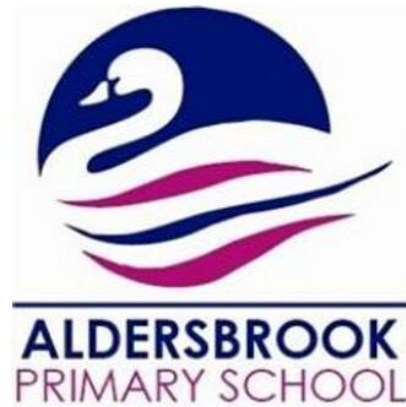# Online Safety

Parent Workshop

What does online safety look like at Aldersbrook?

- All digital devices at school are filtered by LGFL (this includes all iPads and laptops that children have access to)
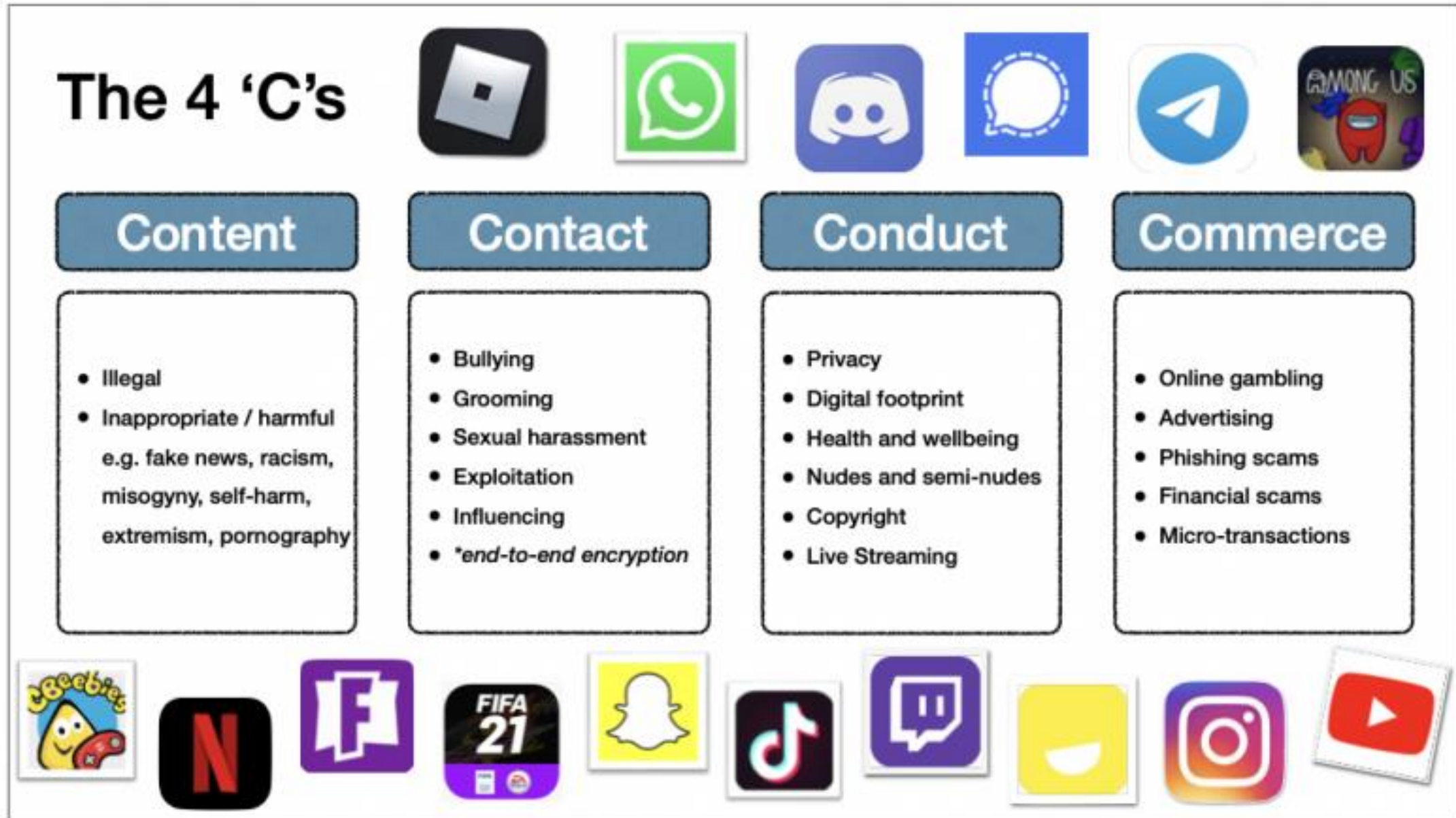

- LGFL provide us with virus and malware protection on all devices too

How is online safety delivered at Aldersbrook?

