsequently are not as able to supervise their children's internet activity" (Europol)

## WARNINGS AND PREDICTIONS

"There are a minimum 300,000 individuals in the UK posing a sexual threat to children" (UK's National Crime Agency's threat assessment)

"Spending more time on virtual platforms can leave children vulnerable to online sexual exploitation and grooming, as predators look to exploit the COVID-19 pandemic." (Global Partnership to End Violence)

"Greater unsupervised internet use means children are likely to be exposed to greater risk of sexual exploitation online" (WeProtect Global Alliance)

72% of teachers said school closures would have a **NEGATIVE IMPACT** on pupil wellbeing and safety. (University of Exeter)



## Health and Wellbeing

Girls aged 15 to 18 feel under more pressure to look a certain way on social media e.g. lose weight or exercise (26%) and be online all the time (20%) (Girlguiding)

32% of 2,111 young people with a history of mental health needs agreed that it had made their mental health much worse (Young Minds)



## IMPACT

### Child Sexual Exploitation

**OVER 200%**

Increase in posts on known child sex abuse forums (WeProtect Global Alliance)

"IWF and its partners blocked at least 8.8 million attempts by UK internet users to access videos and images of children suffering sexual abuse" During Covid-19 restrictions

"...increased online activity by those seeking child sexual abuse material" Europol director Catherine De Bolle

## CONCLUSION

"the heightened risks of online harm for children put a particular responsibility on tech companies and service providers. This is not the time to lessen the priority on children's safety," Her Majesty Queen Silvia of Sweden

Policymakers will need to consider and accommodate the impacts of COVID-19 on children for many years to come.

**There will, without doubt, be a lasting impact on children from COVID-19.**

# Safe Remote Learning

The Covid-19 outbreak may mean school closure becomes more likely. Take a plan before you close (enforced or voluntary) and carefully consider how your remote learning will be delivered.

## Video Conferencing Safeguarding and Privacy Overview



There are risks from merely through video and the

Summary privacy policy (Powered by Polisis)

Whilst there is and video for

### Organi

- Do school policies (Ac Safeguarding reference)
- How will be managed and have staff been trained?
- Have staff systems:
- How will safeguarding be managed and have staff been trained?
- Consider the location children join from and what can be seen and heard on screen.

Always follow local guidance  
[swgfl.org.uk/](http://swgfl.org.uk/)



If you have questions or email a



Co-financed by the European Union Connecting Europe Facility

# Remote Working

a guide for education professionals

It is likely that COVID-19 is growing sense of mis-information and safeguarding

In these extraordinary circumstances it has been more important. You need to consider contact and seeing them in person

## Your Workspace

- Find a suitable space to work
- balance between work and home
- Set reasonable daily goals
- Workload should not be excessive
- Be clear about how your device can be used (e.g. for work only)

## Staff Communication

- Only use work devices for work
- Informal online staff communications

## Data Protection

- For any data protection questions, speak to your Data Protection Officer (DPO). Do not protect our personal data. The data protection officer shouldn't be used for innovation, especially if you are doing something new. The data protection officer should be mitigated in line with the law.

# Schools: Consideration

As a school planning to re-open following guidance as help What to think about children

## Online Safety Issues

- Recognising that most children will have spent more time online. Understand that this may have been unmoderated and unfiltered, increasing likelihood of:
  - Exposure to threats and harms
  - Wellbeing related issues
- Without access, some children may be disadvantaged or isolated from their groups and peers

## Wider Issues

- Be prepared for an increase in child protection referrals
- Home may not have been a safe or happy place for some pupils will require additional support
- Some children may have competed with technology their parents attention
- Plan to support children and families where they wish for/cannot allow their child to return to school
- Take steps to identify and support pupils being in school where domestic abuse or another safeguarding concern may be the barrier to their return
- Vulnerable children may need additional/more support on return
- Identify and plan for how to close the gap between who were effectively home-schooled and those who were not
- What are the implications for continuing online for some pupils during the summer holidays?
- Are there opportunities to build upon the success of online platforms and children's online learning?
- Attendance during reopening is likely to be sporadic. How will you ensure children have consistent access to learning?

## Remember

The UK Safer Internet Centre Helpline will be available to respond to any online safety query:  
[helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)  
SWGfL is donating its anonymous reporting/messaging platform to all schools (Whisper) for free during lockdown: [swgfl.org.uk/whisper](http://swgfl.org.uk/whisper)



[swgfl.org.uk/saferemotelearning](http://swgfl.org.uk/saferemotelearning)

If you have questions or email a

# Safer Blended Learning

Guidance for schools in planning for local lockdowns

Blended Learning combines learning in school alongside learning at home. With the possibility of future local or national lockdowns, schools should be planning to adopt a 'blended learning' approach to ensure the continuity of learning for their children.

The following guidance is to ensure your blended learning strategy is safe for your entire school community, with full details at [swgfl.org.uk/blendedlearning](http://swgfl.org.uk/blendedlearning) including statutory obligations.

## Leadership

- Define who has leadership responsibility for blended learning
- Review policies and procedures to incorporate blended learning
- Provide appropriate pathways for children, young people and their families to report safeguarding concerns and make sure everyone is aware of these routes
- Provide appropriate pathways for staff and tutors to report safeguarding concerns arising and make sure everyone is aware of these routes
- Consider developing an action plan
- Review and learn from previous experiences and include a risk assessment
- Establish an appropriate lawful base and routes of communications that are consistent with data protection laws

[swgfl.org.uk/saferemotelearning](http://swgfl.org.uk/saferemotelearning)

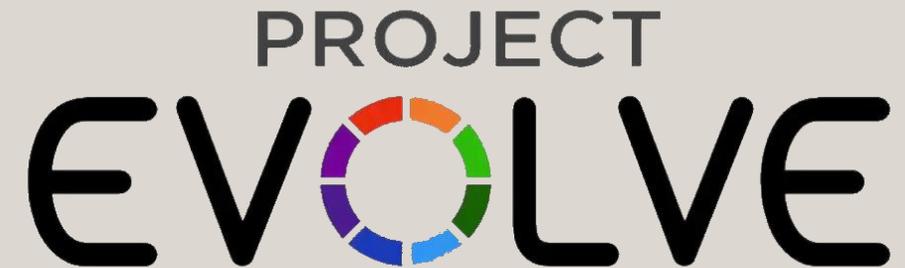


If you have questions or concerns then contact the Professionals Online Safety Helpline on 0344 381 4772 or email at [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)



