



Chorley, South Ribble
& West Lancashire CPB

Online Safety Overview

17th September 2015



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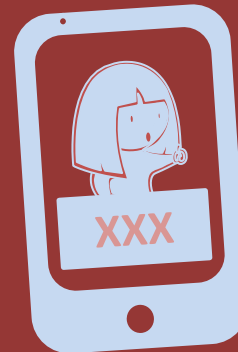
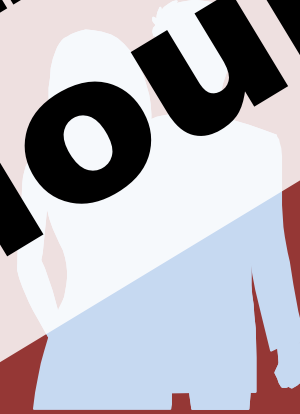
Context

Online Safety -
'thread' that is
increasingly
running across
related areas...



...fundamentally concerned with

Behaviours



Pan-Lancashire eSafeguarding Strategy 2014-2016

framework approach



Pan-Lancashire eSafeguarding Strategy 2014 - 2016



What are the Risks?

Ofsted refers to the classification of eSafety Risk across 3 broad categories of Content, Contact and Conduct (as structured by EU Kids Online, LSE, 2009):

- **Content:** being exposed to illegal, inappropriate or harmful material
- **Contact:** being subjected to harmful online interaction with other users
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm.

The extract shown (see Figure 1 below) illustrates these categories as a matrix grid identifying examples under headings of Commercial, Aggressive, Sexual and Violent.

As both the technology and the behaviour of individuals changes, these risks will also change. Therefore, if we are to ensure an effective approach, our Strategies and Policies must be equally robust and regularly reviewed to ensure currency.

Although the grid has been defined in terms of "child" use, it is relevant to everyone who uses digital and mobile technologies

Figure 1: Areas of risk extract from "Inspiring e-safety", Ofsted, 2013 (as adapted from EU Kids Online, LSE, 2009)

	Commercial	Aggressive	Sexual	Violent
Content (child as recipient)	advertisements; spam; knowledge; personal information	verbal/abuseful content; Meevie sites	pornographic or sexual content	hate; racist; misleading information or advice
Contact (child as participant)	tracking; harvesting; personal information	being bullied, harassed or stalked	meeting strangers; being groomed	self-harm; unrealistic possessions
Conduct (child as actor)	illegal downloading; hacking; getting; financial scams; harassment	bullying or harassing another	creating and uploading inappropriate material; sending	providing misleading info and advice; health and wellbeing; time spent online

How will we approach?

Whilst we must understand the issues and risks posed, we must be careful not to denigrate the technology and ensure that these are balanced with the immense opportunities and benefits that new technologies bring. Managing and mitigating these risks strategically is most appropriately addressed by ensuring we maintain a holistic overview. However, in order to tackle the issues effectively, we must break them down into practical areas to be addressed. As such, the framework used for the Strategy is based upon the widely-recognised PIES Model for limiting eSafety Risk. This model quantifies eSafety into four inter-related areas as identified in Figure 2 opposite.



Figure 2: PIES Model for limiting eSafety Risk

Within the PIES model, we will embed the risk areas where appropriate to ensure these areas are addressed across the wider landscape, ensuring that we are not overly-focussing on the technical challenges. The Strategy therefore identifies four clear Strategic Objectives which will form the outline framework for the underlying Action Plans for each region.

- Strategic Objective 1: Safer Management**
 To support and ensure stakeholders develop robust and effective policies, practices and procedures to safeguard C&YP against risks
- Strategic Objective 2: Safer Access**
 To identify and promote technologies, tools and infrastructure services which appropriately support eSafeguarding priorities for C&YP and related stakeholders
- Strategic Objective 3: Safer Learning**
 To promote and ensure effective learning opportunities are available to all stakeholders which recognise and address current and emerging eSafeguarding risks for C&YP
- Strategic Objective 4: Safer Standards**
 To promote and ensure appropriate monitoring and review practices are in place which ensure eSafeguarding systems and procedures are effective and regularly audited

Context

Young People are often perceived as having a greater knowledge and affinity with technology than many adults. However, it does not follow that they also possess the broader wisdom or emotional maturity adults have developed through life experience. It is therefore vital that we encourage our children to develop their understanding of the potential hazards technology presents and how they can help to mitigate the risks to them (and to others) through their behaviour. The growing importance of Online Safety is apparent through its inclusion at each Key Stage within the revised National Curriculum (Compulsory) from 2014. In addition, it is also clear that Parents and Carers naturally have a fundamental influence on their children's behaviour and as such, have a critical role to play in embedding what is acceptable and unacceptable behaviour online, particularly in relation to the use of Social Media.

Children learn with their parents. That's why we're better at using the technology.

Child, focus group - A review of progress since the 2008 Byron Review

The Stakeholders referred to in this document will typically include Children & Young People, Parents/Carers, Schools, Local Authorities, Youth Groups, Libraries, the Police and the wider children's workforce (both direct and indirect). However, by definition, it equally relates to ALL individuals or groups who have an interest in ensuring the very best possible outcomes for our Children & Young People.

As adults, we will understandably take a view of responsibility but it is essential that we retain a 'child-centric' view when approaching the safe use of technology and appreciate how Children and Young People perceive the risks and the enormous part that technology will play in their lives. Research informs us that issues often go unreported by Young People for a variety of factors including a fear of being held to blame; losing access to the technologies they treasure or simply from embarrassment. If we are to address this issue effectively, we must raise awareness and develop the support routes available to Children and Young People including their own child support mechanisms, CEOP's Report button and ChildLine.

The prevalence of online messaging, social networking and mobile technology effectively means that children can always be 'online'. Their social lives, and therefore their emotional development, are bound up in the use of these technologies. We can no longer adequately consider the safeguarding or wellbeing of our Children and Young People without considering their relationship to technology - we can no longer seek to protect them without addressing the potential risks which the use of these technologies poses.