❑Online safety is one of the many components of our overall duty to safeguard our children

❑It is a part of the National Curriculum for Computing

❑It is also heavily embedded within our PSHE curriculum

ALDERSBROOK
PRIMARY SCHOOL

Keeping Children Safe in Education (KCSIE)

The 4 'C's

Content
- Illegal
- Inappropriate / harmful e.g. fake news, racism, misogyny, self-harm, extremism, pornography

Contact
- Bullying
- Grooming
- Sexual harassment
- Exploitation
- Influencing
- *end-to-end encryption

Conduct
- Privacy
- Digital footprint
- Health and wellbeing
- Nudes and semi-nudes
- Copyright
- Live Streaming

Commerce
- Online gambling
- Advertising
- Phishing scams
- Financial scams
- Micro-transactions

National Curriculum for Computing

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. (National Curriculum)

Whole School Computing Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Technology in our lives (Computers around us) Laptops	Multimedia A (Digital Painting) Paintz.app/Laptops or iPads	Multimedia B (Digital Writing) Word/Laptops	Handling Data (Grouping Objects) Laptops	Programming A (Moving a Robot) BeeBots	Programming B (Programming Animations) Scratch Jnr/iPads
Year 2	Programming A (Robot Algorithms) BeeBots	Programming B (Sequencing in Quizzes) Scratch Jnr/iPads	Multimedia A (Digital Photography) Pixlr/iPads	Multimedia B (Making Music) Chrome Music Lab/iPads or laptops	Handling Data (Pictograms) J2Data/iPads	Technology in our lives (IT around us) Laptops
Year 3	Technology in our lives (Inputs, processes and outputs) iPads	Multimedia (Animation) Stop Motion & iMovie (iPads)	Multimedia (Desktop Publishing) Adobe Sparx (Laptops)	Handling Data (Branching Tree Diagrams) J2Data/iPads	Programming A (Sequencing Sounds) Scratch/Laptops	Programming B (Events and actions in programs) Scratch/Laptops
Year 4	Programming A (Repetition in Shape) Logo/Laptops/iPads	Programming B (Repetition in Games) Scratch/Laptops	Multimedia A (Recording Audio/Podcasting) Audacity/iPads	Multimedia B (Photo Editing) GetPaint/Laptops	Handling Data (Data Logging) Data Loggers/Laptops	Technology in our lives (The Internet) iPads/Laptops
Year 5	Technology in our lives (Sharing Information) Laptops	Multimedia A (Vector Drawing) Google Drawings/Laptops	Multimedia B (Video Editing) Windows Movie Maker/Laptops/iPads	Handling Data (Flat-file Databases) J2Data/iPads	Programming A (Selection in Physical Computing) Crumble Controller/Laptops	Programming B (Selection in Quizzes) Scratch/Laptops
Year 6	Programming A (Variables in Games) Scratch/Laptops	Programming B (Sensing – Creating a Fitbit) Micro:bit/Laptops	Multimedia A (3D Modelling) (Tinkercad/Laptops)	Multimedia B (Web Page Creation) Google Sites/Laptops	Handling Data (Spreadsheets) Excel/Laptops	Technology in our lives (Communication) Laptops

Online Safety is embedded through every unit and taught explicitly in PSHE

School's have autonomy on how the Computing curriculum can be delivered. As long as we adhere to the guidelines set by the National Curriculum.

At Aldersbrook, we think it is important to revisit Online Safety through **ALL** Computing topics.

Click here to find out more about our Computing curriculum

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PRIMARY SCHOOL

PSHE Curriculum
(Keeping safe and managing risks)

Year 1

- That being online is fun but sometimes they might see or hear something that worries them.

- The positives of having screen free time.

- How and why to tell a trusted adult about an online worry.

Year 3

- How and where to seek help for online issues.

- That information online should be checked for reliability.

- Their responsibility in understanding what bullying is and what a bystander is (including cyber bullying).

- How to recognise when it is appropriate to seek permission from adults, friends and peers

Year 6

- How to navigate the internet (using rules and principles to keep them safe) and report risks and harmful content.

- How to critically question online friendships and information sourced from the internet.

- The importance and common use of the internet as an integral part of life.