Safe, Secure, Online

# Resources Update



# ONLINE SAFETY IN SCHOOLS



the online safety self-review tool

[www.360safe.org.uk](http://www.360safe.org.uk)

[www.swgfl.org.uk\360report2020](http://www.swgfl.org.uk\360report2020)

10  
Years  
on

over  
**13,500**  
Schools



no staff  
training in  
**41%**  
schools



no data  
protection in  
**28%**  
schools

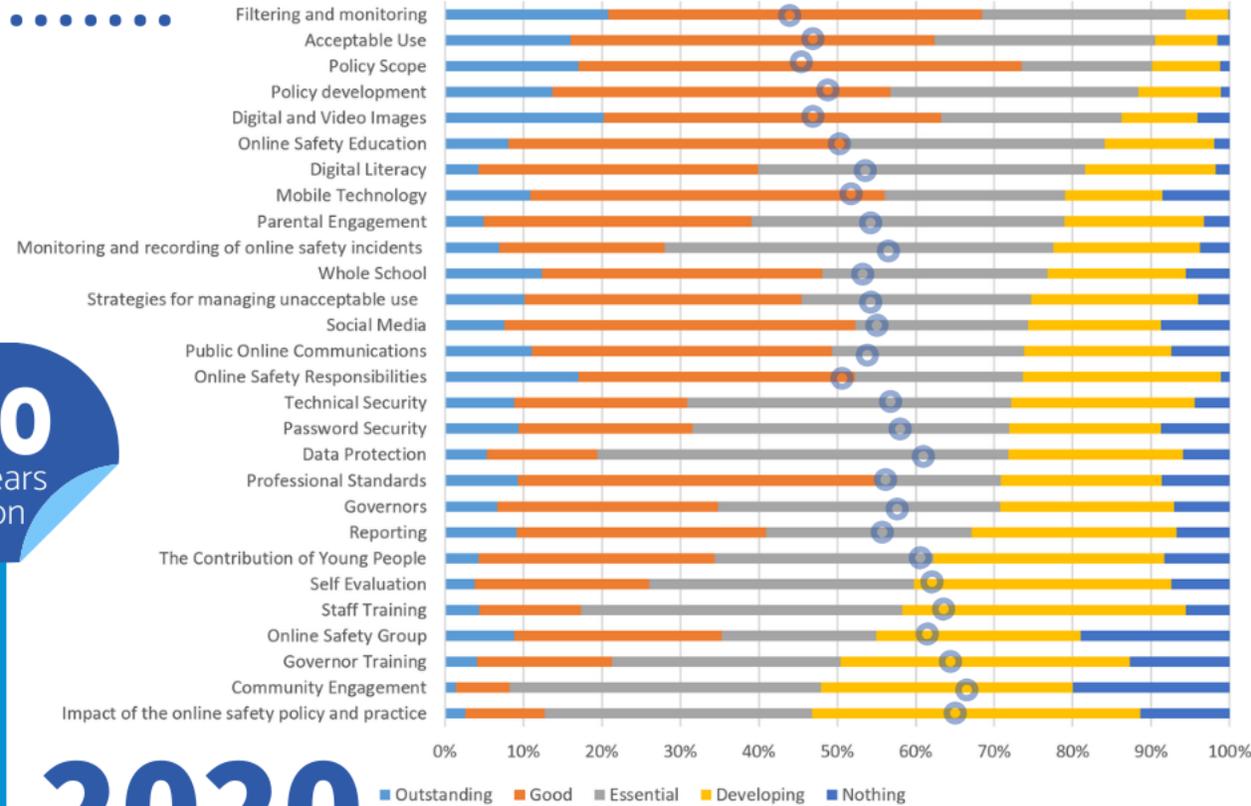


## Strengths

- Filtering and monitoring
- Policy Scope
- Acceptable Use
- Digital and Video Images
- Policy development

## Weakness

- Community Engagement
- Impact of the online safety
- Governor Training
- Staff Training
- Online Safety Group



