SAFER INTERNET DAY 2020

PARENT PRESENTATION

Tuesday 11 February

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Safer Internet Day
2020 | Tuesday
11 February

Together for a better internet

Keeping our children safe

Agenda

Safer Internet Day
2020 | Tuesday 11 February
Together for a better internet

- Objectives
- Results from the school Online-Safety Survey
- Key Principles of Online Safety
- 4 things you can do today
- What we are doing for you at the school

Parenting in the Digital Age
Do you feel left behind?

My kids know more about the internet than I do

Our Objective Today
To help you balance the positives and the risks

Online games can enhance teamwork and creativity

Add to the child's store of knowledge

Households with computers perform better academically

Improve both visual intelligence and hand-eye coordination

The online world can be exciting and inspiring. It has lots of opportunities to offer young people. However it is important to manage and minimise the associated risks.

Children's Council E Safety Survey

Results from the school E-Safety Survey

Children's Council Online Safety Survey

90% of children use a device at home

Use a device at home

- KS1: 69%
- KS2: 100%
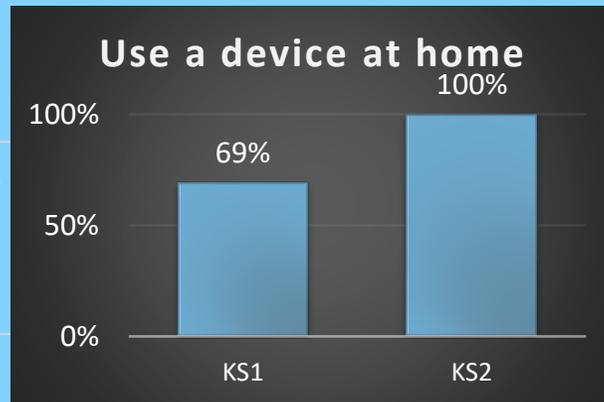
83% of children use their parents' devices

Use of parent's devices

- Games: 76%
- Internet: 75%
- Social Media: 18%
- Photos: 83%
- Messaging: 35%
- Other: 39%

Hours of screen time p/d

	Weekday	Weekend
Less than 1 hour	33%	12%
1-2 hours	47%	39%
3-4 hours	12%	19%
4+ hours	9%	30%

72% use a device daily

Devices used at home

- Mobile Phone: 48%
- Ipad: 79%
- Lap Top / ..: 66%
- Kindle: 19%
- Gaming Console: 52%
- Other: 15%
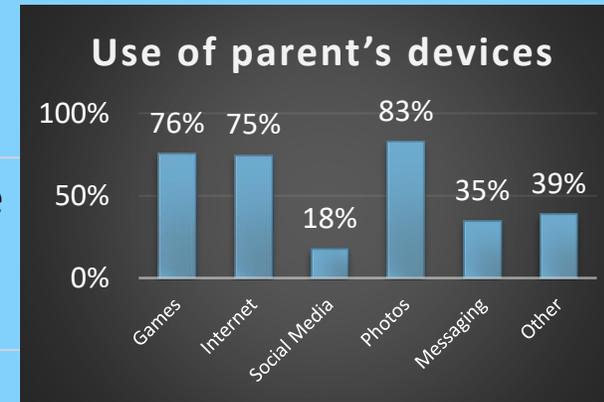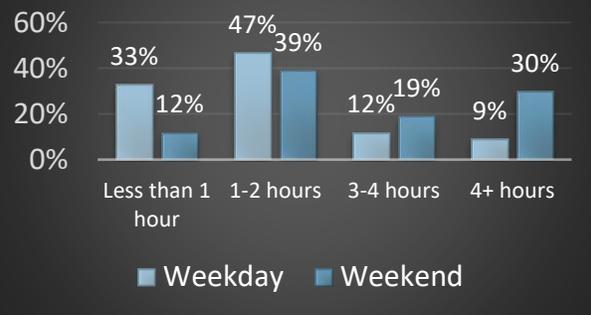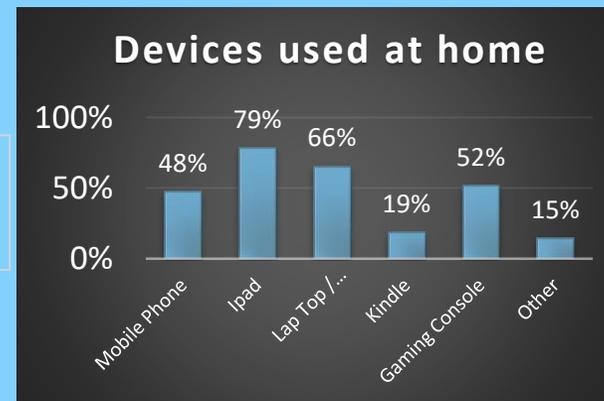
50% don't have screen time controls at home