Whilst the focus of this eSafeguarding Strategy surrounds the safeguarding of our Children and Young People, members of the children's workforce must also be aware of the issues. This includes the standards expected in relation to their own use of technologies such as Social Media, both within and outside of the work environment. Equally, professionals must also be aware of the potential for online abuse towards them by other users and the options available to them should this occur.

Warning: 38% of our respondents said that when they, or their colleagues, have been asked to come from of online abuse?

Extract from The Online Abuse of Professionals - Research Report from the UK Safer Internet Centre (UKSIC)



- ### Useful sources of advice and guidance
- Lancashire Safeguarding Children Board Website
www.lancashire.gov.uk/corporate/web/files/14/14029.page/20739
 - Lancashire Children and Young People's Trust website
<http://www.lancashirechildrensuf.org.uk>
 - Lancashire Young People's Service website
<http://yips.lancashire.gov.uk/>
 - Lancashire Constabulary Trusted2Know young person's website
www.trusted2know.co.uk
 - Child Exploitation and Online Protection Centre website
<http://ceop.police.uk>
 - UK Safer Internet Centre website
www.saferinternet.org.uk
 - Childnet International website
www.childnet.com
 - Vodafone Digital Parenting resource
www.vodafone.com/content/parents/digital-parenting
 - Ofsted Inspecting eSafety resource
www.ofsted.gov.uk/resources/briefings-and-information-for-use-during-inspections-of-maintained-schools-and-academies
 - CEOP ThinkUknow website
www.thinkuknow.co.uk

3C's Risk Matrix – Overview

	Commercial	Aggressive	Sexual	Values
Content (child as recipient)	advertising spam sponsorship personal information	violent / hateful content lifestyle sites	pornographic or unwelcome sexual content	bias racist misleading information or advice
Contact (child as participant)	tracking harvesting personal information	being bullied, harassed or stalked	meeting strangers being groomed	self-harm unwelcome persuasions
Conduct (child as actor)	illegal downloading hacking gambling financial scams terrorism	bullying or harassing another	creating and uploading inappropriate material; sexting	providing misleading information and advice health and wellbeing; time spent online

eSafeguarding Strategy- Action Plan

Within the PIES model we will embed the risk areas where appropriate to ensure these areas are addressed across the wider landscape, ensuring that we are not overly-focusing on the technical challenges. The Strategy therefore identifies four clear Strategic Objectives which will form the outline framework for the underlying Action Plans for each region.



Pan-Lancashire eSafeguarding Strategy 2014 – 2016
LSCB Action Plan
November 2014



Strategic Objective 1: Safer Management

To support and ensure stakeholders develop robust and effective policies, practices and procedures to safeguard C&YP against risks

	DESIRED OUTCOME	TASKS	RESPONSIBLE	TARGET DATE	R.A.G. Status	COMMENTS
SO1a	Develop and publish overarching 3-Year LSCB eSafeguarding Strategy to set out expectations and framework for Pan-Lancashire approach	Prepare draft eSafeguarding Strategy and gain respective Board's approval Review content Jan 2015 (week 8, 10)	Chair	January 2014	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Complete Jan 2015
SO1b	Develop and publish Pan-Lancashire LSCB eSafeguarding Strategy Action Plan	Develop Action Plan reflecting regional evidence and local priorities	Chair	October 2014	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	On Schedule
SO1c	Develop central Online Safety web presence for all stakeholders to promote good practice, current issues and recommended support resources ²⁴	Investigate potential options for hosting and development Scope initial and ongoing resource/management requirements	Chair / LSCB Bus Co-ord	March 2015	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Website delay
SO1d	Provide support and guidance to agencies in developing effective policies, procedures and guidance	a. Identify/develop and promote exemplar Policies and Procedures b. Develop FAQ's / escalation guidance c. 'Adoption & Social Media' guidelines to be investigated / developed	eSafeguarding Group Chair: CYP Safeguarding Team Health	July 2015 July 2015 March 2015	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Website delay On Schedule
SO1e	Raise awareness of the potential risks associated with eSafeguarding across all stakeholders and how these can be addressed	Identify and support Awareness Raising opportunities in respective agencies where appropriate	eSafeguarding Group	Ongoing	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	ESL 2015 event agreed
SO1f	Identify positive online engagement opportunities for stakeholder organisations	Investigate and promote examples of good practice for schools (e.g. utilising Social Media - Parental Engagement)	Chair; CYP Safeguarding Team	April 2015	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	GL presenting at HT SocialNet event LSCB Session
SO1g	Develop partnership opportunities to promote Online Safety priorities	Engage with related organisations to promote Online Safety developments, good practice and emerging risks for stakeholders	eSafeguarding Group	Ongoing	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	On Schedule

Strategic Objective 2: Safer Access

To identify and promote technologies, tools and infrastructure services which eSafeguarding priorities for C&YP and related stakeholders

	DESIRED OUTCOME	TASKS	RESPONSIBLE	TARGET DATE	R.A.G. Status	COMMENTS
SO2a	Promote the development of organisational 'Champions' re: Safer Access	Identify key figures within member agencies to support the development of Safer Access	eSafeguarding Group		<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
SO2b	Identify existing guidance by key providers and promote to stakeholders (esp. C&YP) where appropriate ²	Review guidance from key service providers / key app providers and publicise where appropriate	eSafeguarding Group		<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
SO2c	Review C&YP's points of access to investigate opportunities to improve safety	Establish current and emerging access trends	eSafeguarding Group		<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
SO2d	Develop partnerships with providers to support and enhance provision	Publicise and raise awareness of Safer Access options with YP Establish and promote existing safeguards Investigate potential improvements at both provider and user point of access ²²	eSafeguarding Group		<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
SO2e	Increase awareness of potential risks for C&YP with Parents / Carers / Community ⁴	Develop a checklist of key considerations to support Safer Access arrangements Identify and develop publicity opportunities to promote Safer Access to Parents/Carers Identify and develop Parent / Carer / Community resources to support Safer Access for C&YP	eSafeguarding Group eSafeguarding Group eSafeguarding Group	November 2015 November 2014 January 2015	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	with HT regs CLA event Xmas mug

