# Parent E-Safety Workshop

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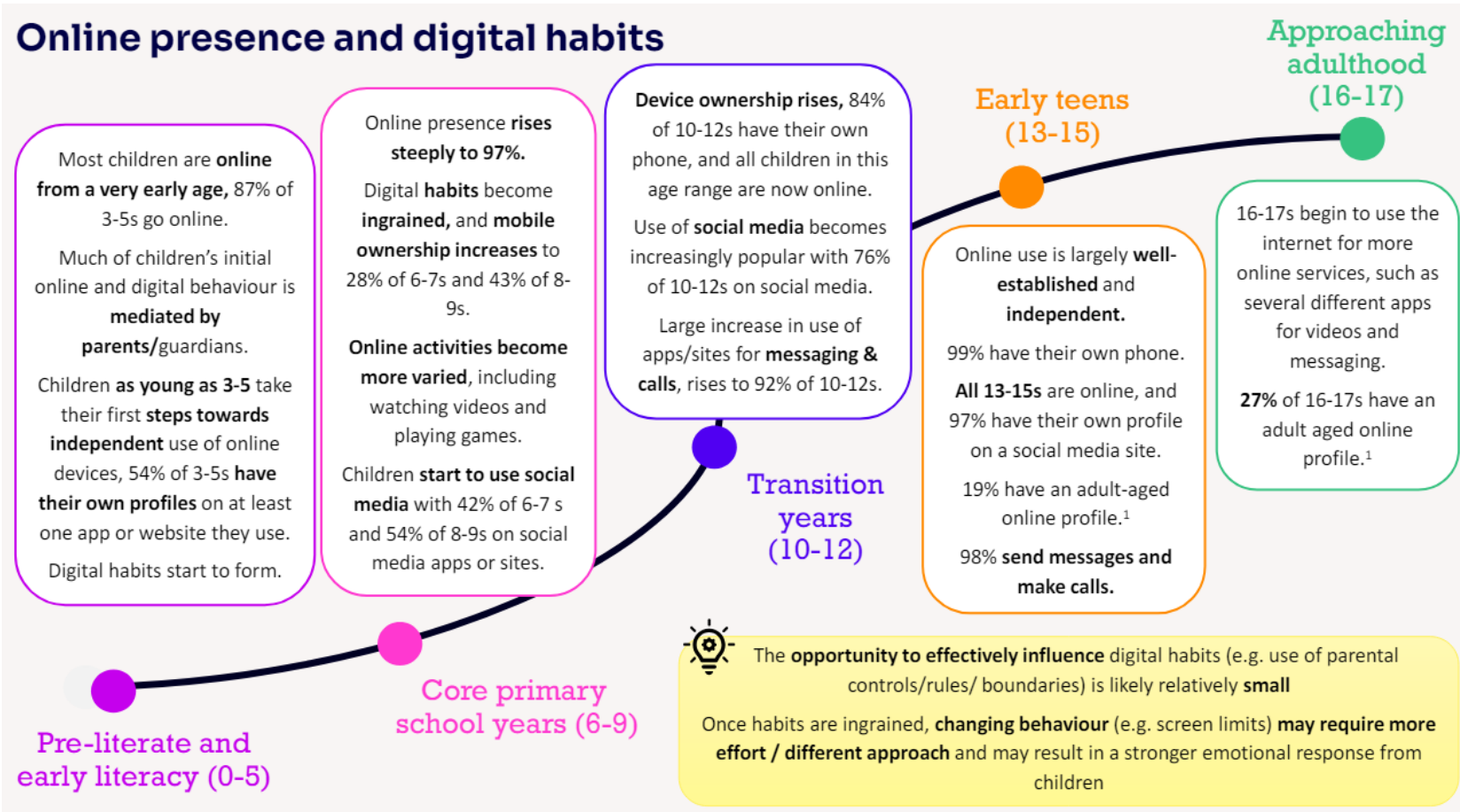
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# Aims of Workshop

▶ Look at benefits of children having access to the internet.

▶ Identify potential risks that children face online.

▶ Understand what we do in school to help children stay safe online.

▶ Offer ways to help children say safe online at home.

▶ Offer ways to help children build online resilience.