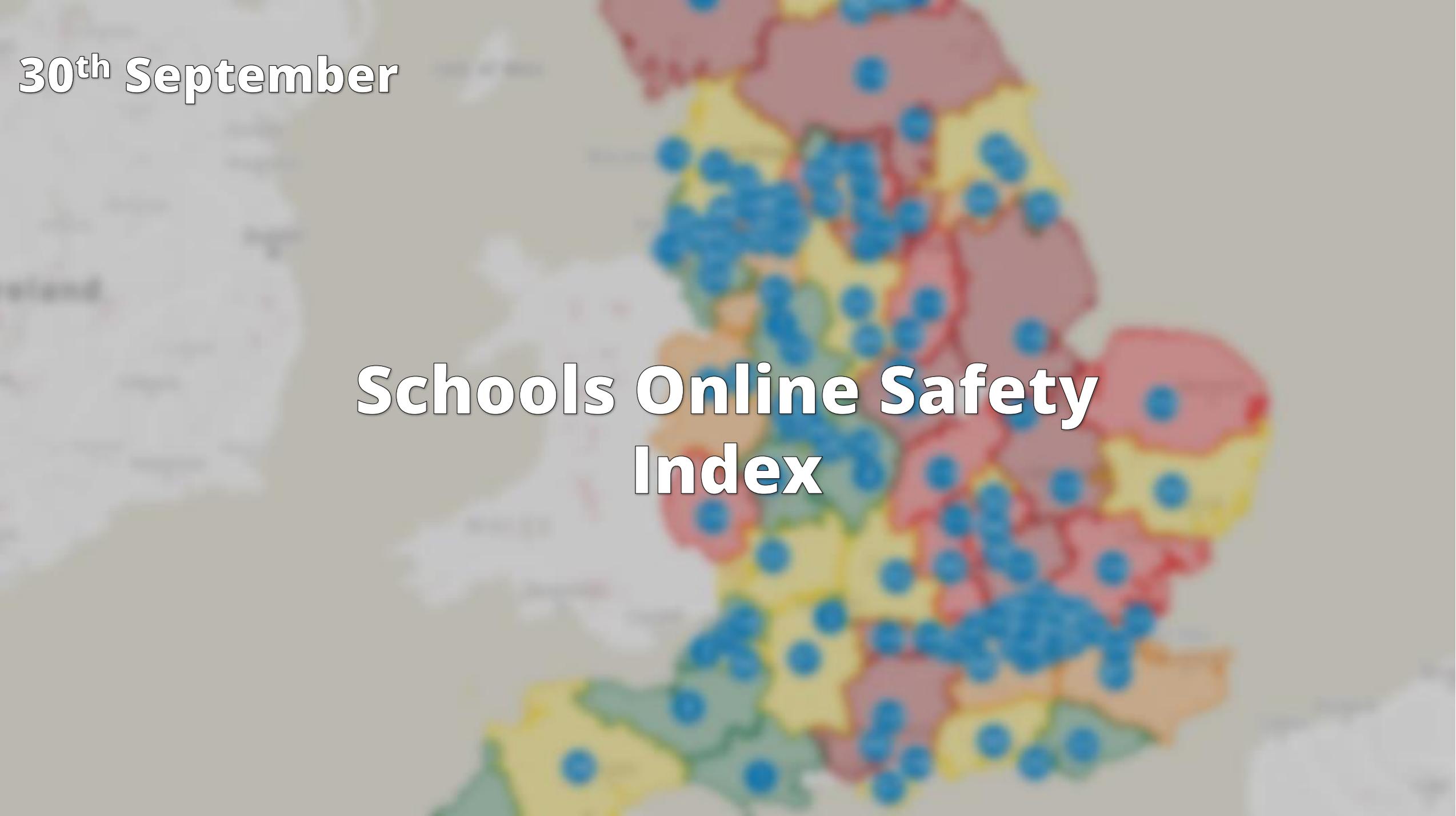
2020

Analysis of the data from the 13,500 UK schools using the 360 degree safe self review tool presents a unique picture of online safety policy and practice.



**30<sup>th</sup> September**

# **Schools Online Safety Index**



# ProjectEVOLVE

Shaping a better online life for all

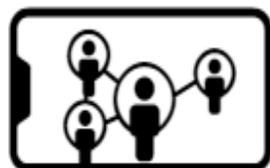
[Access Toolkit](#)

Toolkit ▶ Strand

# Select Strand



Self-Image and Identity



Online Relationships



Online Reputation



Online Bullying



Managing Online Information



Health, Well-being and Lifestyle



Privacy and Security



Copyright and Ownership



# 11 - 14

The impact that technology has on health, well-being and lifestyle including understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.



<p>I recognise and can discuss the pressures that technology can place on me and how / when I think I should respond.</p>	<p>I can give some examples of those pressures (e.g. immediate response on social media and messaging apps; always available; invasive; rapid engagement).</p>	<p>I can describe strategies to identify and assess when peers may need support and describe ways to assist peers who may be experiencing difficulties.</p>	<p>I can explain how I might recognise that I need support to control my use of technology and who might provide that support.</p>
<p>Health, Well-being and Lifestyle</p>	<p>Health, Well-being and Lifestyle</p>	<p>Health, Well-being and Lifestyle</p>	<p>Health, Well-being and Lifestyle</p>
<p>I can assess the benefits of and potential problems with sites or apps that intend to promote positive well-being (e.g. wellness apps, fitness trackers, meditation/ relaxation apps).</p>	<p>I can demonstrate criteria for assessing and differentiating between health sites that offer unbiased, accurate and reliable health information from those promoting a product or agenda.</p>	<p>I can describe the criteria I would use to help me evaluate the benefit technology and apps may have to me.</p>	<p>I can identify online content and/or groups that promote unhealthy coping strategies (e.g. suicide, eating disorders, self-harm).</p>
<p>Health, Well-being and Lifestyle</p>	<p>Health, Well-being and Lifestyle</p>	<p>Health, Well-being and Lifestyle</p>	<p>Health, Well-being and Lifestyle</p>
<p>I can identify and assess some of the potential risks of seeking help or harmful advice from these sites.</p>		<p>I can identify who I would talk to if I thought someone was at risk of being influenced by such sites.</p>	
<p>Health, Well-being and Lifestyle</p>		<p>Health, Well-being and Lifestyle</p>	



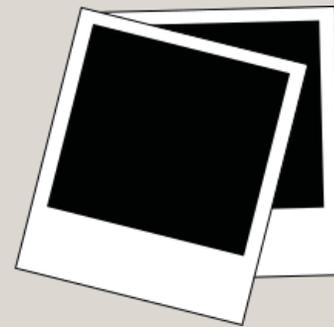
**REPORT  
HARMFUL  
CONTENT**



**Professionals  
Online Safety  
Helpline**



**Helplines**



Revenge Porn  
**Helpline**



**Whisper**  
Anonymous Reporting

Giving everyone the confidence to speak up and reach out.