- Identify the risk of excessive time on electronic devices and the impact that content can have on their mental and physical wellbeing (both positive and negative including body image, self-esteem, expectations, experiences)

Safer Internet Day

EVERY FEBRUARY

170 COUNTRIES

STAYING SAFE AND HAVING FUN

[Safer Internet Day - Video for Parents](#)

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Gap Task - Online issues to rank
Which issue worries you the most?

❑ Online bullying

❑ Scams

❑ Seeing something scary

❑ Seeing something violent

❑ Chat in games

❑ Livestreaming

❑ Time spent looking at screens

❑ Unreliable information

❑ Online friends (people you only know online)

Practical tips for starting a conversation about life online

❑**Be positive and open minded about the internet**

❑**Talk early and often**

❑**Create a safe space for conversations**

❑**Keep it relevant**

❑**Be proactive**

Starting conversations with younger children

Internet interview

What internet-connected devices do you own?
....

How much time do you spend online each day?
....

What is your favourite thing to do online?
....

What do think MY favourite thing to do online is?
....

What is your least favourite thing to do online?
....

What is your top tip to keep safe online?
....

What would you like to know more about?
....

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Starting conversations with older children

A pop up comes up saying I have won £1,000. Would I...?

A. Fill out the form straight away and wait for the money

B. Ignore it

C. Ask someone what to do

I see a news story that is shocking and a bit suspicious. Would I...?

A. Share it on. Everyone needs to know this

B. Nothing

C. Try to find out if it is true

I'm struggling to keep my eyes open while watching some funny videos. Would I...?

A. Splash water on my face and get back to it

B. Go to bed

C. Wake up on the sofa

I see someone being mean to my friend online. Would I...?

A. Tell the person being mean to stop

B. Report the person being mean

C. Message my friend to ask if they are okay

There is an online challenge going around to raise money for charity. Would I...?

A. Tell someone else they should do it

B. Sign up and start raising money

C. Donate some money

There are only 2 controllers and there are 3 of us. Would I...?

A. Grab a controller straight away

B. Ask who wants to go first

C. Be happy to just watch

My device crashes losing all my work. Would I...?

A. Cry

B. Sigh

C. Try for hours to get it back

I'm playing in a team game but the team is struggling. Would I...?

A. Find a new team

B. Encourage the team

C. Play a different game

I see another player is stuck and realise that they must be new to the game. Would I...?

A. Take them out

B. Help them out

C. Call them out

I have just 5 minutes to spend online for the rest of my life. Would I...?

A. Video call someone

B. Watch videos

C. Play a game

Someone asks me for a selfie. Would I...?

A. Agree but take 10 goes to get it right

B. Smile and nail it first time

C. Run a mile

I'm doing really well on a game but need to go now or I'll be late to meet friends. Would I...?

A. Not even realise

B. Stop straight away when my timer goes off

C. Let them know I'll be a bit late

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My child has said something worrying – what do I do?

1) **Let them explain in their own words what has happened.**

2) **Remain composed.**
If you are feeling shocked, angry or worried, it's likely that your child is feeling worse, but reacting that way may close down the conversation and lead your child to believe that they are to blame.

3) **Acknowledge the challenges they have overcome, and let them know that they've done the right thing by telling you.**

4) **Be honest.**
It's okay if you are unsure what to do next, the important thing is to let your child know you are there for them. There is a lot of further support out there to help you decide on your next steps.

5) **Save the evidence wherever possible.**
You may be able to report what has happened to the online service being used when the incident occurred. Evidence may include screen shots taken on a laptop or mobile device, emails, texts or online conversation histories.

6) **Make a report as soon as possible.**
Knowing who to report to is a really useful step to resolving many issues, so try to familiarise yourself with the reporting, blocking or moderating settings available on the services your child is using. Depending on what has happened, it might be necessary to let your child's school know too, or other agencies such as the police.

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Useful Links

- https://saferinternet.org.uk/

- https://www.childnet.com/

- https://www.internetmatters.org/

- https://www.childnet.com/resources/looking-for-digizen/

- https://www.thinkuknow.co.uk/

Useful Links

Free tools to promote conversations

Digital Matters

Use the Once Upon Online storytelling activities to discuss how children can get help and from where, along with how to manage different aspects of their online lives.

The Online Together Project

This interactive quiz provides guidance on how to talk about tough issues like gender stereotypes and online safety.

Find the Fake

Discuss what misinformation online looks like and what children can do to make sure they think critically about what they see online.

Questions?