Strategic Objective 1: Safer Management
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Strategic Objective 4: Safer Standards
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Strategic Objective 3: Safer Learning

To promote and ensure effective learning opportunities are available to all stakeholders which recognise and address current and emerging eSafeguarding risks for C&YP

	DESIRED OUTCOME	TASKS	RESPONSIBLE	TARGET DATE	R.A.G. Status	COMMENTS
SO3a	Develop a central hub of resources and recommended guidance to support all agencies	Review existing resources and guidance and promote to Schools and related stakeholders through central online safety web presence (see also SO1c)	Chair	February 2015	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Website delay
SO3b	Develop eSafeguarding provision in Schools to support C&YP against existing and emerging risks	Provide support and guidance to Schools in developing eSafeguarding provision and raising awareness of existing and emerging risks with C&YP	Chair	Ongoing	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	In-continuation
SO3c	Promote thematic activities for C&YP across age ranges to develop eSafeguarding awareness	Identify and support opportunities for thematic activities with C&YP across age ranges (esp. KS2 / KS3 transition) where appropriate Investigate and develop workshop project delivered by YP to Y5/Y6 Children in Schools and related establishments	eSafeguarding Group Chair	Ongoing October 2014	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	In-continuation
SO3d	Develop reference to Online Safety in related training provision (e.g. Safeguarding, DSP, PSHE)	Investigate and develop opportunities to include eSafeguarding reference in related single and multi-agency training provision (e.g. Safeguarding, DSP, PSHE)	Chair; CYP Safeguarding Team; LSCB Training Sub	March 2015	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	MA / GL to discuss
SO3e	Engage with FE/HE sector to identify and develop eSafeguarding opportunities	Develop partnerships with FE/HE colleagues to raise awareness, share / promote good practice and identify collaborative opportunities	Chair	January 2015	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	GL to contact UCLAN
SO3f	Engage with VCFS to raise awareness of online safety priorities	Engage with VCFS organisations to establish potential partnership opportunities	eSafeguarding Group	December 2015	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	GL to contact Graham Whalley
SO3g	Publicise recommended support pathways for C&YP to report issues	Identify and promote support pathways with all Stakeholders (esp. C&YP)	eSafeguarding Group	December 2014	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	MA / GL to discuss

Strategic Objective 4: Safer Standards

To promote and ensure appropriate monitoring and review practices are in place which ensure eSafeguarding systems and procedures are effective and regularly audited

	DESIRED OUTCOME	TASKS	RESPONSIBLE	TARGET DATE	R.A.G. Status	COMMENTS
SO4a	Improve the use of self review tools to assess and progress eSafeguarding provision	Review existing resources and promote/support through Online Safety portal	eSafeguarding Group	July 2015	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Website delay
SO4b	Identify trends and emerging areas of risk in relation to use of technology on regional / national / international scale	Liaise with regional and national eSafeguarding partners and disseminate findings through LSCB eSafeguarding Group / Online Portal Develop links to Prevent Strategy, esp. Online Radicalisation priorities	Chair Chair	Ongoing October 2014	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	In-continuation GL meeting HO; DfE; Ofsted
SO4c	Develop regular awareness event for children's workforce and use to survey stakeholders views and inform priorities and progression	Secure funding and partner commitment to deliver ESL 2015	Chair	December 2015	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	ESL 2015 event agreed
SO4d	Develop consultation opportunities with Children and Young People to ensure priorities are current and representative	Identify potential opportunities for consultation / engagement across age ranges (Compile and develop responses from ESL events and local liaison (see also SO4c))	eSafeguarding Group Chair	March 2015 Annually Post-ESL	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	SW to investigate (SID activity) Complete Apr 14
SO4e	Produce (annual) local/regional profile report on current issues and support required	Investigate/develop QA activity to review the work of the eSafeguarding Group	Chair; QA Sub Group Chair	July 2015	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	GL to meet with QA Sub Chair
SO4f	Identify available statistics re: reporting of eSafeguarding issues	Scoping exercise to determine availability of suitable web-stats (number of CYP reporting abuse, reporting to CEOP, access to AB support)	Chair; LCC Community Safety Tm	March 2014	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Complete Jan 2014
SO4g	Promote co-ordinated approach to eSafeguarding delivery with key stakeholders	Identify key stakeholders with eSafeguarding delivery role and develop core recommendations Provide support and guidance to key stakeholders to promote co-ordinated activity	eSafeguarding Group eSafeguarding Group	February 2015 Ongoing	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	GL to investigate HT representation Members to bring planned activity to Group
SO4h	Raise awareness of the risks of excessive gaming and violent/extreme content ²⁴	Establish current and emerging issues and publicise supporting resources to stakeholders (esp. Parent/Carers)	eSafeguarding Group	February 2015	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Website delay