252 children surveyed across Years 1 – 6, January 2020

Apps used at home
Most apps have an age limit of 13

Chart legend: ■ Age limit ■ % with access

Data labels shown on chart: 77%, 63%, 60%, 50%, 50%, 35%, 20%, 18%, 17%, 15%, 12%, 5%, 3%, 1%

Categories: Youtube, Facetime, Minecraft, Roblox, Online Gaming, WhatsApp, Fortnite, TikTok, Messenger, Snapchat, Instagram, Facebook, Twitter, Pinterest
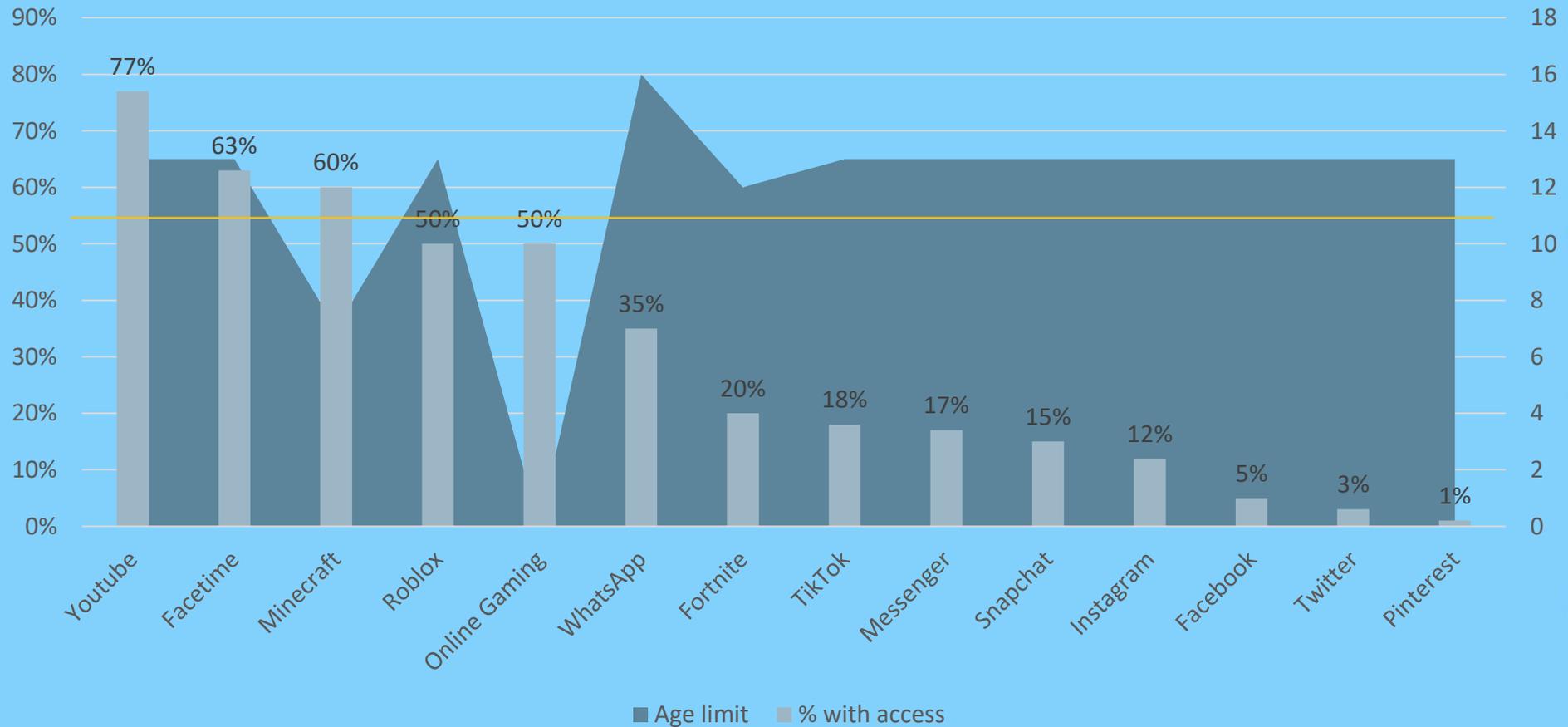
Key Principles of Online Safety