SWGFL TEST

**FILTERING**

Other

**Resources**

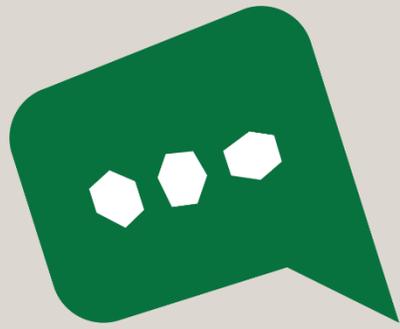
**ONLINE SAFETY**



**471** Events



internet  
matters.org



# Carolyn Bunting

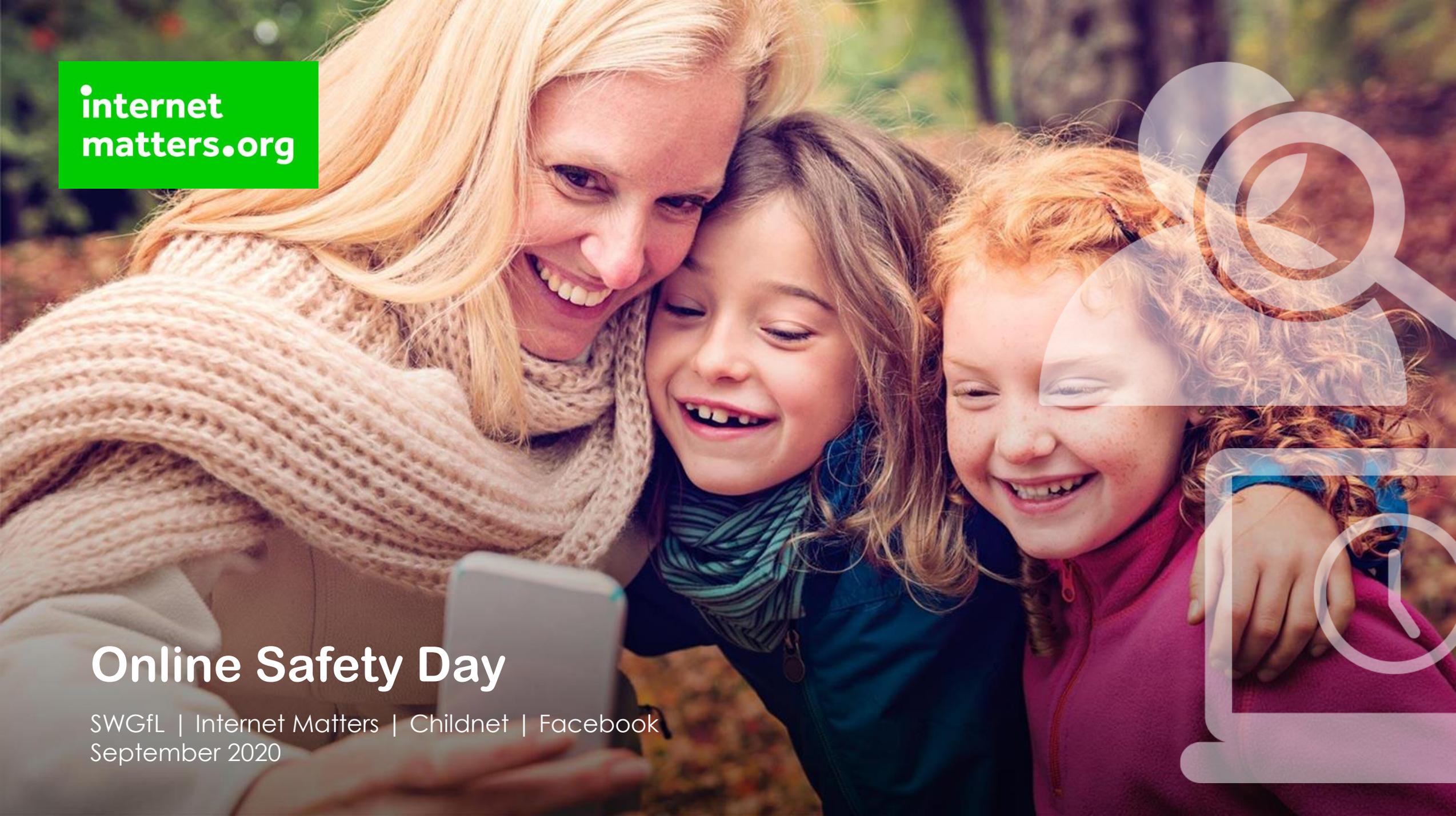


**Carolyn Bunting** is CEO of Internet Matters, an independent, not-for-profit organisation which helps families keep their children safe online.

Carolyn has been at the helm of Internet Matters since its launch in 2014 by founding members BT, Sky, TalkTalk and Virgin Media. Since then its website and resources have become essential advice for parents and education professionals.

Carolyn is regularly invited to speak at the biggest industry events, has become a well-respected spokesperson in the media, and her work as a member of the UK Council for Internet Safety and the Royal Foundation Task Force for the Prevention of Cyberbullying has helped influence government policy.



A woman with blonde hair and a beige knit scarf is smiling and looking at a smartphone held by a young girl with brown hair. Another young girl with red hair is also smiling and looking at the phone. They are outdoors in a natural setting with trees in the background. The image is overlaid with a green box in the top left and a large, semi-transparent graphic on the right side consisting of a magnifying glass and a laptop icon.

**internet  
matters.org**

# Online Safety Day

SWGfL | Internet Matters | Childnet | Facebook  
September 2020

# Agenda

1.  
Who are we  
and what do  
we do

2.  
Connecting  
Safely Online

3.  
Inclusive  
Digital Safety

4.  
What's  
coming up

# Internet Matters – keeping children safe online

1

## Campaigns

Raise awareness amongst parents encouraging them to engage with their children



2

## Resources

Provide parents and professionals with free, expert resources that provide advice & guidance



3

## Research

Build an evidence base that can be widely shared and underpins all our activity



4

## Policy

Ensure children can benefit from connected technology free from harm

UK Council for Internet Safety

<https://www.youtube.com/watch?v=10hY8EAoch0>



# Internet Matters – keeping children safe online

1

## Campaigns

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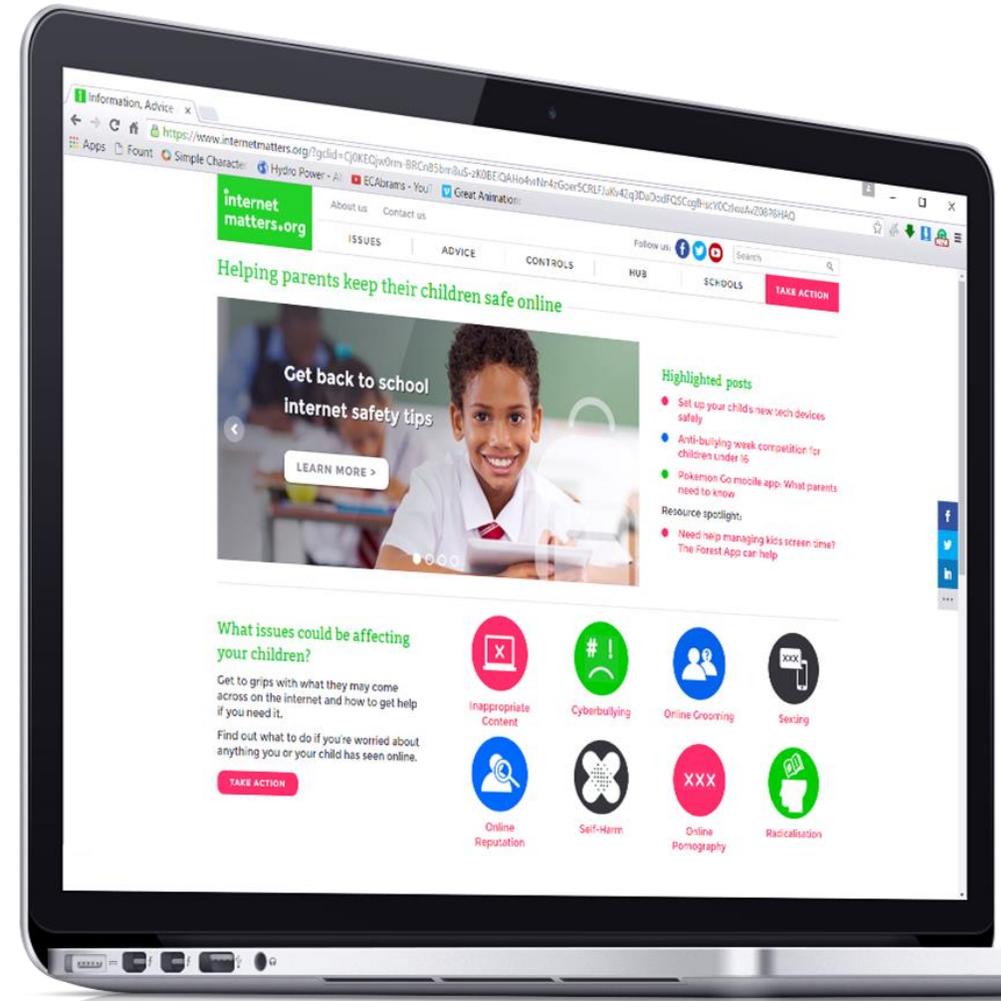
## Policy

