

Corbets Tey School

Technology and Online Safety Newsletter

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The Department for Education guidance document **Keeping Children Safe in Education (May 2016 updated Sept 2016)** sets out the legal duties with which schools and colleges must comply in order to keep children safe including keeping safe online.



We are aware of the special challenges for our parents regarding online safety. We want to work in partnership with you to identify where additional support and information is needed and how to use this to protect your children and young people. This regular newsletter will help to keep you aware of developments in the use of technology in the school and share the latest online safety information available.

Piota

We have signed up to a new app called Piota. This is a custom built app for our school which enables easy information sharing with parents, carers, grandparents, aunts uncles, and the wider school family. The Piota App will provide quick and easy access to information and messages from school. Most functions on it are intuitive to use (eg News is news about school, Information is information...), however there are some useful extra features to know about.

From the Home screen:

Events section. You can view this in calendar page format or click the list view button at top right of screen to see it as a scrolling list. Events can be added to your phone calendar by clicking the "calendar plus" icon for an event.

Timeline section. This is a log of messages sent to you and your replies. Go here to catch up on any missed messages since you last used the app or to check what you said when you replied.

More... section. This takes you to a secondary menu with additional sections including:

Settings section. This allows you to filter alert messages so you receive notifications relevant to your child(ren)'s life at school.

About the App section. Holds legal information about use of personal data, cookies etc and a feedback link if you would like to comment on the app.

First things to do when downloading the app:

1. Go to the Settings page and opt yourself into the groups of interest to you. Leave "Urgent" alerts switched on: this is for important messages to the whole school.
2. Go to the Events section and add events of interest to your phone calendar as above if you would like reminders about them nearer the time.

We will be holding initial staff training soon to learn how to upload information and send messages through the app. After this we will let parents know when we are properly up and running. You can however download the app now to your iPhones, iPads and analogue devices to get a sneak preview!



Internet Matters - A website designed to help parents with advice tailored by age, covers a wide range of issues, offers a range of advice guides; simple, practical & easy to access, has a dedicated section on settings & controls plus articles, research and expert opinion.

Set Up Safe: Simple step by step guides to set up the right parental controls and privacy settings. A comprehensive and easy to navigate hub for parents to help them protect their children from the things they shouldn't see or experience online.

www.internetmatters.org



Technology Day



The school is organising a Technology day in the Spring Term 2018 where we will be holding a round-robin type of demonstration to raise awareness of staff and students of the range of different computing resources that we have in the school and how they can

be used to develop skills. We have invited various external suppliers to demonstrate their products and how they can be used to extend and enhance learning opportunities.



Parent/Carer Technology Training Sessions

Thank you for your responses to our survey asking what training you would like us to provide around the use of computing and IT resources.

The most popular sessions were:

- Clicker Apps
- LGFL Online Learning Resources (free to all parents/carers)
- iPads & Apps

Jo Dilworth from LGFL has already offered two session dates:

- **Wednesday 14th March** from 9.30am to 11.30am
- **Tuesday 20th March** from 12.30pm to 2.30pm

We have arranged **Clicker** sessions organised on **Tuesday 27th March**.

- Session 1 - Sentences & Connect (9.30 to 10.30)
- Session 2 - Docs and Docs Plus (10.45 to 11.45)
- Session 3 - Communicator (12.30 to 13.30)
- Session 4 - Clicker 7 (13.45 to 14.45)

We will be organising an iPads and Apps session in the Summer Term as well as an Online Safety session.



Our school website includes a

'**Parent info Online Safety**' page, which provides an RSS feed with constantly updated articles of information on a wide range of subject matter to help parents help their children be discriminating, web-literate and resilient.

This covers a range of different issues that parent face and have a dedicated section dealing with issues specific to special needs children and their families.

Please see the following link to access this. <http://www.corbetsteyschool.org.uk/articles-from-parentinfo>

Live Streaming: Factsheet



Live streaming is increasingly becoming one of the most popular online activities for children and young people. Apps such as Musical.ly, Live.me, Periscope and YouNow are all soaring in popularity, which has seen other well established apps such as Facebook adding live streaming functions.

The following information explores the features of live streaming and the specific risks children and young people can face.

Key issues for parents to be aware of and to ensure their children know:

- The types of tactics offenders use on live streaming platforms
- Skills to think critically about the people they meet online
- Identifying and responding to pressure and manipulation online
- Issues such as low confidence and self-esteem that can make children and young people particularly vulnerable 'when live'
- Understanding online sexual abuse and sources of support
- Building resilience in children and young people

Live in 3...2...1

Live streaming, sometimes known as “going live”, is the broadcasting of live videos over the internet.

Videos are unedited and are viewed in real time-similar to Live TV.

Why do people live stream?

Sharing videos instantly can feel exciting. Some people use live streaming as a way to showcase their talents, campaign about an issue or to spontaneously share their thoughts with an audience.

Watching live videos?