Activity

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FOR LEARNING

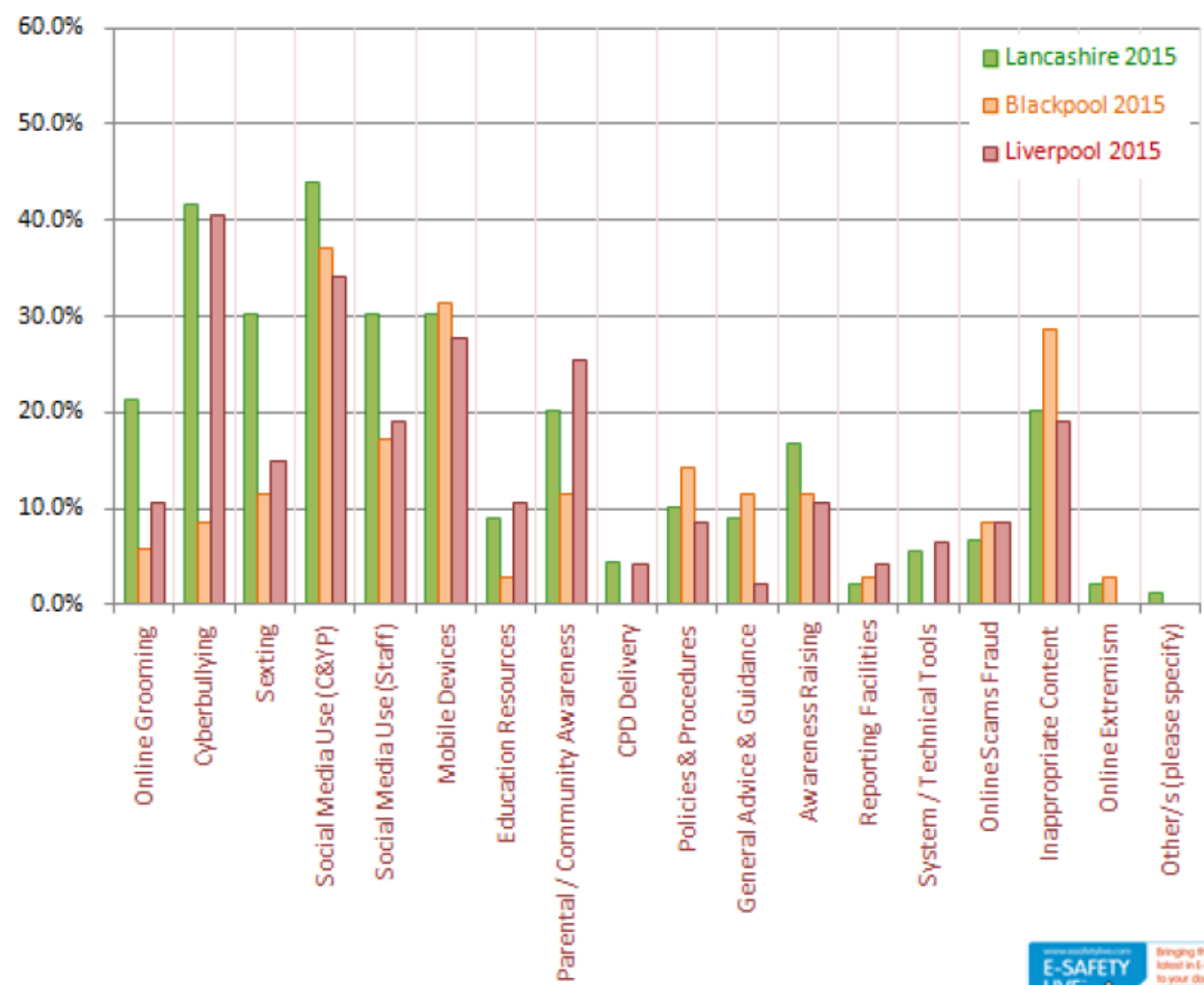
 **Childnet**
International

 COMPETENT MEDIA
FOUNDATION

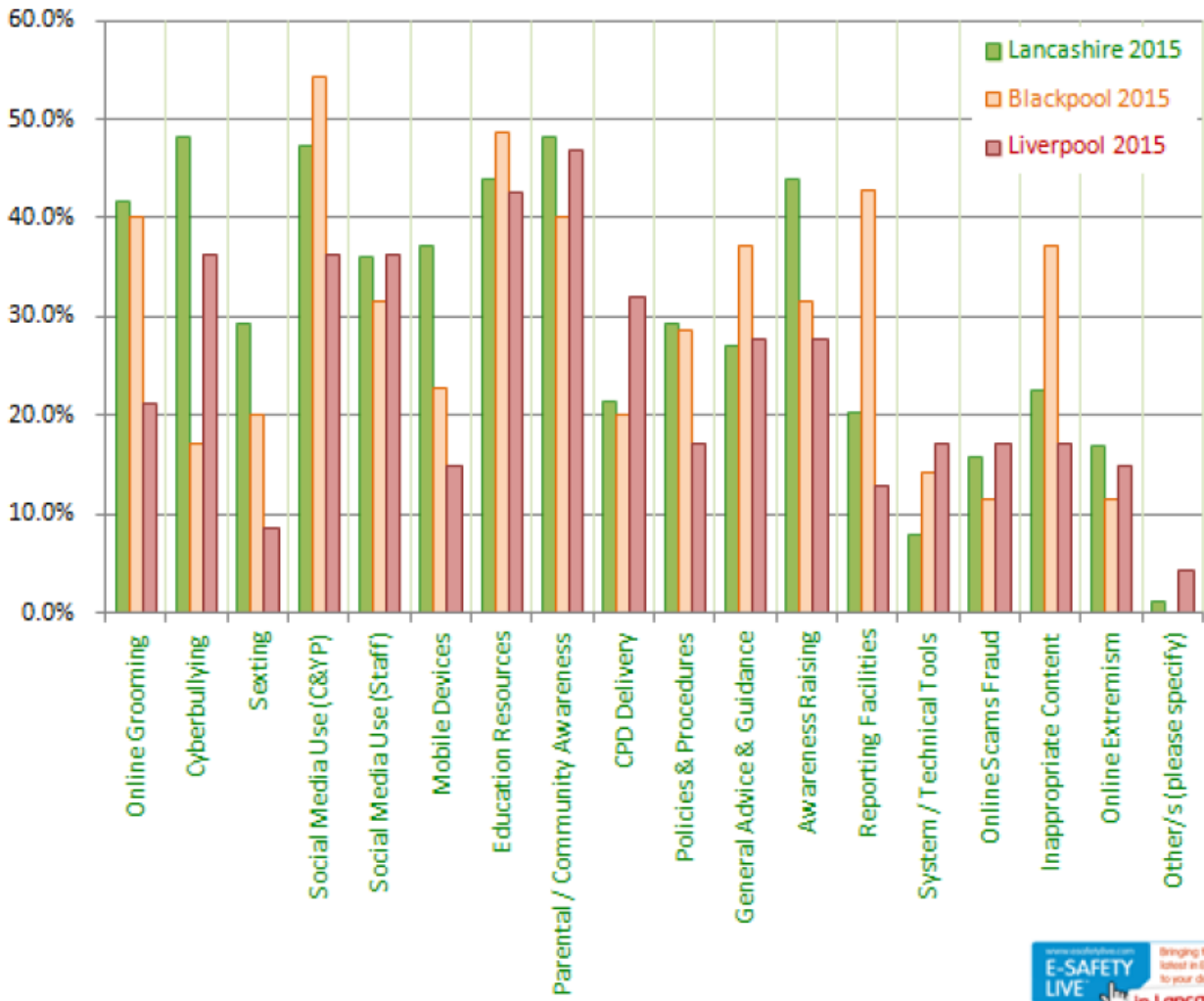
 CO-FUNDED
BY THE
EUROPEAN
UNION

- Identified requirement for Lancashire event back in 2012 to progress & aid co-ordination
- Feedback overwhelmingly positive
- Repeated requests for future annual events
- Pan-Lancashire / Regional approach
- 2015 sessions in Lancashire; Blackpool & Liverpool
- Short, sharp updates — 2 hours long
- Hosted by LSCB - free to attend
- IMMENSELY POPULAR
- Invaluable opportunity to build Lancashire profile and local dataset
- Survey delegates...

eSafety Live 2015: Issues Experienced Comparison



eSafety Live 2015: Support Required Comparison



Issues Experienced: As in 2014, the results of the 2015 survey suggest a small growth in issues experienced across almost all risk areas identified in the questionnaire. Areas showing notable change include:

- ⬆️ Issues with Social Media Use by C&YP have increased slightly over 2014. Combined with the 3% decrease in Cyberbullying issues, this area is now the foremost issue experienced.
- ⬆️ Issues experienced with Sexting continue to grow with a 7% increase overall from 2014. In relation to school-only responses, this represents almost 23% of respondents. However, this comprised over 60% of secondary-only responses).
- ⬆️ A 4% increase around Online Grooming issues (21% of respondents identified this had been an issue experienced⁹ over the last 12 months).

Top 6 Lancashire Responses 2015

Support Required	
1. Parental / Community Awareness	➡️
2. Cyberbullying	⬆️
3. Social Media Use (C&YP)	⬇️
4. Education Resources	⬇️
5. Awareness Raising	➡️
6. Online Grooming	⬆️

Issues Experienced	
1. Social Media Use (C&YP)	⬆️
2. Cyberbullying	⬇️
3. Sexting	⬆️
4. Social Media Use (Staff)	⬇️
5. Mobile Devices	⬇️
6. Online Grooming	⬆️


Support Required: Areas showing notable change from 2014:

- ⬆️ Online Grooming support: 13% increase
- ⬆️ Cyberbullying support: 9% increase
- ⬇️ Social Media Use (Staff) support: 10% decrease
- ⬇️ Parental / Community Awareness support: 12% decrease overall though still remains foremost issue in Top 6 areas requiring support (NB. School-only responses indicate almost 60% would like more support in this area).
- ⬆️ Online Extremism was added to the survey for the first time in 2015. Whilst previous statistics are therefore not available, the results indicate that 1 in 6 respondents would like to see more support for this area.

Progression example

- Parental / Community Awareness support