Ensure children can benefit from connected technology free from harm

UK Council for Internet Safety

# Visiting internetmatters.org encourages parents to take action

- **Confidence amongst parents** increases, with the % saying they have the information they need to protect children online **rising from 36% to 77%** having visited the IM website
- **69% of parents** are likely to **have a conversation** with their child about keeping safe online, after reading our information
- **68% of parents** are likely to **set some boundaries** about **what they do online** and **67% for how long** their children spend online
- **76% of parents** said that they **learned something new** that will help keep their children safe online



## Life online for children experiencing vulnerabilities

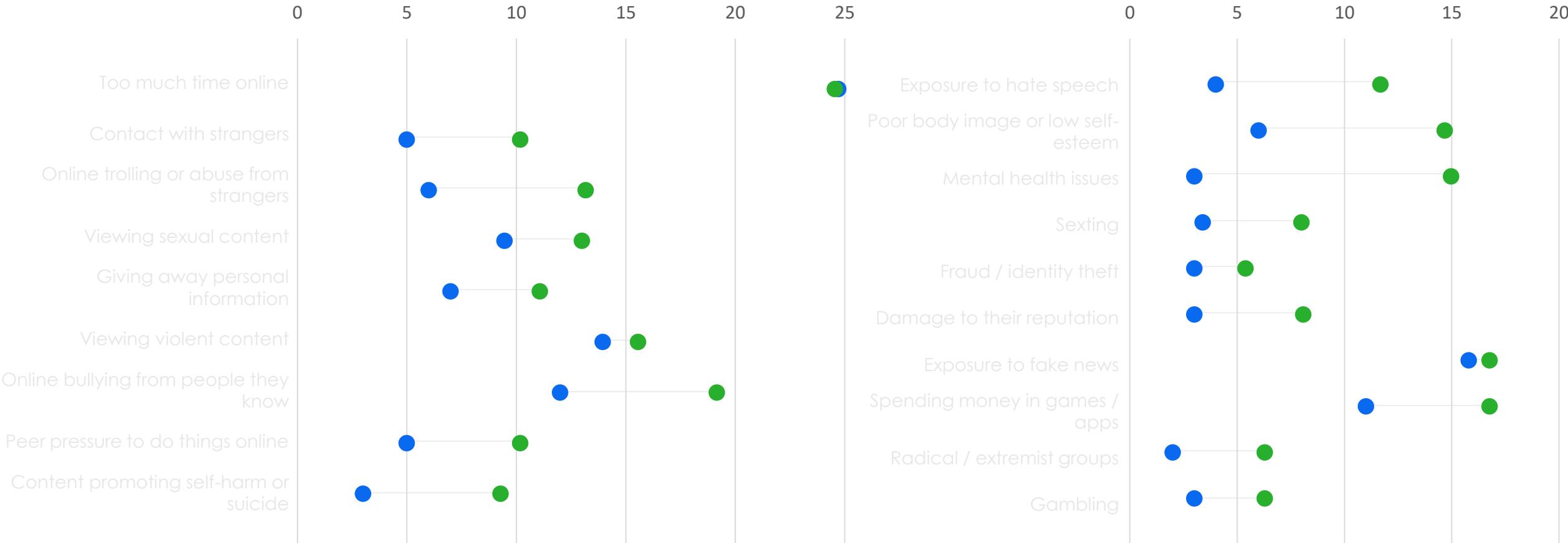
1. Increasing evidence that online harms are not evenly spread
2. Experiencing an offline vulnerability increases both the exposure to risk and experience of harm
3. The type of vulnerability a child is experiencing is an indicator of the risks they are more likely to experience

UKCIS Working Group for Vulnerable Users is working collaboratively to address this issue

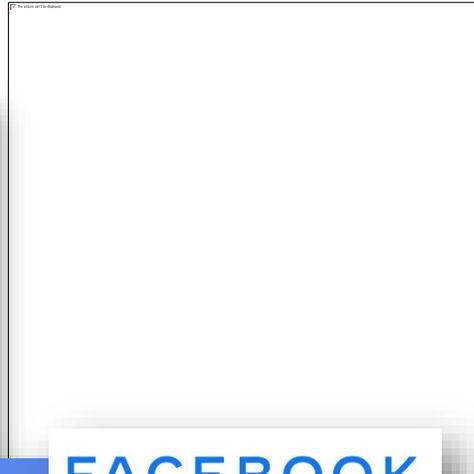


# Parents of vulnerable children report higher levels of experience of all issues compared to non-vulnerable

Level of experience of issues (%) for **non-vulnerable** and **vulnerable** children



# Life online for children with SEND



Insights tell us that young people with SEND are:

- Significantly more likely to experience contact risks, including sexting under pressure, coercion, blackmail or threats to send more images
- Have a significantly higher overall score for a basket of all online risks
- One third more likely to spend 5+ hours a day online
- More likely to view sites promoting self-harm and pro-ana sites

Limited resources exist that are specifically developed to support this groups of children; there are 1.32m children registered with SEND in England alone

With Facebooks backing we have developed a dedicated hub



# Connecting Safely Online

## Research with parents, teachers, carers, children and young people informed our work:

- Respectful, not patronising
- Created with and tested by young people with SEND
- Recognises parents and carers view the world differently to young people
- Easy to understand and intuitive to navigate
- Filled with activities for parents / carers and young people to do together
- Accessible to all with a wide range of disabilities - it's AA rated



# [www.internetmatters.org/connecting-safely-online](http://www.internetmatters.org/connecting-safely-online) or search 'connecting safely online'

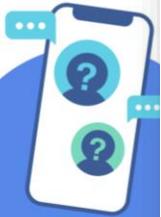
## Advice for parents & carers

FOR PARENTS & CARERS

Empowering young people with additional learning needs to connect safely online

### Chatting to strangers

While connecting online can be a great way to learn, it can also leave children at risk of being groomed into building strong relationships with people they've only met online. They are quick to consider these people as friends rather than strangers.



