

West Felton CofE Primary School



Parent Online Safety Pack

Stay safe online...

We have chosen Safer Internet Day 2022 to launch our 'Stay safe online' parent information pack. The online world offers a vast range of opportunities for our children, but like most things, it has its pitfalls and dangers that we need to be aware of and, who better to ask, than the children...

Positives	Negatives
<ul style="list-style-type: none">• We can learn new things• You can keep in touch with your friends and family• You can discover new things• It's fun• You can express yourself• There are cool animations• You don't feel left out• You can enjoy new music• You can read nice comments	<ul style="list-style-type: none">• There is bad language and upsetting text• Cyber-bullying• Bad influences• Lies can be easily spread• It can make people feel left out• There are scams• People can steal your identity• There are some horrid people out there who might want to hurt you

It is easy to feel overwhelmed by your child's online usage but it is important to remember that you have the power to set the boundaries through four main elements:

1. Screen time
2. Parental controls
3. Location
4. Open communication

1. Screen Time

Create screen time rules together. To help children stick to digital boundaries get them involved in the process of setting simple rules on how they should use screens in and out of the home. Giving children reasons why it's important to prioritise sleep, homework and family time can help them make smarter choices about when and how they should switch off screens. Make sure to model the behaviour that you'd like to see in them – children tend to do what you do, not necessarily what you say.

Encourage your children to be selective about what they do online. Help them avoid mindless scrolling and be more critical about the media they watch and the platforms they use. Encourage them to explore apps and websites that will compliment what they enjoy in the real world and develop their key skills.

How to recognise when screen time is 'too much'

Often a sign that a child is spending too much time on screens is when they may feel anxiety or stress if they are disconnected or separated from their phone. Lack of sleep and exercise and no willingness to visit friends may be a sign they need to take a break from their device.

Not all screen time is created equal

So it's important to encourage children to have a healthy balance between passive screen time (i.e watching YouTube) and interactive screen time (i.e. creating content or playing games online). There is no safe level of screen time but it doesn't mean that all screen time is harmful. Lack of evidence has meant that experts have found it hard to recommend a cut-off for children screen time overall. One size does not fit all when it comes to screen time – it's more about getting it right for your family's needs.

2. Parental Controls

Parental controls allow you to block and filter upsetting or inappropriate content. They work across your WiFi, phone network, individual apps and devices.

Parental controls can help you to:

- plan what time of day your child can go online and how long for
- create content filters to block apps that may have inappropriate content
- manage the content different family members can see.

Give yourself some time to set this, there are lots of useful sites, here are two trusted sources which may help:

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

<https://www.thinkuknow.co.uk/parents/articles/parental-controls/>

3. Location

Think carefully about where your children are with their devices and devise rules which suit your home and lifestyle. We would strongly suggest that children do not have their devices in their bedrooms. It is important that you can see what your children are accessing, who they are communicating with and that they are not disturbed by them during the night. Other considerations might be during meal times or when you have visitors.

4. Open Communication

Take an active role in your children's online life. Get engaged and stay engaged in their digital life as they grow. The more you get involved and understand the things your children do online, the easier it is to gain their respect and influence what they do in their digital world. Making screens part of family time, like a movie or an online games night is one way to make it more inclusive and engaging. Also, encouraging them to have a healthy mix of screen activities that encourage creativity, learning & education, connecting with family & friends, as well as using devices for downtime is important.

As children become more active online, have regular conversations with them about ways to deal with a range of risks that they may be exposed to such as seeing inappropriate content or being cyberbullied. Make sure they know when and where to seek help if they need it and what tools they can use to deal with it.

What do we teach the children at school?

Online safety at West Felton is taught predominately through **PSHE** (Personal Social Health Education) and **Computing** (IT). Both subjects have dedicated weekly curriculum time. However, internet safety is interwoven into our daily lives and a priority whenever the children are using devices.

Here is an overview of when and how online safety is taught to the children:

PSHE Curriculum

Specific objectives relating to online safety	
Y1	<ul style="list-style-type: none">• what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard• how kind and unkind behaviour can affect others; how to be• polite and courteous; how to play and work co-operatively
Y2	<ul style="list-style-type: none">• how to ask for help if a friendship is making them unhappy• why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable• how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/household products and online)• how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets• how not everything they see online is true or trustworthy and that people can pretend to be someone they are not• how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them
Y3	<ul style="list-style-type: none">• how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)• how to be respectful towards people who may live differently to them• how to be active on a daily and weekly basis - how to balance time online with other activities• how to make choices about physical activity, including what and who influences decisions

	<ul style="list-style-type: none"> • how the lack of physical activity can affect health and wellbeing
Y4	<ul style="list-style-type: none"> • how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law
Y5	<ul style="list-style-type: none"> • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable

	<ul style="list-style-type: none"> • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety
Y6	<ul style="list-style-type: none"> • how and why to balance time spent online with other activities • how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people's decisions, taking into consideration different viewpoints

Computing Curriculum

- 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.

Useful websites and resources:

<https://www.thinkuknow.co.uk/parents/>

https://www.youtube.com/results?sp=mAEB&search_query=play+like+share+internet+safety

References:

<https://www.internetmatters.org/resources/screen-time-tips-to-support-7-11-year-olds/>