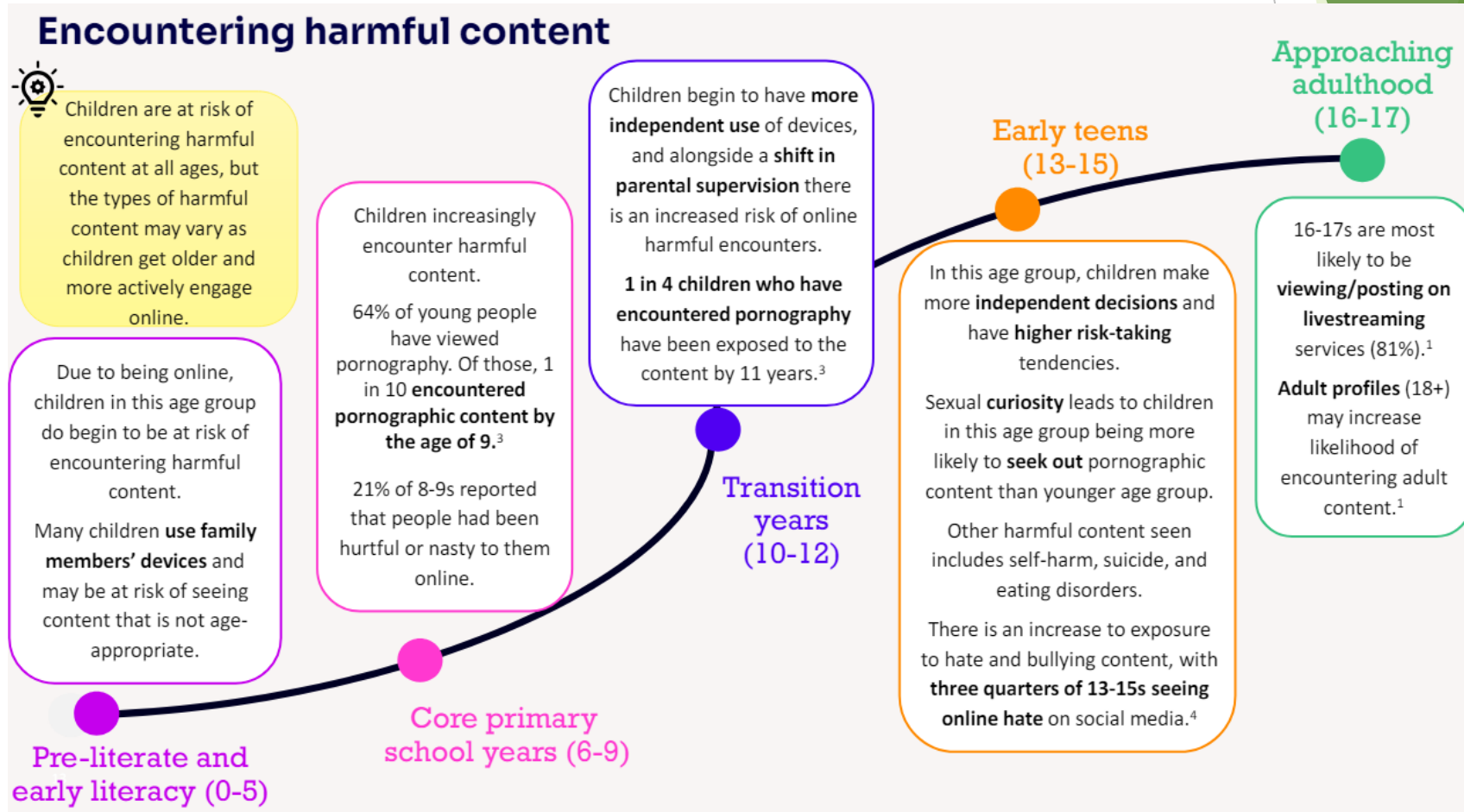▶ Offer websites and resources that can be used to help promote online safety at home.