Key Principles

Conduct

Content

Contact

Cyberbullying

Sexting
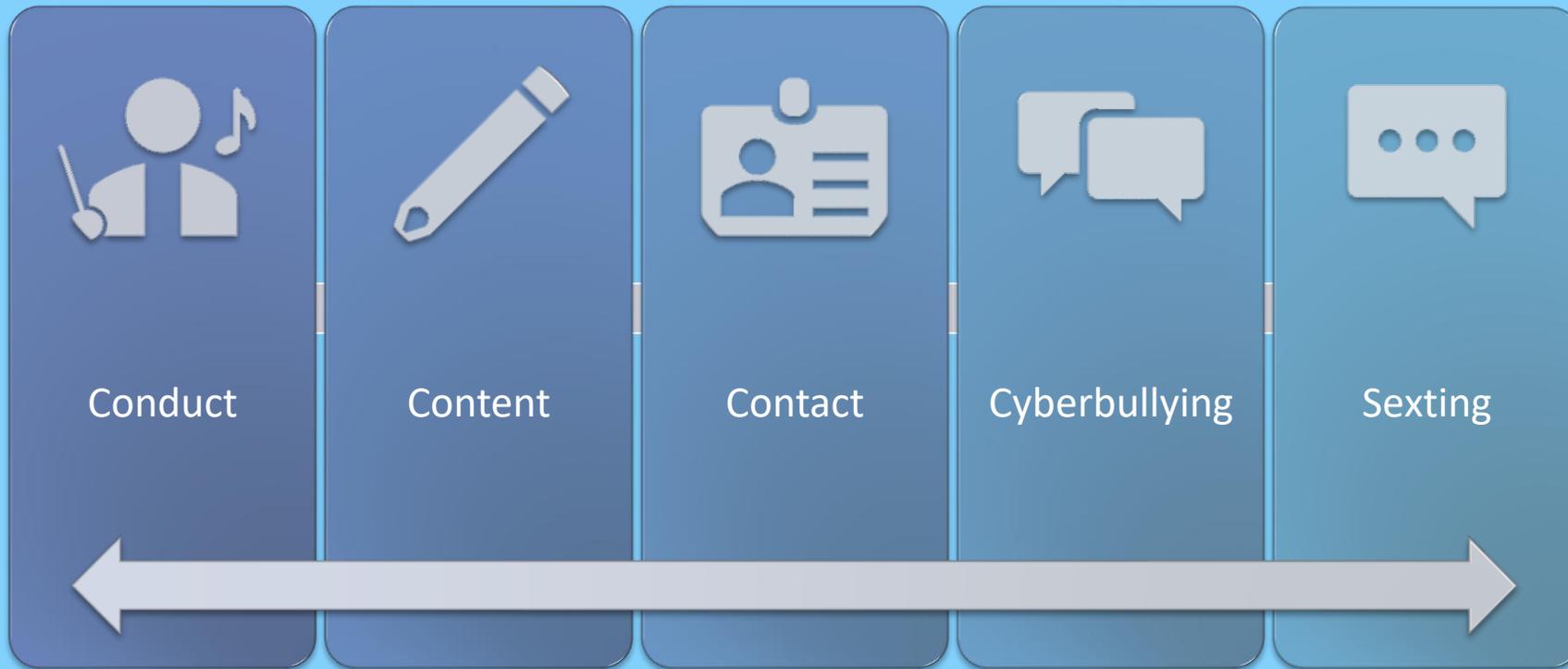
CONDUCT

Children need to be aware of the impact that their online activity can have on both themselves and other people, and the digital footprint that they create on the internet.

It's easy to feel anonymous online and it's important that children are aware of who is able to view, and potentially share, the information that they may have posted.

When using the internet, it's important to keep personal information safe and not share it with strangers.