- Produced template guide for Schools to include in Newsletters, Websites etc in run-up to Xmas 2014
- Schools insert own logo / school header
- Well-received – requests to re-issue in advance of SID 2015
- Subsequently used in wider workforce and outside Lancashire












Borough of Pendle

lancashire
safeguarding
children
with
board

Staying Safe Online

...a guide for Parents and Carers

The range and complexity of today's technology can often seem bewildering for many adults, particularly with older children who may seem to be permanently 'connected'. Parents and Carers are key partners in helping to safeguard our children when using technologies such as Laptops, Tablets, Smartphones and Games Consoles - as such, it is useful to agree some ground rules to support their safe use. Use the checklist below and those points opposite as starting points. The list of recommended resources on the left are great sources of information which outline some of the potential risks and provide supporting information for parents and carers.


 www.childnet.com/parents-and-carers	 www.bbc.co.uk/cbbc/topics/stay-safe	 www.thinkuknow.co.uk/parents	 www.saferinternet.org.uk/advice-and-resources/parents-and-carers
 www.pegi.info/en/index	 www.internetmatters.org/technologies/parental-controls.html	 www.vodafone.com/content/parents.html	

Some useful suggestions to get started...

- Don't be put off by the technology - remember Knowledge v. Wisdom (what would we do if the technology wasn't involved?)
- Agree some ground rules - set out your expectations (and why), e.g. when can they go online and for how long (don't forget, most gaming consoles now use the Internet as well)?
- Talk to your child about the online world - what do they like, what worries them and what to do if something goes wrong
- Get your child to talk to you - Not confident? Don't know your Tweets from your Snaps? Consider a 'role swap' and let your child become your teacher to increase your own knowledge
- Consider parental controls - solutions don't need to be technical but filters on the home internet connection can help to screen inappropriate content
- Don't jump to conclusions if something goes wrong - we all make mistakes. Some sites/apps may include 'clickbait' in order to generate advertising income.
- Ensure privacy settings are set up on apps/sites and gaming consoles - there are often more options than typically thought but remember we still need to be careful what we share
- Keep an open dialogue - problems often go unreported for fear of losing access to the technologies they treasure

and finally...