FOR PARENTS & CARERS

Empowering young people with additional learning needs to connect safely online

### Tackling hate speech online

Although governments and organisations are working hard to remove hate speech online, with so many people sharing their views online, it can be hard to stop it altogether.

Get insight on how to help your child tackle online extremism and hate speech.

## Advice for young people

FOR YOUNG PEOPLE

### I am being cyberbullied

What should I do?

1 Tell an adult you trust.

5 If it is someone at school, please tell your teacher or another adult at school.

FOR YOUNG PEOPLE

internetmatters.org With support from FACEBOOK

### Talking to new people on social media

When you are chatting to new people on social media you cannot actually see who they are or how they react when you say things.

It is a sad fact that not everyone is kind or behaves well towards other people. Because we are humans we love to connect with other people, to chat, laugh and share. But it is best to do this with people you know well.

## Things to do together

THINGS TO DO TOGETHER

### Learning with social stories

Consequences and choices

Here is a real-life story:

"Someone I did not know sent me this 'Why did you do this to me?' and then hacked into my account and sent a message to my friend saying 'I'm not your friend anymore!'"

- What do you think you could do if this happened to you?
- Tell your friends it was not you and

Real-life stories to discuss together (to use with the 'What would you do?' scenario cards)

- Some people are not always kind
- Some even try to upset or hurt other people

THINGS TO DO TOGETHER

### What if? Scenarios

Instructions: Go through each 'What would you do?' with your child to gain insight on what they would do in each scenario.

You might want to map out what your choices are before you decide. Here are three situations you could use:

1 Somebody has sent me a message and made sure nobody is my friend.

I could get on my own for a while.

But then we might have some more people who are my friends.

THINGS TO DO TOGETHER

<p><b>What would you do if:</b></p> <p>Your best friend suddenly seems to be leaving you out. You see they have new friends online!</p>	<p><b>What would you do if:</b></p> <p>You hear about a cruel rumour that's been going around about you and think you know who started it!</p>
<p><b>What would you do if:</b></p> <p>You realise you have hurt a friend's feelings by sharing their private secrets with others online!</p>	<p><b>What would you do if:</b></p> <p>You begin to have panic attacks or feel depressed because of something going on online!</p>

>6

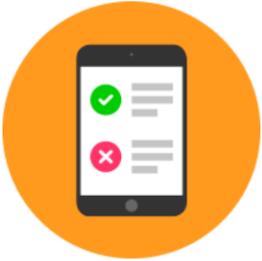


# New resource to further support children with vulnerabilities

- Partnership between SWGfL & Internet Matters
- Funded by the Home Office who recognised the risk that vulnerable children and young people face online during the Covid-19 pandemic
- Provides vital support for professionals, parents and young people themselves, with a particular support for children & young people who are experiencing vulnerabilities due to:
  - SEND
  - Care experienced
  - Gender & sexual identity issues (LGBTQ+)

**INCLUSIVE**  
Digital Safety





Inclusive Digital Safety resources

### Resources

Digital safety resources for professionals to use with children & young people, including:

'So you Got Naked Online' for children with SEND



Online Harms Forum [↗](#)

### Forum

Forum for professionals to seek peer support and share best practise



Index of Online Harms

### Index of Online Harms

Utilising the Education for a Connected World framework, updated to recognise additional attributes for children in more vulnerable groups



Insight and research

### Research

All relevant resources that give insights into the digital lives of children experiencing vulnerabilities, including summary fact sheets

#### LGBTQ+



Supporting a child identifies as LGBTQ online

#### Care experienced



Supporting a care experienced child online

#### SEND



Supporting children with SEND online

For each vulnerability:



Connecting and sharing online



Staying safe while browsing



Online gaming

#### Connecting & Sharing

#### Browsing

#### Gaming

### Supporting children and young people with SEND online

Advice for parents and carers to help children with special educational needs and disabilities (SEND) stay safe online.



#### Connecting & Sharing

Although children and young people (CYP) with SEND are more at contact, contact and conduct risks. Risks do not always lead to harm. It's likely that CYP may talk to strangers online while gaming or in a group chat, or may experience negative comments, but the key thing is to ensure they know how to recognise warning signs to prevent this turning into harm.

#### What you need to know

How is socialising online different for CYP with SEND? Interacting with others online through social media or other platforms has become an important part of CYP lives and even more so for those with SEND.

#### The benefits

Connecting, creating, and sharing with others online brings a range of benefits which can support a child's wellbeing, including:

- Making and maintaining friendships which might be harder to do offline
- Being who they want to be without judgment
- Managing their moods and relieving boredom
- Finding their 'tribe' of like-minded people
- Being more independent
- Discovering new interests

#### The risks

From our research, we know that CYP with SEND experience greater risks when it comes to contact, or conduct risks.

- **Content** - being exposed to inappropriate or harmful content which may include bullying and abuse, or harmful topics (eg pornography, self-harm, etc)
- **Contact** - meeting strangers and being involved in high-risk relationships online
- **Conduct** - where a child behaves in a way that contributes to risky content or contact or is the recipient of harmful conduct online

#### It is important to be aware that:

- CYP with SEND are **more likely** to experience all online risks compared to those without any difficulties, particularly contact risks
- Examples of this include texting under pressure and coercion. They appear to be **preyed upon and singled out**
- CYP with communication difficulties are also **more likely to experience contact risks**
- Experiencing contact risks is also associated with a **greater risk of seeing harmful content and experiencing more aggressive behaviour** from others online

#### Practical steps to protect CYP

Be ready and equipped to socialise and online?

**Make a digital family agreement** - Discusses on how CYP interact online (what sites and apps they use)

**It up tech safety** - as a parent or carer of a CYP with additional needs, having greater ability and supervision can be extremely helpful to reassure you they are doing fine.