Key Life Moments

Children

Age 3-4
1% own a mobile phone, 16% own a tablet, 0% have a social media profile

Learn to read & write

Age 5 – 7
67% of children are online.
Average time spent per week: 8 hours 42 minutes
3% have a social media profile
Children start to browse internet for school work and general browsing

Under 10
Internet use limited to gaming, streaming video and TV and video calling

Age 8 – 11
90% of children are online, 49% own a tablet
Average time spent per week: 12 hours and 54 minutes
56% play games online, 12% against people who they've never met

Age 10 - 11
Phone ownership rises from 21% to 43%.

43% of 11 year olds have a social media profile and are messaging, sharing and liking throughout the day

Start Secondary school

Age 12 - 13
Phone ownership rises from 50% to 74%
74% of 13 year olds have a social media profile

12-15
98% of children are online
Average time spent per week: 20 hours and 6 minutes
27% play games against people they've never met

Secondary school children use an average of 5 social networks

4   5   6   7   8   9   10   11   12   13   14   15   16

Parents

Age 3-4
55% of parents think the benefits of the internet outweigh the risks
10% think their child knows more about the internet than they do

Age 5-7
35% of parents have never spoken to their children about managing risks online
4% never supervise online access and use

Under 10
Parental concern is limited to sexual content, inappropriate content, violent content and strangers/grooming

Age 8-11
68% of parents think the benefits of the internet outweigh the risks
41% think their child knows more about the internet than they do
34% are concerned about their child being bullied through their mobile phone

Age 10-13
Parental concerns around online bullying increase

Age 5-15
42% of parents have no awareness of content filters

Age 5 – 15
16% of parents have never spoken to their child about managing risks online

Age 12-15
8% of parents do nothing to regulate or monitor their child's activity online

Positive Impact On Mental Health

Creativity

Social Marketing

Web Connectivity
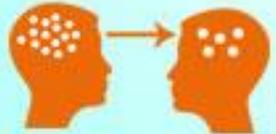
Knowledge Sharing

Profile Updates

Depression

Insomnia Problems

Negative Impact On Mental Health

91% OF 16-24 YEAR OLDS USE THE INTERNET FOR SOCIAL NETWORKING.

RATES OF ANXIETY & DEPRESSION HAVE INCREASED.....

70% IN THE PAST 25 YEARS.

SOCIAL MEDIA IS LINKED WITH INCREASED RATES OF ANXIETY, DEPRESSION AND POOR SLEEP.

How too Much Screen Time Affects Children

Psychosocial Risks
There is a lack of social interaction and engagement with family and peers.

Language Delays
There are fewer vocalizations and less babbling from infants. Significant expressive and receptive language delays in preschool children.

Physical Health
There are increases in childhood health disorders such as obesity and diabetes.

Impediments with Life Skills
Children are experiencing an inability to tie shoes, swim, ride a bike, or build blocks when exposed to too much screen time.

Advertising Concerns
On TV, there are food related advertisements that lead to more snacking and higher rates of being overweight in young children.

Poor Sleep Quality
Children have decreased quality and quantity of sleep resulting in increased behavioral concerns at home and school.

And there are of course risks....

	Content (Child as receiver of mass productions)	**Contact** (Child as participant in adult-led activity)	**Conduct** (Child participation, perpetrator or victim)
Aggressive	Violent	Harassment	Cyberbullying
Sexual	Pornographic	Grooming, sexual abuse	Sexual harassment, 'sexting'
Values	Racist / hateful	Ideological persuasion	Harmful user generated content
Commercial	Marketing	Personal data misuse	Gambling, copyright infringement

Risk is not harm. Positive action can limit risks becoming harmful

5 tips for parents:

1 Understand the risks

2 Communicate regularly

3 Keep the risks in proportion

4 Agree helpful mediation strategies

5 Develop coping strategies that foster resilience

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CONTENT

Some online content is not suitable for children and may be hurtful or harmful. This is true for content accessed and viewed via social networks, online games, blogs and websites.

It's important for children to consider the reliability of online material and be aware that it might not be true or written with a bias.

There can be legal consequences for using or downloading copyrighted content, without seeking the author's permission.