- DON'T FORGET THE POSITIVES - whilst the use of technology brings potential risks, it is part of our world and also provides immense opportunities and benefits

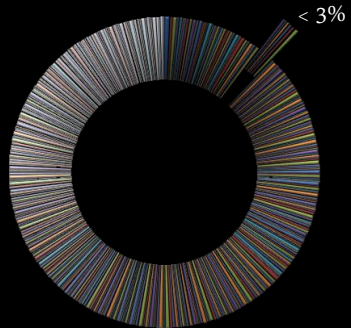
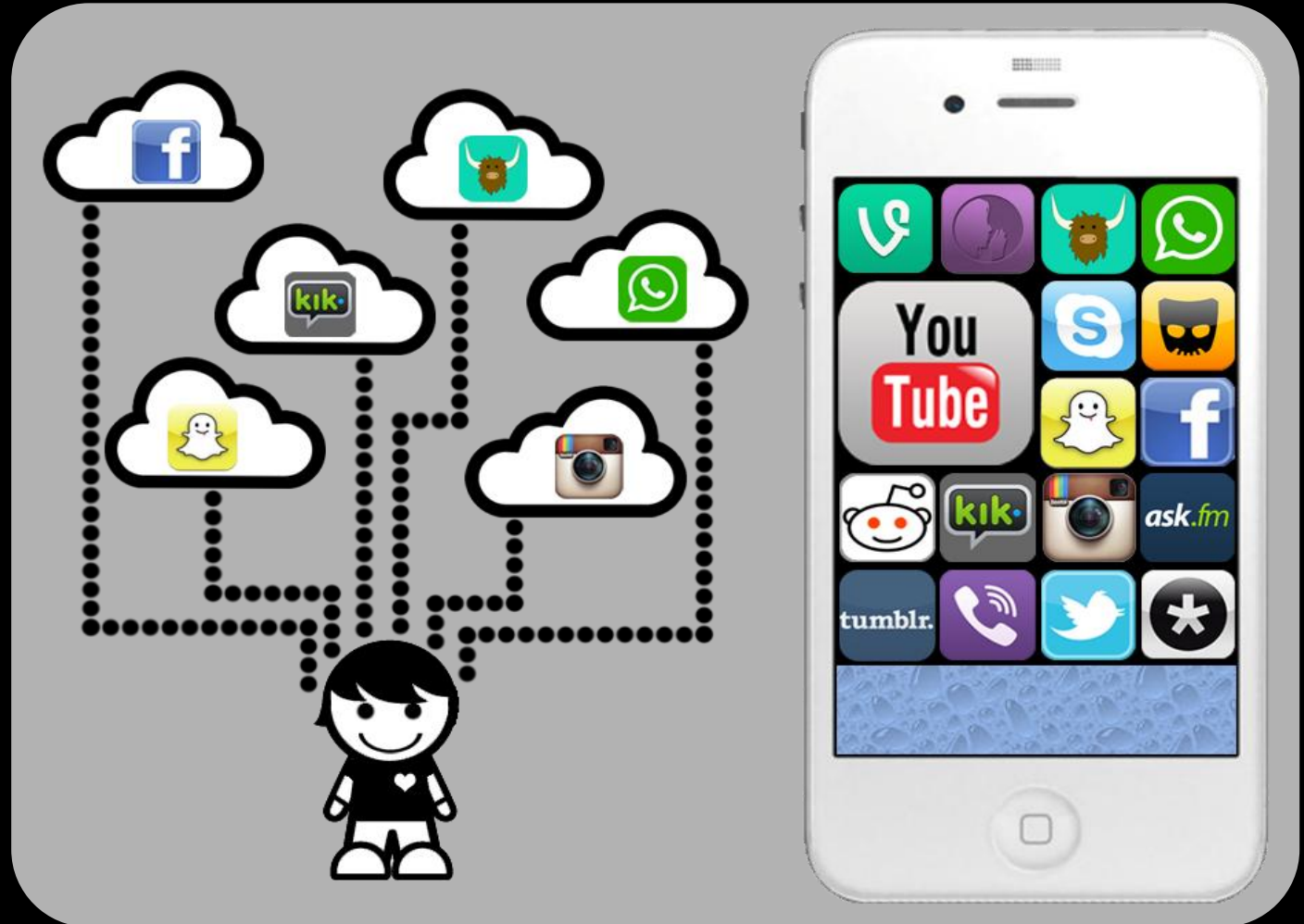


lancashire safeguarding children board

 Know who online 'friends' are	 Ask your child to teach you about their online world
 Be careful about what you share	 Set expectations and time limits
 Understand not everything online is true	 Know how to report problems on Social Media
 Know how to block unwanted callers	 Check security settings are in place
 Make sure you have an Anti-Virus program	 Consider using home broadband filters
 Check age ratings on games	

Popular Social Media tools for YP

- Behaviours ?
- App smashing





Snapchat



Tinder



Omegle



Twitter



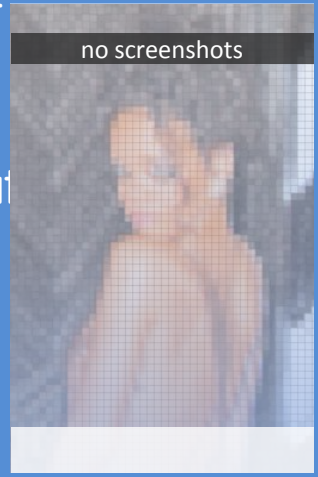
Instagram

What is it: Snapchat is a messaging app that lets users put a time limit on the pictures and videos they send before they disappear.

Why so popular: Snapchat's creators intended the app's fleeting images to be a way for YP to share fun moments without the risk of having them go public. That is what most YP use it for - sending silly or embarrassing photos to one another. Snapchats also seem to send and load much "faster" than e-mail or text.

What do we need to know:

- It's a myth that Snapchats go away forever - images and video are digital and digital=data. Whenever an image is sent, it never truly goes away (e.g. the person on the receiving end can take a screenshot of the image before it disappears)
- Snapchats can be recovered. After a major hack in December 2013, Snapchat clarified their privacy policy but, YP need to be extremely careful what they send.
- It can make Sexting seem OK. The seemingly 'risk-free' messaging might encourage users to share pictures containing inappropriate content.
- Variety of behaviours around Sexting have developed (*...it's okay to Snapchat as long as you don't show your face...*). YP not often aware that images and video are not actually deleted.