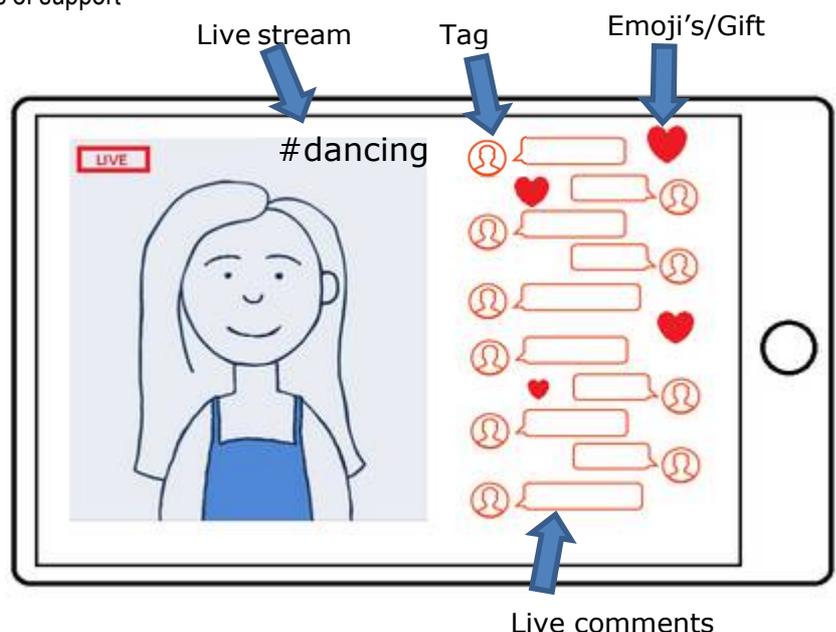
The clue is in the name – live streaming is live, which means there is no opportunity to edit or think critically about the content before it's posted online. Anyone with a camera-enabled device and access to the internet can create and share a live video. This can make live videos unpredictable and very difficult to moderate. Therefore, it's possible for young people to see inappropriate content that could shock or upset them - even if they didn't initially set out to watch that type of video.

Work with young people who are thinking about live streaming?

Whilst live streaming can be fun, it's important to affirm to young people that live videos posted on the internet can remain there forever. They can be recorded, screen shot and shared without permission. Encourage young people to think carefully about what they choose to stream if they decide to go live. When something is live, young people can be more susceptible to acting on impulse-doing something 'in the moment' they might later regret.

Some apps allow viewers to comment on a live video as it is broadcast. Often, the person in the video can read the comments as they are live streaming and can feel a pressure to respond to comments as they are aware they are being watched.

Adult offenders sometimes use tricks and dares to coerce young people into performing acts that involve nudity on camera; sometimes offering them online gifts or 'game points' in exchange for videos. Younger children can be particularly susceptible to these tactics as it can be difficult for them to spot manipulative behaviour in others and stand up to pressure. It is important to remind young people that if someone asks them to remove clothing or do anything sexual, stop and tell someone. No matter who instigated the conversation or what's been said, it is never the young person's fault. Encourage them tell and adult and report to CEOP.



In the digital home, how do parents support their children and who supports them?

Parenting for a Digital Future: Survey Report 1

The London School of Economics (LSE) has published a report looking at how parents and carers approach the task of bringing up their children in the digital age, and the risks or opportunities they see for the future. Findings from a survey of 2,032 parents of children and young people aged 0-17 in the UK show that: digital media brings families together - through television and movies and playing video games, and helps them to keep in touch, through calls, emails and texts, messaging apps and video chat; parents work to enable children's online opportunities and address risks; parents lack support for dealing with digital dilemmas.

LSE Date: 06 February 2018

Executive Summary

Digital media have become deeply integrated into family life, extending old ways of connecting and introducing new ones. Contrary to what panicky headlines might have us believe, rather than displacing established ways of interacting, playing and communicating – digital media sit alongside them. Today, British families eat, shop and read together – and they watch TV, stream content, play video games, and use educational technology. They stop by to see friends and family and they text, use messaging apps and make video calls.

Yet parents have woefully few sources of support and advice when they have digital questions and dilemmas. In this report, released for Safer Internet Day 2018, we present key findings from a nationally representative survey of UK parents of children aged 0-17.

Digital media bring families together – through television and movies and playing video games (favoured by fathers). Families turn to digital media to keep in touch, from calls, emails and texts to newer media like messaging apps and video chat. The latter are gaining in popularity, particularly amongst parents of younger children, whereas parents of teens are more likely to use social media to keep in touch with their children. While some families are engaging in creative activities together, this is the most uneven, with only high-income families likely to have created music, photos or videos together.

'Screen time,' more than particular digital activities, leads to conflict – screen time does not cause the most conflict in families (sleep and behaviour have that distinction) but it is striking that parents report significantly more conflict about screen time than about how children use the technologies themselves.

Parents are working hard to enable children's online opportunities, and address risks – with relatively little difference between mothers versus fathers or sons versus daughters, parents engage in a range of enabling (active talking) and restrictive (setting rules, using filters) strategies. However, the child's age makes a big difference. Parents of very young children mostly set screen time rules or use parental controls. Parents of 5-12 year olds and high-income parents are the most active overall, not only setting rules but also encouraging children to explore online.

Parents lack support for dealing with digital dilemmas – for digital and non-digital dilemmas online searches are the first port of call for parenting questions. But other sources of support in parents' lives – partners, friends and relatives, health professionals or a child's school – are seen as better resources for non-digital questions more than digital ones. Notably, few parents feel they can turn to their own parents for digital advice, suggesting a generation gap that leaves parents unsupported when it comes to these essential and sometimes divisive issues.

The implications of these findings include that, rather than worrying about the catch-all notion of 'screen time' it might be better to focus on whether, when and why particular digital activities help or harm individual children. Further, policy makers should consider how to reach parents with guidance on digital matters in ways that are effective, inclusive, and tailored to the specific ages and needs of their children.

Further information: <http://www.lse.ac.uk/media-and-communications/assets/documents/research/preparing-for-a-digital-future/P4DF-Survey-Report-1-In-the-digital-home.pdf>

Support Sites

UK Safer Internet Centre

<https://www.saferinternet.org.uk/>

LGfL Online Safety <http://os.lgfl.net>

Childnet <http://www.childnet.com/>

NSPCC <https://www.nspcc.org.uk/>

Parentzone <https://parentzone.org.uk>

Internet Matters www.internetmatters.org