

Online Safety Update

FAO Headteachers, Designated Safeguarding Leads
& Computing Subject Leaders

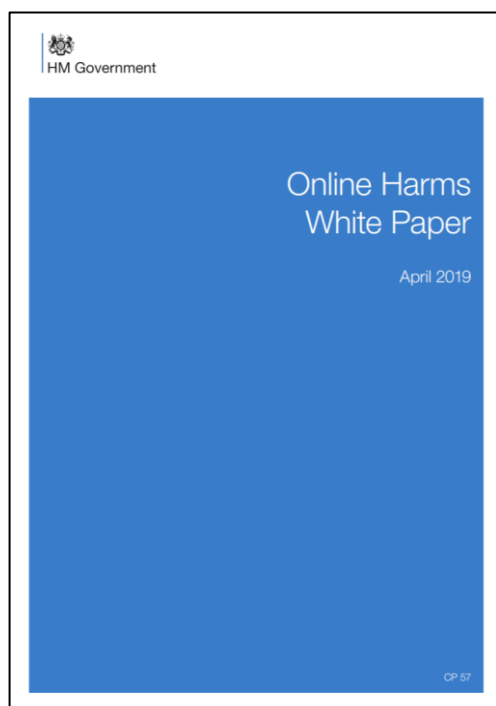
Welcome to issue 24 of the Online Safety Update brought to you by School Improvement Liverpool.

This half-termly update is for leaders and practitioners working with children and young people in schools and other settings across Liverpool.

The aim is to bring you relevant information to assist you in educating children and young people about how to keep themselves safer when using the internet and social media and for you to give them an increased awareness of digital risks.

If you would like to access the resources referenced in this update, you can locate them by going to this link: <http://tinyurl.com/silonlinesafety1617> and looking in the SIL Online Safety Updates 2016-18 folder.

Online Harms White Paper



You can respond to the consultation online via this [link](#) (see details on page 97)

Published on 8th April, this consultation closes on 1st July 2019.

The Executive Summary can be read [here](#)

The full document is an interesting read and there are 193 mentions of children.

Para 48 informs us that the government will develop a new online media literacy strategy; and that this strategy will ensure a coordinated and strategic approach to online media literacy education and awareness for children, young people and adults.

There two key questions, in my opinion, relating to education, are –

Q17. Should the government be doing more to help people manage their own and their children's online safety and, if so, what?

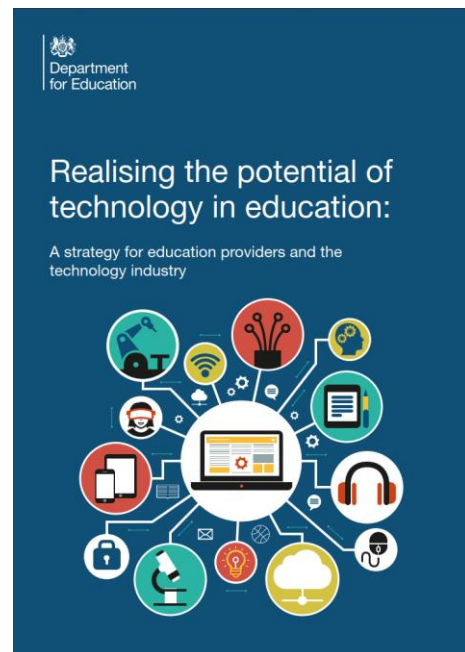
Q18. What, if any, role should the regulator have in relation to education and awareness activity?

Edtech Strategy

Also published in April by HM Government is the Edtech Strategy.

Less interesting to read, IMO, but a document that school leaders need to be aware of. There is a section on Promoting Digital Safety - Section 5, pages 24-27.

You can read the summary [here](#).



ico. Age appropriate design: a code of practice for online services



ico, the Information Commissioner's Office, also has a consultation out at the moment (closes on 31st May).

The document focuses on 16 standards of age-appropriate design for information society services likely to be accessed by children.

This code provides practical guidance on how to design data protection safeguards into online services to ensure they are appropriate for use by, and meet the development needs of, children.

It takes account of the standards and principles set out in the United Nations Convention on the Rights of the Child (UNCRC), and sets out specific protections for children's personal data in compliance with the provisions of the General Data Protection Regulation (GDPR).

I thought that it was a fascinating [read](#) and could prompt an interesting discussion with children and young people about "their" data.

RSPH #NewFilters



In March 2019, the **All Party Parliamentary Group on Social Media and Young People's Mental Health and Wellbeing** published its report on the Group's Inquiry, **#NewFilters** to manage the impact of social media on young people's mental health and wellbeing. This was the first national Inquiry specifically examining the impact of social media on the mental health and wellbeing of young people, which ran from April 2018 to January 2019.