"ZIPIT"
Get flirty chat back on track

NSPCC
Cruelty to children must stop. FULL STOP.



Snapchat



Tinder



Omegle



Twitter



Instagram

What is it: Tinder is an online dating app that uses geo-location services and finds 'matches' based on their physical proximity to you. Often referred to as a 'sex app' given its use to easily find casual sex partners. When it finds matches, users press ♥ to 'like' them or ✕ to pass.

Why so popular: Popular amongst 18-25 y/o - older siblings may be using and is free to use (remember Bebo, MySpace...)

- It is quick and simple to use.
- Tinder links in with Facebook (FB) to create your profile (first name, age, photos (which you choose) and your Facebook 'likes').
- The only way someone on Tinder knows if you like them is if they like you too (little/no embarrassment factor).

What do we need to know: Tinder has a messaging function in a virtual private location to chat and get to know matches.

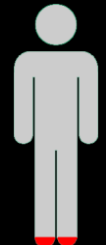
Potential 'false sense of security' as highlights FB 'mutual friends'. Do users really 'know' who they are meeting (similar message to Social Networking delivery — are FB 'friends' the same as real friends ?)

Recently added feature called *Moments* which shares pictures that 'expire' after 24 hours

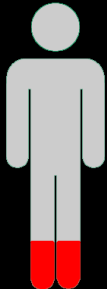


Statistical Research - Behaviour

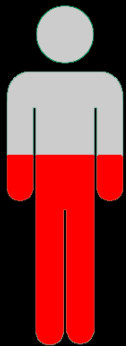
Smartphone ownership amongst C&YP



2%
5-7 y/o



20%
8-11 y/o



65%
12-15 y/o



39%

of teens say they have sent or posted sexually suggestive messages



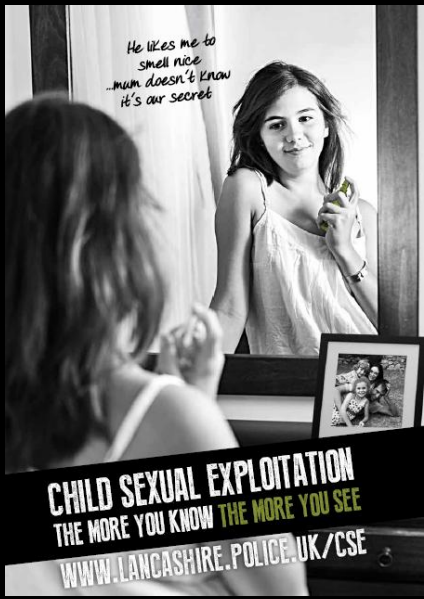
91%

share nude/semi-nude images and suggestive messages sent to them



88%

of self-generated sexually explicit images and videos found on parasite websites in 47 hour study period



Inspection...

Inspecting safeguarding in early years, education and skills settings

Guidance for inspectors undertaking inspection under the common inspection framework

Inspecting e-safety in schools

Briefing for section 5 inspection

Key features of good and outstanding practice

Whole school consistent approach	All teaching and non-teaching staff can recognise and are aware of e-safety issues. High quality leadership and management make e-safety a priority across all areas of the school (the school may also have achieved a recognised standard, for example the e-Safety Mark). A high priority is given to training in e-safety, extending expertise widely and building internal capacity. The contribution of pupils, parents and the wider school community is valued and integrated.
Robust and integrated reporting	School-based reporting routes that are clearly understood and used by the whole school, for example online anonymous reporting systems. Report Abuse buttons, for example CEOP, Clear, signposted and respected

Any professional communications that utilise technology between the school and pupils/students, their families or external agencies should:	<ul style="list-style-type: none"> take place within clear and explicit professional boundaries be transparent and open to scrutiny not share any personal information with a child or young person.
---	---

Indicators of inadequate practice

- Personal data is often unsecured and/or leaves school site without encryption.
- Security of passwords is ineffective, for example passwords are shared or common with all but the youngest children.
- Policies are generic and not updated.
- There is no progressive, planned approach to e-safety, for example there is only a single policy.
- There is no internet filtering.
- There is no evidence of staff training.
- Children are not aware of how to report concerns.

April 2014

Making Sense of the New Online Safety Standards – what do I need to know?

Ofsted has published the long awaited changes to the way it inspects all early years, education and skills settings, including schools from September 2015. This includes significant changes to how they consider and inspect Online Safety. SWGFL / UK Safer Internet Centre highlights the changes and explains what the implications are.

Earlier this month, Ofsted published their 'far-reaching' changes to the way they will 'inspect early years provision, schools and further education and skills from September 2015'. This represents the introduction of a brand new common inspection framework and significant change across all these remits, in which Online Safety is no exception.

The first point is that the term e-Safety has been replaced with 'Online Safety'. This fundamental change reflects a widening range of issues associated with technology and a user's access to content, contact with others and behavioural issues. The term Cyber bullying has also been replaced with 'Online Bullying'.

Online Safety references are no longer simply statements that are

- In order to make this judgement, 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.

August 2015

Inspectors will **always** make a written judgement in the section on leadership and management about the effectiveness of the arrangements for safeguarding pupils.

Short inspections of good schools will **always** report on the effectiveness of safeguarding. If safeguarding is not effective, HMI will **always** convert the short inspection to a section 5 inspection.

Actions...



****Strongly recommended****

Self Review

- journey (S-M-L Term Objectives)
- where are we currently at
- where do we want to be
- how do we get there
- 'so-what' factor (ask yourself what difference does what YOU are doing make to THAT young person)?

Self Review

Support ?