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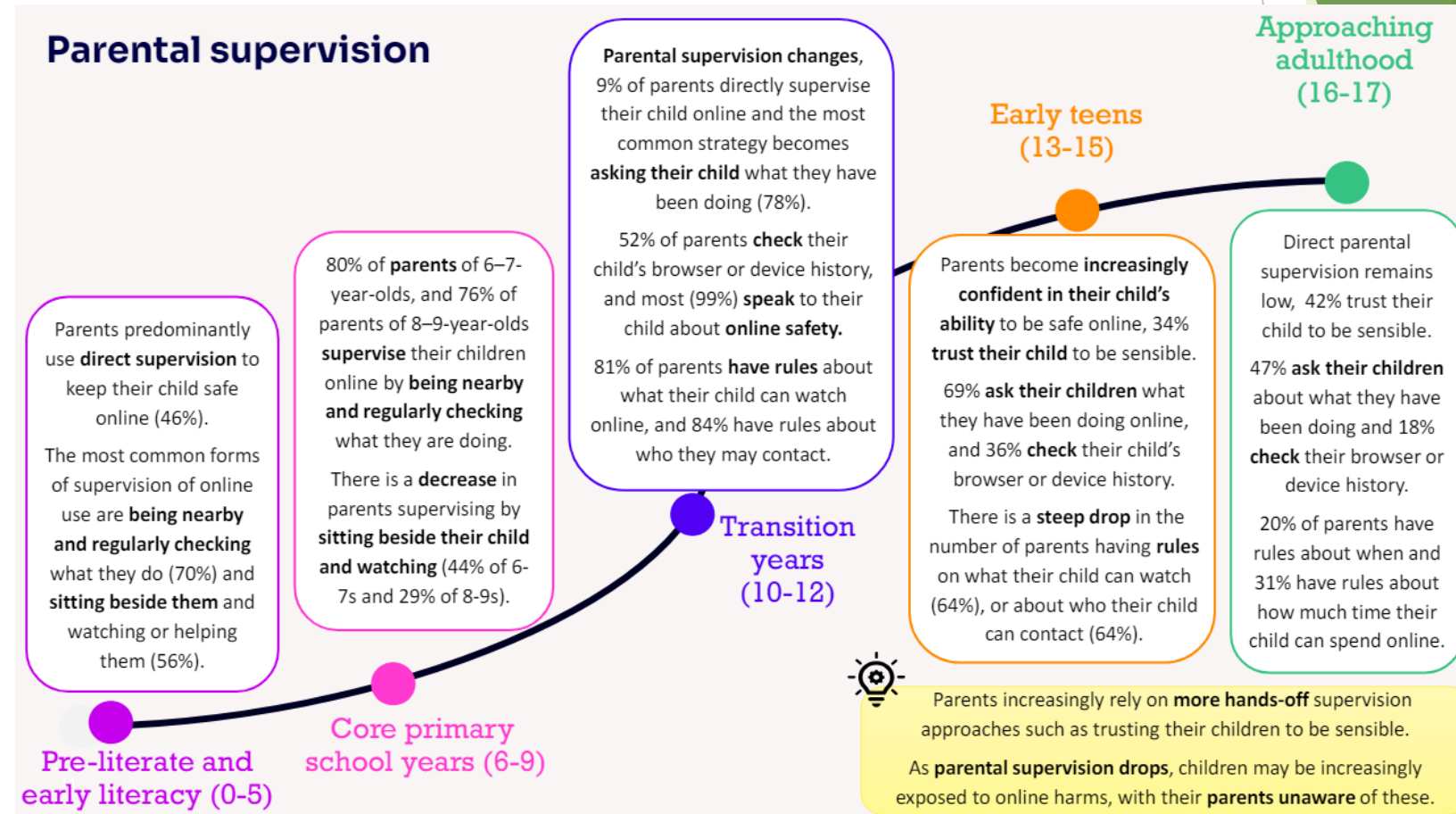SCHOOLS

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# What has research found?
# Ofcom 2024

## Online presence and digital habits

**Pre-literate and early literacy (0-5)**

Most children are **online from a very early age,** 87% of 3-5s go online.

Much of children's initial online and digital behaviour is **mediated by parents**/guardians.

Children **as young as 3-5** take their first **steps towards independent** use of online devices, 54% of 3-5s **have their own profiles** on at least one app or website they use.

Digital habits start to form.

**Core primary school years (6-9)**

Online presence **rises steeply to 97%.**

Digital **habits** become **ingrained,** and **mobile ownership increases** to 28% of 6-7s and 43% of 8-9s.

**Online activities become more varied,** including watching videos and playing games.

Children **start to use social media** with 42% of 6-7s and 54% of 8-9s on social media apps or sites.