Dealing with inappropriate CONTENT

4.7m

URL's showing pornographic content

More than 12% of the internet

11yrs

Average age to first view porn online

1/3

of children have seen explicit images by age of 10

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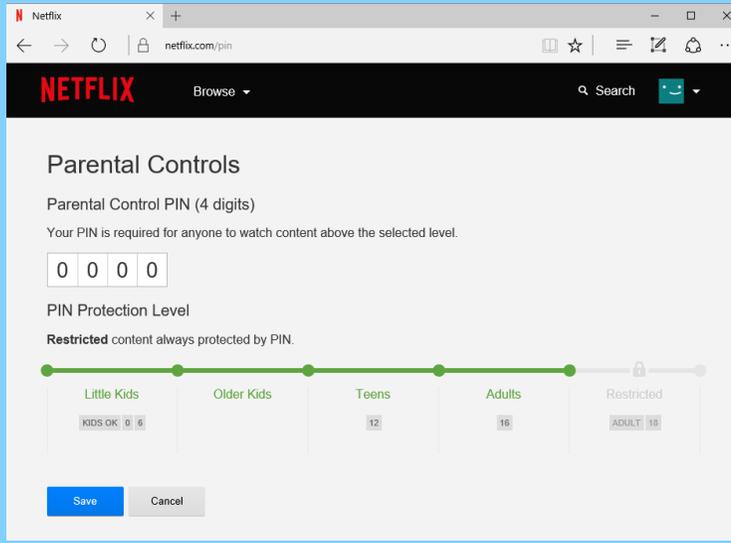
CONTACT

It is important for children to realise that new friends made online may not be who they say they are and that once a friend is added to an online account, you may be sharing your personal information with them.

If you have concerns that your child is, or has been, the subject of inappropriate sexual contact or approach by another person (including, but not limited to, a request to meet up or a request for images/videos), it's vital that you report it to the police via the Child Exploitation and Online Protection Centre (www.ceop.police.uk).

CEOP REPORT
ceop.police.uk

Submit

2:58
◀ Search

← **WhiffleCat** ⓘ 🏔️

####

####

Hey! My name is ####

Say something 🎮

I   Yeah   Oh

Q W E R T Y U I O P
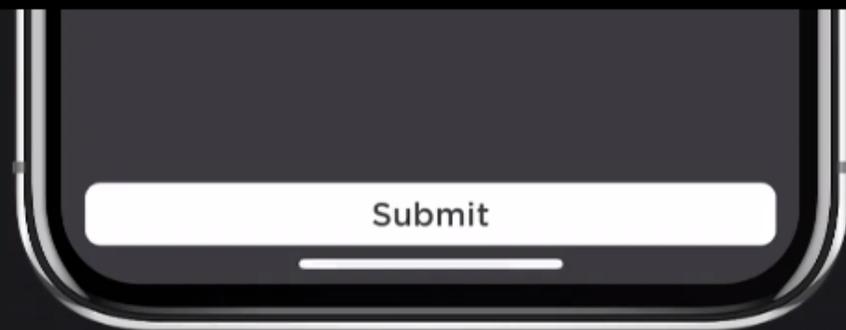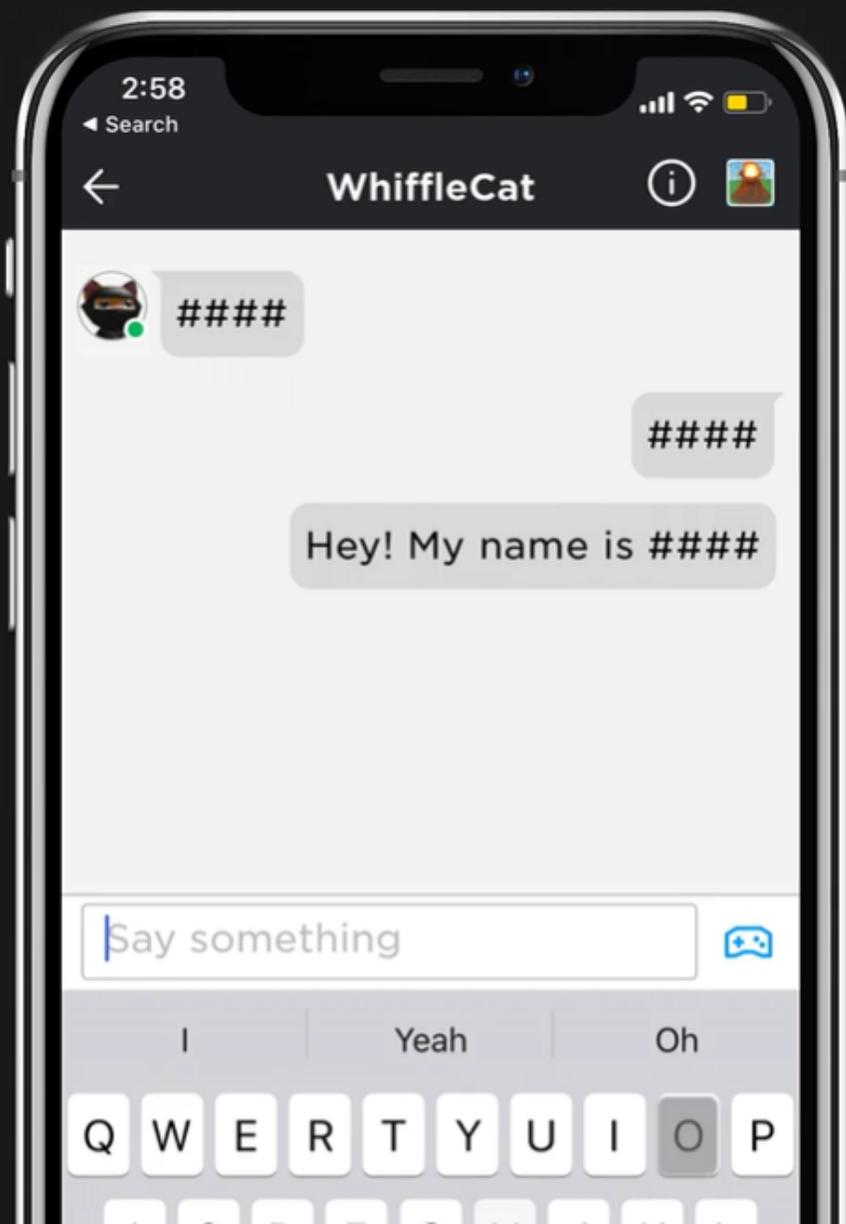
Chat Filters