The report explores the **positive and negative** health impacts of social media, as well as putting forward recommendations to protect young social media users from potential health harms.

You can read the full report but a list of the **Key Findings** are summarised below:

- Social media can have a range of positive effects: providing a platform for self-expression, enhancing social connections, and supporting learning.
- Young people using social media to find support for mental health conditions are at high-risk of unintentional exposure to graphic content and that discourse could unhelpfully “glamorise” mental illness and prevent young people from accessing professional help.
- While 12% of children who spend no time on social networking websites have symptoms of mental ill health, the figure rises to 27% for those who are on the sites for three or more hours a day.
- Almost two-thirds (63%) of young people reported social media was a good source of health information.
- Pressure to conform to beauty standards perpetuated and praise online can encourage harmful behaviours to achieve “results”, including disordered eating and body shame.
- 46% of girls compared to 38% of all young people reporting that social media had a negative impact on their self-esteem.

The Royal Society for Public Health (RSPH) is running a **webinar** on the impact of social media on young people's mental health and wellbeing which you may be interested in.

Exploring #New Filters: a look into the recommendations

from the All Party Parliamentary Group

16 July 2019, 1 pm

Chair: Graham Rushbrook, chair of the Behaviour Change Special Interest Group at RSPH and member of the NICE Public Health Advisory Committee Programme.

Speakers: Chris Elmore MP, Chair of the APPG on Social Media on Young People's Mental Health and Wellbeing and Niamh McDade, Senior Campaigns & Communications Executive at RSPH.

You can find a link to register for the webinar [here](#).

Children's social media use has "trivial" effect on happiness (The Guardian, 6th May)

Time spent on social media has only a "trivial" impact on life satisfaction among adolescents, say researchers.

The team behind a new study say time spent on social media has only a small negative effect on how happy boys and girls feel about life, and that only girls reduced their use of social media as a result of feeling discontented.

While the team found the effects of time spent on social media do appear to be wider ranging for girls than boys, they said even then the effects remain tiny.

According to Prof Andy Przybylski, co-author of the research from Oxford University, "99.75% of a young person's life satisfaction across a year has nothing to do with whether they are using more or less social media".

Przybylski said the study adds to the evidence that it is not how much time children spend on social media that is important when it comes to wellbeing, saying that the focus on time "is like somebody crying wolf". Instead, he said, there are other, more nuanced, questions that should be asked.

"It is entirely possible that there are other, specific, aspects of social media that are really not good for kids ... or that there are some young people who are more or less vulnerable because of some background factor," he said.

The team said parents should stop worrying about how long their children spend on platforms such as Facebook and Snapchat, and instead talk to them about their experiences.

You can read the full study "**Social Media's enduring effect on adolescent life satisfaction**" here - <https://www.pnas.org/content/early/2019/04/30/1902058116>

Jessie & Friends

In case you haven't seen these videos, here's the link –

<https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/>

The Jessie & Friends animations are age-appropriate and do not depict any situations where adults communicate with children online. Instead, they show safe, non-scary situations which help young viewers identify things which might worry them online. For example, in Episode 3 an older sister tricks three younger children into losing an online game. In this way young viewers learn how to identify online behaviour which is 'not right', and how to get help by

telling an adult they trust. This learning will help keep them safe from many risky situations which they may encounter online.

Episode 1 – Watching Videos (4-5 years)

Episode 2 – Sharing Pictures (5-6 years)

Episode 3 – Playing Games (6-7 years)

As well as the videos, there is an accompanying storybook for each episode.



BBC OWN IT – It's Personal

<https://www.bbc.com/ownit/its-personal>

Stay safe, be savvy, get support – know what to do if you have a problem online – this is great site for children and young people – worth bookmarking if you are an educator.

A particular favourite of mine, produced following the infamous M*m* Challenge, you will remember from earlier this year – [Has something scared you online?](#)

Childnet International - Step Up, Speak Up!

Step Up, Speak Up! is a practical campaign toolkit to address the issue of online sexual harassment amongst young people aged 13 – 17 years. Step Up, Speak Up! includes a range of resources for young people and the professionals who work with them, including teachers, pastoral teams, senior school leadership and police forces.

Online sexual harassment is unwanted sexual conduct on any digital platform, and it is recognised as a form of sexual violence

26% of 13-17 year olds have had rumours about their sexual behaviour shared online in the last year, with 65% saying that girls are judged more harshly for this than boys.