**Be privacy settings** - most of the popular social media platforms have a number of robust tools and settings that you can use to manage who your child can interact with online

**Imaging wellbeing** - Both **Android** and **iOS** devices have a range of accessibility features that you can customise to help CYP (the best out of their experience online)

**Check in** - schedule regular check-ins to talk about what they do online and how and reinforce the agreed digital rules if you have set together

**Imaging their time on social media** - there are a number of social apps and tools that allow review or set limits of the time spent on these platforms, such as Instagram's 'Surf Activity' and 'Your Time' on Facebook

**It up family & friendship groups** - it can be good to see their social accounts together to guide them towards friends and family members they can add. Doing so can reduce risks of connecting with strangers that could cause them harm

- Key part of how CYP connect and communicate
- Can they manage the online risk they may face?
- What are they sharing with others?
- If they are too young or their disability makes it harder for them to recognise online risks, try **social apps made for under 13s**.



Helping children experiencing vulnerabilities stay safe online  
Visit: [www.internetmatters.org/inclusive-digital-safety-hub](http://www.internetmatters.org/inclusive-digital-safety-hub)

# What's coming up

## New research reports

Cybersurvey 2019 from Youthworks  
14,000+ young people aged 11-17 published in October

Further deep dive report into children with vulnerabilities

## New content

New age guide videos giving top tips to parents of children aged 0-5, 6-10, 11-13 and 14+

Updated tech buying guides, giving parents insight in what to look out for when buying tech

## Fake News Mis-information

Research to understand children's experience of fake news and misinformation

New resources hub to provide advice & guidance

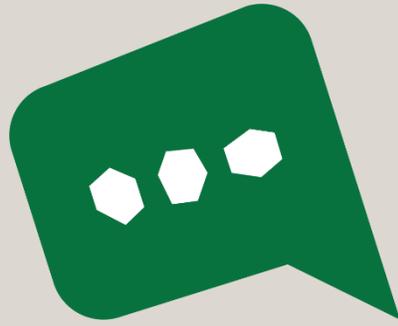
## Piracy

New campaign to raise awareness of the issues families may face when using pirated content

internet  
matters.org

Thank you





# Will Gardner



**Will Gardner, OBE** is the CEO of Childnet, a children's charity working with others to help make the internet a great and safe place for children.

Will Gardner has been at Childnet since 2000 and has been the CEO since 2009. He is a Director of the UK Safer Internet Centre, in which Childnet is a partner alongside two other charities, the Internet Watch Foundation and the South West Grid for Learning, and in this role Childnet organises Safer Internet Day in the UK.

He is a member of the Executive Board of the UK Council for Internet Safety, and is also on Facebook's Safety Advisory Board. Will lives in London with his wife and their 5 children.



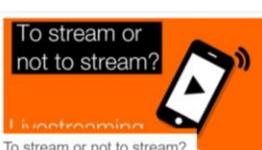


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[saferinternetday.org.uk](https://saferinternetday.org.uk)

# www.childnet.com/resources

Filter by:  and type:

 <p>Online safety activities you can do from home</p>	 <p>Film Competition 2020</p>	 <p>Video Lessons</p>	 <p>Safer Internet Day</p>
 <p>Embedding online safety</p>	 <p>Educators Pack for Online Safety Awareness</p>	 <p>Step Up, Speak Up!</p>	 <p>PSHE Toolkits</p>
 <p>Trust Me</p>	 <p>STAR SEN toolkit</p>	 <p>Childnet Digital Leaders Programme</p>	 <p>Digital resilience</p>
 <p>A3 posters to download</p>	 <p>Screen Time and Healthy Balance Quick Activities</p>	 <p>To stream or not to stream?</p>	 <p>Parents and Carers resource sheet</p>
 <p>Parents' and Carers' Guide: Let's talk about life online</p>	 <p>Family agreement</p>	 <p>Keeping Under Fives Safe Online</p>	 <p>Digiduck Stories</p>
 <p>Smartie the Penguin</p>	 <p>The Adventures of Kara, Winston and the SMART Crew</p>	 <p>Cyberbullying Guidance</p>	 <p>Leaflets for foster carers and adoptive parents</p>
 <p>Education for a Connected World</p>	 <p>PICTURE THIS</p>	 <p>PICTURE THIS</p>	 <p>PICTURE THIS</p>

# Getting the conversation started – for parents and carers

- Start with the positives
- Working together
- Keep it relevant
- Tackling difficult conversations
- What if something goes wrong
- 10 key messages to share with your child.



## 10 Key messages to share with your child

However and wherever you have a conversation with your child, here are 10 top tips you can share to support them in staying safe online.

Open with...

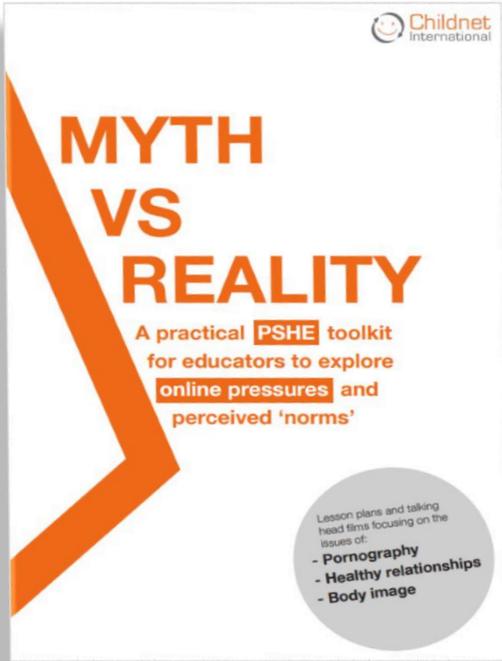
I'd like to talk about... with you, but first I'd like to hear your thoughts about it.

What do you think young people your age think about...?

Are there any questions you want to ask me about...?

1. "You can always come to me if you need help." This is the most important thing to let your child know, and a way to give them confidence to speak to you when they need support.
2. "What would you do if this happened...?" Give your child strategies to deal with upsetting experiences online.
3. "Remember that not everyone is who they say they are online." Remind your child to always tell an adult if anyone they only know online makes them feel uncomfortable,
4. "Keep your personal information safe, and other people's too." This includes full names, contact details, and real-time locations.
5. "Be respectful to others online." Remind them if it's not okay offline...
6. "Think before you post." Help your child to be aware that their online actions can have consequences for themselves and others.