Roblox uses a combination of chat filters, both human and software moderation, to proactively remove inappropriate content from the platform.

CYBERBULLYING

Cyberbullying is bullying which takes place online or using technology. It is important that young people know what to do if they or their friends are the victims of cyberbullying.

Cyberbullying can happen in many different ways including unkind messages or comments, the sharing of embarassing photos or exclusion from group chats.

Children need to understand that their online actions can be just as hurtful as offline actions and that seeking to deliberately hurt or upset someone is always unacceptable.

WHAT IS... CYBERBULLYING AND ONLINE HARASSMENT

Cyberbullying is any form of bullying which takes place online. This can be done over smartphones, tablets, online gaming, chat forums, social and other media. Cyberbullying itself is not against the law but if the content is threatening then it could be illegal.

Online harassment is the act of sending offensive, rude, and insulting messages and being abusive. If someone purposefully keeps sending you offensive messages that make you feel scared, it could be illegal.

Concerned about online bullying or harassment?
What people call 'bullying' is sometimes an argument between two people. But if someone is repeatedly cruel to you, that's bullying and you must not blame yourself. No one deserves to be treated cruelly.

S — Screenshot any offensive or harassing messages

M — Make sure your privacy settings are set so only people you know and trust can see what you post

A — Avoid further communication with or retaliation to those sending the messages

R — Report the incident(s) to internet service providers' websites and/or social media sites

T — Talk to a parent, carer, teacher or friend if you are concerned or contact victim support

SEXTING

Sexting is taking and sharing a nude, partially nude or sexually explicit image or video.

If the person in the image is under-18 then it **breaks the law**. The Protection of Children Act states that it is illegal to create, distribute or possess an indecent image of a child, including self-generated images (e.g. selfies).

The police take a common sense approach and are not seeking to criminalise young people, but do have a duty of care if asked to investigate.

In the online world, content can get very far, very quickly and young people need to understand that they may lose control of who else sees their image. This can lead to emotional and reputational consequences.

Sexting is a risk even for younger children. A child with access to a device, who can take a photo and send it on, may not understand the possible consequences and just think they're being funny.