**Transition years (10-12)**

**Device ownership rises,** 84% of 10-12s have their own phone, and all children in this age range are now online.

Use of **social media** becomes increasingly popular with 76% of 10-12s on social media.

Large increase in use of apps/sites for **messaging & calls,** rises to 92% of 10-12s.

**Early teens (13-15)**

Online use is largely **well-established** and **independent.**

99% have their own phone.

**All 13-15s** are online, and 97% have their own profile on a social media site.

19% have an adult-aged online profile.[1]

98% **send messages and make calls.**

**Approaching adulthood (16-17)**

16-17s begin to use the internet for more online services, such as several different apps for videos and messaging.

**27%** of 16-17s have an adult aged online profile.[1]

The **opportunity to effectively influence** digital habits (e.g. use of parental controls/rules/ boundaries) is likely relatively **small**

Once habits are ingrained, **changing behaviour** (e.g. screen limits) **may require more effort / different approach** and may result in a stronger emotional response from children

# What has research found?
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## Encountering harmful content

Children are at risk of encountering harmful content at all ages, but the types of harmful content may vary as children get older and more actively engage online.

**Pre-literate and early literacy (0-5)**

Due to being online, children in this age group do begin to be at risk of encountering harmful content.

Many children **use family members' devices** and may be at risk of seeing content that is not age-appropriate.

**Core primary school years (6-9)**

Children increasingly encounter harmful content.

64% of young people have viewed pornography. Of those, 1 in 10 **encountered pornographic content by the age of 9.**[3]

21% of 8-9s reported that people had been hurtful or nasty to them online.

**Transition years (10-12)**

Children begin to have **more independent use** of devices, and alongside a **shift in parental supervision** there is an increased risk of online harmful encounters.

**1 in 4 children who have encountered pornography** have been exposed to the content by 11 years.[3]

**Early teens (13-15)**

In this age group, children make more **independent decisions** and have **higher risk-taking** tendencies.

Sexual **curiosity** leads to children in this age group being more likely to **seek out** pornographic content than younger age group.

Other harmful content seen includes self-harm, suicide, and eating disorders.

There is an increase to exposure to hate and bullying content, with **three quarters of 13-15s seeing online hate** on social media.[4]

**Approaching adulthood (16-17)**

16-17s are most likely to be **viewing/posting on livestreaming** services (81%).[1]

**Adult profiles** (18+) may increase likelihood of encountering adult content.[1]

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# What has research found?
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**Parental supervision**

**Pre-literate and early literacy (0-5)**

Parents predominantly use **direct supervision** to keep their child safe online (46%).

The most common forms of supervision of online use are **being nearby and regularly checking** what they do (70%) and **sitting beside them** and watching or helping them (56%).

**Core primary school years (6-9)**

80% of **parents** of 6–7-year-olds, and 76% of parents of 8–9-year-olds **supervise** their children online by **being nearby and regularly checking** what they are doing.

There is a **decrease** in parents supervising by **sitting beside their child and watching** (44% of 6-7s and 29% of 8-9s).

**Transition years (10-12)**

Parental supervision changes, 9% of parents directly supervise their child online and the most common strategy becomes **asking their child** what they have been doing (78%).

52% of parents **check** their child's browser or device history, and most (99%) **speak** to their child about **online safety.**

81% of parents **have rules** about what their child can watch online, and 84% have rules about who they may contact.

**Early teens (13-15)**

Parents become **increasingly confident in their child's ability** to be safe online, 34% **trust their child** to be sensible.

69% **ask their children** what they have been doing online, and 36% **check** their child's browser or device history.

There is a **steep drop** in the number of parents having **rules** on what their child can watch (64%), or about who their child can contact (64%).

**Approaching adulthood (16-17)**

Direct parental supervision remains low, 42% trust their child to be sensible.

47% **ask their children** about what they have been doing and 18% **check** their browser or device history.

20% of parents have rules about when and 31% have rules about how much time their child can spend online.

Parents increasingly rely on **more hands-off** supervision approaches such as trusting their children to be sensible.

As **parental supervision drops**, children may be increasingly exposed to online harms, with their **parents unaware** of these.

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# What are the benefits of children having access to online activities?