# Childnet



## Childnet Digital Leaders Programme

[www.digital-leaders.childnet.com](http://www.digital-leaders.childnet.com)



# PSHE toolkits:

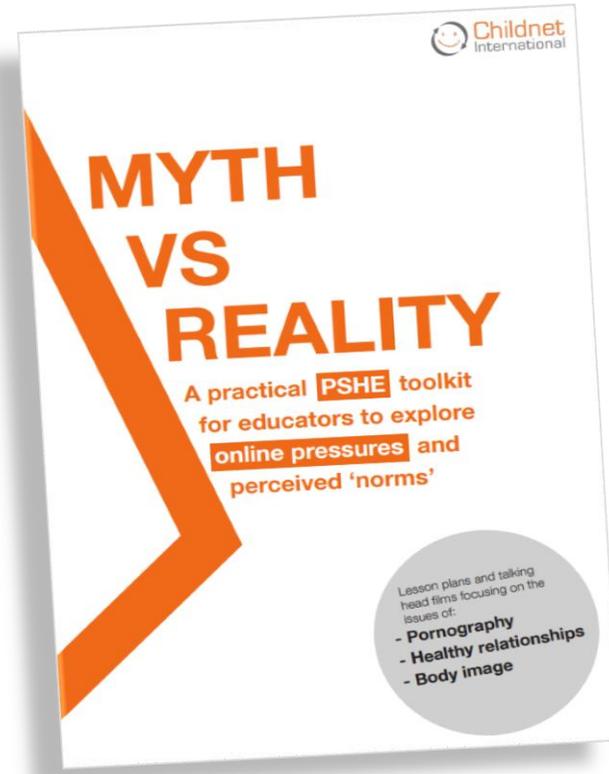
BBFC Jan 2020 – exposure to online pornography: 51% 11-13s, some even aged 7.

## Myth vs Reality

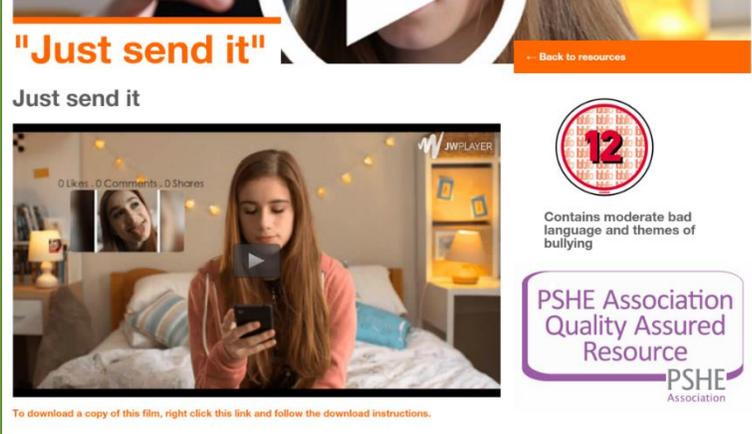
- online pornography
- healthy relationships and
- body image

## Crossing the line

- Sexting
- Homophobic cyberbullying
- Peer pressure
- Self-esteem



# From Childnet PSHE Toolkits



**"Just send it"** [Back to resources](#)

Just send it

0 Likes · 0 Comments · 0 Shares

Contains moderate bad language and themes of bullying

PSHE Association Quality Assured Resource

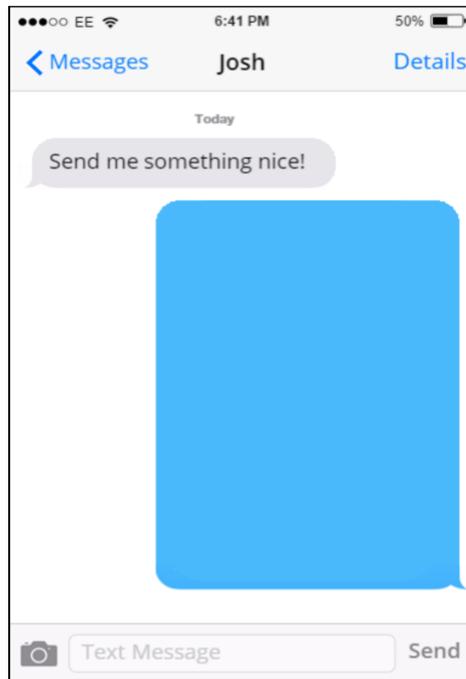
PSHE Association

To download a copy of this film, right click this link and follow the download instructions.



## **Scenario 1**

At lunch time you walk past a group of people in your year group sharing something on their phones. They ask if you want to see it but then another one makes the comment that you're boring and never look at stuff like this. You don't want to see it but how do you say no, especially in front of everyone?



## **Scenario 2**

You overhear your older sibling talking about pornography and what they have seen. They tell you to look at it because you're going to see it sooner or later anyway. You're not sure you are ready but how do you say no?



Safer  
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[saferinternetday.org.uk](https://saferinternetday.org.uk)

# 1700+ organisations across the UK supported #SaferInternetDay2020



# Safer Internet Day 2020

Together for a better internet

49% of UK children aged 8-17 heard about Safer Internet Day

As a result:

- 77% of those who heard about the day said they felt more confident about what to do if they were worried about something online.
- 78% said they know what to do if they, or someone they know, are targeted online because they are different in some way.
- 19% said they spoke to someone about something that had been worrying them online.



# 26% of UK parents and carers heard about Safer Internet Day

## As a result:

- 76% talked to their child about using the internet safely.
- 26% spoke to someone about concerns they had about their child online.
- 62% felt more confident about what to do if their child came to them with a problem they had online.



- Events and activities took place across the UK
- Young people delivered their youth charter to MPs in Parliament
- The Day trended on social media and got national press and broadcast coverage



# Safer Internet Day 2021:

## An internet we trust: exploring reliability in the online world

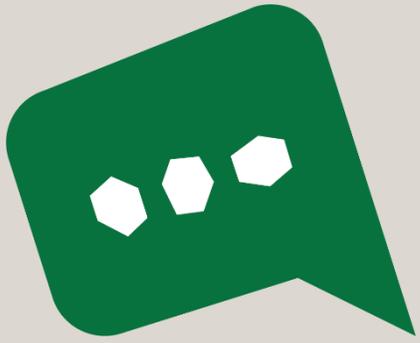
This year in the UK, Safer Internet Day explores reliability online. The campaign focuses on knowing what to trust online and supporting young people to question, challenge and change the online world. The internet has an amazing range of information and opportunities online, and can help us see the world from different points of view.

**How do we separate fact from fiction, the genuine from the misleading?  
How do we decide what to believe online?  
What's the impact of dealing with fake content and experiences online?**



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[saferinternetday.org.uk](https://saferinternetday.org.uk)



# Questions & Answers



# Thank You!

Don't forget to download  
the [Back to School Pack](#)

You can contact us at  
[enquiries@swgfl.org.uk](mailto:enquiries@swgfl.org.uk)



# Printed Resources For Your School

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