FREE

www.onlinecompass.org.uk



Structure Map

Online Compass self review tool is divided into three sections, with each section containing a number of parts. Each part has three level statements - red, amber or green. You should choose the level statement which best matches your level of provision. The sections and parts are structured as follows:

Sections:	Parts:					
Section 1 Management	Part 1 Leadership	Part 2 Policy	Part 3 Reviewing Practice	Part 4 Data Security		
Section 2 People	Part 1 Educating Children	Part 2 Training	Part 3 Reporting	Part 4 Sanctions		
Section 3 Technology	Part 1 Communications	Part 2 Personal Devices	Part 3 Digital Images	Part 4 Your Technology	Part 5 Filtering & Supervising	Part 6 Monitoring

For instructions on how to use Online Compass, please see the quickstart guide: www.onlinecompass.org.uk/quickstart

Section 2: People

About this section

Part 1: Leadership

Who has the responsibility of managing the online...

No one has overall responsibility for managing the online safety of all users
 A designated person oversees the management of the online safety of all users
 A designated person oversees the management of the online safety of all users & is agreed and supported by all

Sections:
Clicking on any of the three tabs on the left of the review page will take you to the first part in the required section. When selected, that tab will be blue, the other tabs will be green. You can also move through the sections using the buttons along the bottom of the review screen. To find out more about a section, click on 'About the section' icon within the tab.

Parts:
The blue title bar shows the number and name of the part you are currently viewing. Below that you will find the red, amber and green part descriptions. From this screen you can also access improvement Actions, Suggested Evidence Sources and the suggested Resources relevant to that part.

Rating:
Rating a part is easy, simply click the red, amber or green statement which most accurately describes your group's current level. A tick showing over the circular 'traffic lights' indicates the level currently selected. To remove a rating simply click again on the selected level or to change the rating click on another level. When you make a rating the Suggested improvement Actions below are automatically updated and displayed. All ratings are automatically saved.

|

The 'Prev' and 'Next' buttons take you through the Sections and Parts in a linear fashion. When you arrive at the end of a section you will automatically move to the first part of the next section.

The buttons along the bottom of the screen let you move to a specific Part. Moving your mouse over a dot indicates the Part it represents, whilst its colour shows your rating. Sections are split by green vertical lines.

Sections and Parts are presented within a grid. When moving to a different section the grid animates vertically and when moving within a section it animates horizontally - see www.onlinecompass.org.uk/structuremap

Delete and insert
School Logo / Newsletter Bulletin Heading

Staying Safe Online ...a guide for Parents and Carers

The range and complexity of today's technology can often seem bewildering for many adults, particularly with older children who may seem to be permanently 'connected'. Parents and Carers are key partners in helping to safeguard our children when using technologies such as laptops, Tablets, Smartphones and Games Consoles - as such, it is useful to agree some ground rules to support their safe use. Use the checklist below and those points opposite as starting points. The list of recommended resources on the left are great sources of information which outline some of the potential risks and provide supporting information for parents and carers.

Some useful suggestions to get started:

- Don't be put off by the technology - remember Knowledge v Wisdom what would we do if the technology wasn't invented?
- Agree some ground rules - set out your expectations (and when) e.g. when can they go online and for how long don't forget most games consoles now use the internet as well?
- Talk to your child about the online world - what do they like, what worries them and what to do if something goes wrong?
- Get your child to talk to you - Not confident? Don't know your 'Tweets from your Tweet?' Consider a 'Wipe sweep' and let your child become your teacher to increase your own knowledge.
- Consider parental controls - solutions don't need to be technical but filters on the home internet connection can help to screen appropriate content.
- Don't jump to conclusions if something goes wrong - we all make mistakes. Some missteps may include clicking on ads in order to generate advertising income.
- Encourage good settings - are set up on consoles and gaming consoles - there are often more options than you'd think! Remember we still need to be careful what we share.
- Focus on user dialogue - problems often go unreported for fear of losing access to the technologies they treasure.
- Don't forget the positives - whilst the use of technology brings potential risks, it is part of our world and also provides immense opportunities and benefits.

Check age ratings on games

UK Safer Internet Centre
www.saferinternet.org.uk/advice-and-resources/parents-and-carers

Do the Check.

Instagram Privacy and Safety Checklist

Do the Check.

Twitter-Checklist

Do the Check.

Snapchat-Checklist

Do the Check.

<http://swgfl.org.uk/products-services/esafety/resources>

Safety tools on social networks and other online services

Most online services offer some safety features that can help you manage access to age-inappropriate content, report concerns or protect privacy.

It is a good idea to think about the sites and services your family uses, and check out which features these sites have that might be helpful for you. Talk to your children and make sure they know how to use the tools on the sites and services they use.

Social Networks | Web Browsers | TV on Demand

www.saferinternet.org.uk/advice-and-resources/parents-and-carers/safety-tools-on-online-services

Digital parenting

Issue 3

Plus
Why you should think twice before sending a risky selfie

Setting up controls for smartphones, search engines and social media

7
Young mavericks taking cyberspace by storm

Advice on online bullying, stranger dangers, in-app purchases and more

The modern family

Staying safe and still having fun in a brave new, connected world

Vodafone Power to Protect

Highly Recommended

www.vodafone.com/content/parents/digitalparenting/view_magazines.html

www.internetmatters.org

With Parental Controls ON you can help protect your family from internet baddies like these

Protect my family | Why do I need protection? | Watch intro video

Where next...

January
12

www.esafetylive.com
**E-SAFETY
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Bringing the
latest in E-Safety
to your door

in Lancashire

2016

http://bit.ly/blackpool_pm

http://bit.ly/chorley_am

http://bit.ly/chorley_pm

Monday 11th January 2016

(pm) The Solaris Centre, Blackpool

Tuesday 12th January 2016

(am) The Woodlands Centre, Chorley

(pm) The Woodlands Centre, Chorley

FREE



Graham Lowe
Chair, Pan-Lancashire
LSCB eSafeguarding Group
E: graham.lowe@ict.lancsngfl.ac.uk

February
09



SAFER INTERNET DAY 2016

■ TUESDAY 9 FEBRUARY ■
Play your part for
a better Internet

www.saferinternetday.org