# 4 things you can do

Start an open dialogue

Familiarise yourself with social media privacy settings

Check the apps they use, play games with them

Controlling tech time
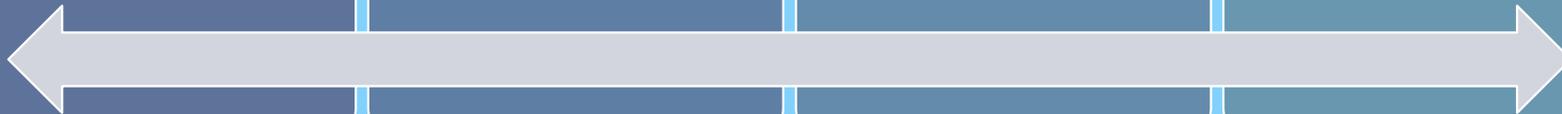
An open and honest dialogue with your child is absolutely key.

Talk to them about their internet use and let them know they can talk to you.
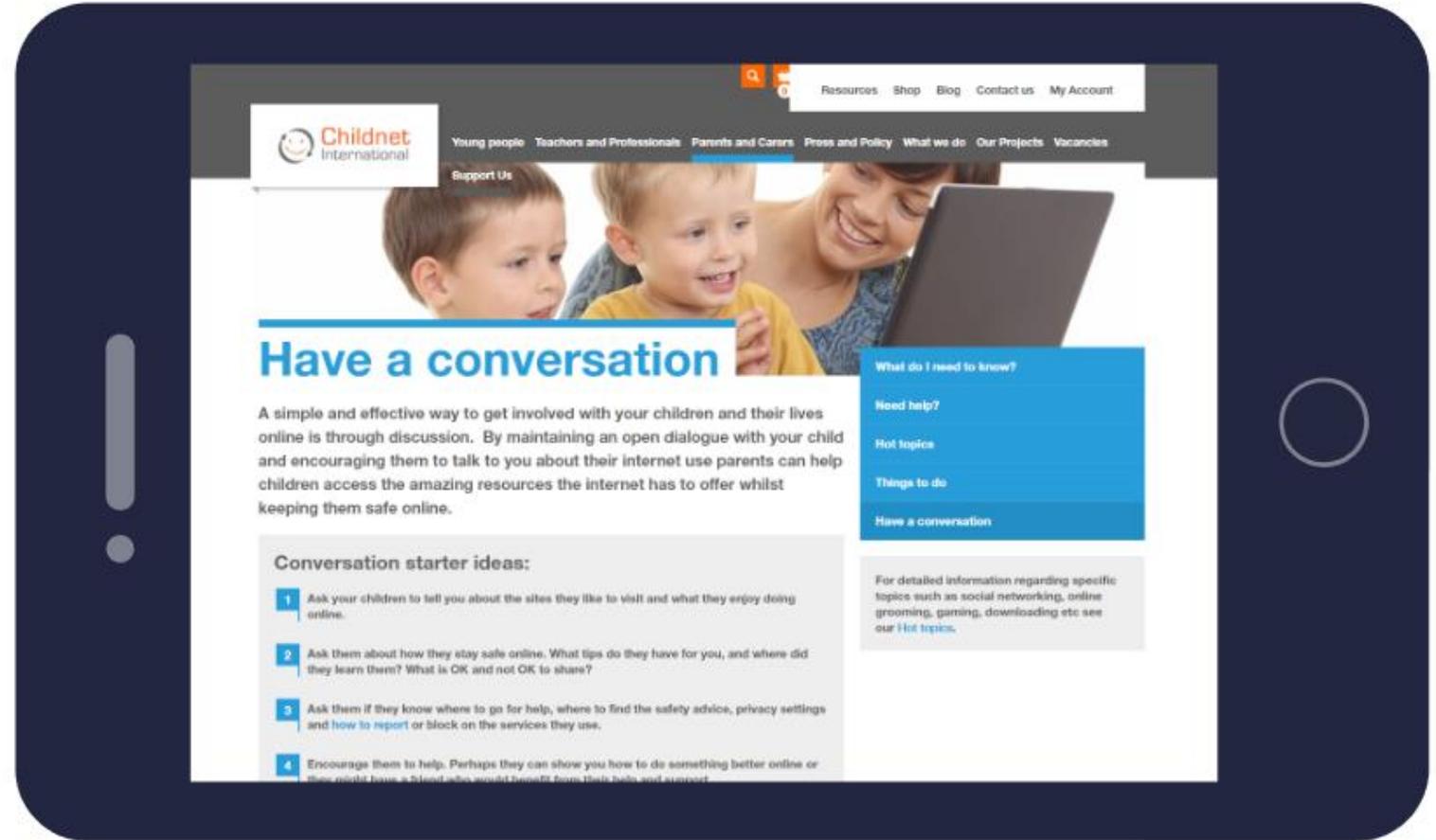
www.childnet.com/parents-and-carers/have-a-conversation

KEEP THE CONVERSATION GOING

Do you have any tips for how to be positive and show respect online?