47% of 13-17 year olds have witnessed their peers editing photos of someone to make them sexual e.g. placing sexual emojis over them or adding different faces to pornographic images.

31% of 13-17 year olds have seen their peers create fake profiles of someone they know to share sexual images, comments or messages.

Find out more at <https://www.childnet.com/resources/step-up-speak-up>

Ofsted Inspection Framework (published 14th May)

The newly published Section 5 Handbook (for September 2019) has three main references to online safety...

Para 199, page 53:

The judgement focuses on the factors that research and inspection evidence indicate contribute most strongly to pupils' positive behaviour and attitudes, thereby giving them the greatest possible opportunity to achieve positive outcomes. These factors are:

- **An environment in which pupils feel safe, and in which bullying, discrimination and peer-on-peer abuse – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur.**

Para 214, page 59

This judgement focuses on the dimensions of the personal development of pupils that our education system has agreed, either by consensus or statute, are the most significant. These are:

- **enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them**
- **enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media**

Para 259, page 70

All schools should have a culture of safeguarding. This means they should have effective arrangements to:

- **always act in the best interests of children, pupils and students to protect them online and offline**

The Section 8 Handbook has two main references to online safety...

Para 65, page 16

All schools should have a good culture of safeguarding should have effective arrangements to:

- **always act in the best interests of pupils to protect them online and offline;**

Para 251, page 56

The inspection will focus on the factors that research and inspection evidence indicates contribute most strongly to pupils' positive behaviour and attitudes. These factors are:

- **an environment in which pupils feel safe, and in which bullying, discrimination and peer-on-peer abuse – online or face-to-face – are not accepted and are dealt with quickly, consistently and effectively whenever they occur.**

No way to screen out under-13s on Facebook, inquiry told

Facebook does not know how many under-13s or sex offenders in the UK use its platforms, a senior executive has said at the independent inquiry into child sexual abuse.

Speaking on 14th May, answering a question about safety checks carried out on new accounts, Julie de Baillencourt (formerly Facebook's global safety policy manager and now its senior global operations manager) said the company had no way of verifying the age or criminal history of people signing up.

Facebook has a minimum age requirement of 13. Asked by Jacqueline Carey, counsel to the inquiry, whether any documents were required to authenticate registration, De Baillencourt said none were. She said it would be difficult "to differentiate between a 14- and 12-year-old".

De Baillencourt told the enquiry the company had 30,000 people around the world working on safety and security, around half of whom reviewed and moderated content, the inquiry heard.

As of 24th April, there are 2.37 billion Facebook users, with 1.56 billion logging on every day, and all served by just 15,000 moderators!

Look out for "Eight Grade" at a cinema near you

Kayla Day is an eighth grade student finishing her final week at Miles Grove Middle School, a public school in the state of New York. She posts motivational videos on YouTube about confidence and self-image that get little to no views. Shy and struggling to make friends at school, she is voted "Most Quiet" by her classmates. Meanwhile, Mark, her single father, struggles to connect with her and break her reliance on social media.

Rated by Rotten Tomatoes as 99%, it shows thirteen-year-old Kayla navigating contemporary adolescence alongside her use of social media to try and find acceptance amongst her peers.

Check out the trailer on YouTube and read The Guardian's review -

<https://www.theguardian.com/film/2019/apr/24/eighth-grade-review-elsie-fisher-josh-hamilton-bo-burnham>



Google Applied Digital Skills Event

If you are a secondary school teacher in England and are looking to learn more about helping your students gain the digital skills they need to succeed in the classroom and for their future careers, join us for a free training event.

Applied Digital Skills is a free project-based video curriculum from Google. Suitable for use in any secondary or further education subject, these ready-to-use video lessons teach digital skills that have immediate, real-life applications. These resources teach the skills needed for the jobs of today and tomorrow.

The training is completely free, and you'll leave with the skills to use the course for yourself and show others in your organisation how to do the same. Each event is half a day and you can find all of the dates [here](#). Note that the nearest venue to Liverpool is Deeside on 3rd July BUT if you would like to bring the Applied Digital Skills training event to your school and can guarantee at least 20 attendees then click [here](#) for more information about hosting a training event.



And finally, congratulations to Whitefield Primary School who were recently named in the UK Edtech 50 Schools list. Part of its citation reads, “e-safety is taken seriously, and the school has operated eCadets for five years”

If you need any advice or support relating to Online Safety matters in your school or setting, please do not hesitate to contact me, I will always do my best to assist.

Paul Bradshaw - Senior School Improvement Officer - New Technologies & Online Safety

@silesafety and @silsafeguarding