▶ They can find information and support about a range of topics both related and unrelated to their school work.

▶ Being online improves their quality of access- it offers alternative ways to communicate with others.

▶ Being online gives children a voice about important issues.

▶ It gives children the chance to portray themselves how they wish to.

▶ They can explore the world around them in a variety of ways.

▶ Children learn problem solving skills.

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# What Risks do children face online?

► The risks children face online vary depending on a number of factors:

  ► Age of the children

  ► What technology they have access to

  ► How long they spend online

  ► What they do online and who they are talking to

► The main risks are:

  ► Being exposed to inappropriate content.

  ► Inappropriate communication with others.

  ► Proactively engaging in risky behaviour.

  ► Damage to mental and physical health

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# Social Media Age Restrictions

# PEGI ratings in Games

▶ The PEGI rating on a game confirms that it contains content suitable for a certain age group and above. In-Game Purchases also signify whether a game includes random items (like loot boxes or card packs), the information will be included in the form of a notice (Includes Paid Random Items) on physical packaging and on digital storefronts.

▶ https://pegi.info/ allows you to check the rating of any game.

▶ https://www.commonsensemedia.org/ allows you to check books, movies, games , apps, podcasts, youtube channels and TV programmes.

TWO LEVELS OF INFORMATION AS A GUIDE : THE PEGI AGE LABELS

3 www.pegi.info
7 www.pegi.info
12 www.pegi.info
16 www.pegi.info
18 www.pegi.info

THE CONTENT DESCRIPTORS

BAD LANGUAGE | DISCRIMINATION | DRUGS | FEAR | GAMBLING | SEX | VIOLENCE | IN-GAME PURCHASES

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# What does GJS do to help support children with Online Safety?

▶ E-Safety policy in place which includes online safety.

▶ Computing lessons start with an E-Safety starter each week

▶ Take part in Safer Internet Day every February with a different focus each year.

▶ Each class has created and signed an E-Safety charter to encourage children to be safe online.

▶ Regular chats about being safe online during circle times and whenever it is felt necessary.

▶ Encourage open communication with children to speak up if there is a problem without judgement.

▶ Children are supervised when using technology in school. Adults alerted if children search content that is blocked by our monitoring system (Surf Protect).

▶ Mental health support given to those who need to help tackle issues and build self confidence.

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# Mobile Phones

- We strongly discourage children from bringing a mobile phone to school

- Permission must be sought from Mr Samson before a phone can be brought in. We will consider the distance walked and other individual circumstances.

- Mobile phones should be switched off before the children come into school and placed in a box in the school office. They will be collected at the end of the day and turned on once the children leave the school grounds.

- Please consider the type of phone you are giving your child and what they are able to access on this device.

# How to keep children safe at home

- Use TALK to help enable positive relationships between yourselves and your children around E-Safety.
    - T: Talk.
    - E: Explore.
    - A: Agree.
    - M: Manage.
- Ensure children are being supervised when using technology. Keep devices in high traffic areas and avoid use in bedrooms/ at night.
- Do not be afraid to check your child's phone or device regularly (including searches)
- Try to be honest and reflect on you own online behaviour- are you being a good role model?
- Try not to blame children if they experience a problem- offer reassurance, help, support and advice.
- Ensure sufficient systems are in place to help protect children.
    - https://www.internetmatters.org/parental-controls/ offers support for how to put controls on different devices, entertainment/ search engines, broadband/ mobile networks, social media sites and gaming consoles.

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# How to help children build online resilience.

▶ Encourage open communication without judgement.

▶ Demonstrate practical solutions and ensure children know what to do if they encounter a problem.

▶ Help children tackle any mental health difficulties in a non-judgemental way.

▶ Promote internet use.

▶ Encourage young children to support each other.

▶ Allow children to experiment and take risks in a managed way.

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# What about at Secondary School?

- Both Broadwater and Rodborough have a Mobile Phone/ Acceptable Use of technology policy.

- Both schools allow mobile phones to be brought to school but they must be switched off during the school day. Both schools state they will confiscate phones that are used without teacher permission.

- Consider if your child needs to take their device to school.

- Ensure all devices have suitable controls and restrictions on them.

- Broadwater suggest checking your child's phone regularly and not allowing them to have their phone with them over night/ after a certain time.

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# Thank you for coming

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