What could you do if someone online is making you or someone you know feel worried or upset?

How might you know if you are using the internet/technology too much?

How does the internet make you feel? Do different apps/games makes you feel differently?

Do you know where to go for help, where to find safety advice and how to use safety tools on your favourite apps and games?

Help me! Can your child show you how to do something better/safer online?

START ON A POSITIVE NOTE...

What do you like most about the internet and why? What's your favourite game/app/site?

The internet offers brilliant opportunities for making connections with others. Who do you like to keep in touch with online and what apps/-services do you use?

Do you like to be creative online? What have you created?

(It could be anything from a picture or video to creating their own games, sites or apps.)

Controlling tech time

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

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

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

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

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

5 Family tech free days!

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10 tips to get in control with your child's screen time

1. **Set a good example** with your own device use

2. Have **discussions about the risks** that they may face based on their online activities

3. Put in place **a family agreement** and agree an appropriate length of time they can use their device

4. **Help them build critical thinking** to understand that some features on platforms are design to keep you watching or playing

5. Encourage them to **switch off auto-play** on platform to remove the temptation to binge on programmes

6. **Use tech tools** and parental control to manage the time they spend online and the apps they use

7. Get the **whole family to unplug** and create 'screen free' zones at home

8. Together find apps, site and games that will help children **explore their passions** and make screen time active

9. For younger children find ways to **combine touch screen use** with creative and active play

10. **Encourage children to self-regulate** the time they spend online and the activity they do to ensure they are having a positive impact on their wellbeing

Three things to teach your child

- Be a confident communicator
- Be a critical thinker
- Be a capable tools user

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Children and young people's views on screen time use...

88% said screen time had a negative impact on their sleep

1.5 hours was the average time spent on screens before falling asleep

41% said screen time had affected their play / fun

35% said screen time had a negative impact on their mood / mental health

18% said screen time had a negative impact on their family time and schoolwork

109 children and young people aged 11-24 years took part in this engagement exercise.

*RCPCH &Us
The voice of children, young people and families

How to Get Children Away From Screens

Be consistent with limits.

Make sure that each day has **the same amount of screen usage** for your child and family.

Avoid background TV.

When not in use, **turn off the television to** avoid the distractions and normality of TV usage.

Set the example.

Model good screen behavior for your children by putting down your tablets and cell phones during family time, and playing with the kids instead.

Encourage other activities.

As a parent, you can **model and suggest healthy alternatives** such as outdoor play, reading a book, crafts, or board games.

Be a good observer, listener and asker.

Be more involved in your children's lives by asking questions, listening to their stories, and observing and commenting on their non-screen time play activities.

Become media literate.

Understand television show/tablet game ratings, educational vs. un-educational, and high-quality programming vs. low-quality programming.

What is Appropriate Screen Time for my Children?

Recommendations for appropriate screen time use from the Canadian Paediatric Society and the American Academy of Pediatrics:

For children **under 2 years** screen time is **not recommended.**

For children **2-5 years** limit screen time to **1 hr/day** of quality and educational programming.

For children **6 and older**, limit screen time consistently and **monitor media** that they are exposed to.

Do not make screen time a part of child care or supervision for children under 5 years of age.

Parents should co-view television with children from 2-5 years to support them in understanding what they are viewing.

Find the balance between screen time and behaviors that are important to health

(sleep, physical activity, social engagement).

What children are taught at Woodstock Primary

What are children taught in school?

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	**KS1**
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	**KS2**
Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns	**KS3**
Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns	**KS4**

Safer Internet Day 2020

In 2020, Safer Internet Day in the UK will encourage young people to explore how they manage their online identity, and how the internet shapes how they think of themselves and others.

Free to be me: exploring identity online

The campaign focuses on what makes up your online identity – such as the facts or characteristics about you, how others perceive and interact with you, as well as how online services identify you. It will also look at how offline stereotypes and discrimination are challenged or reinforced online. We will look at whether the internet allows young people to express themselves, or if they feel limited in who they can be online. By opening up conversations around online identity, we aim to inspire young people to support each other in being who they want to be.

Thank you