



KEEPING CHILDREN & YOUNG PEOPLE SAFE IN A DIGITAL WORLD (e-Safety) May 2011

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1. Introduction

This guidance has been produced by the e-Safety sub committee of the Buckinghamshire Safeguarding Children Board to raise awareness of online safety issues. It is also designed to signpost training and information to organisations, agencies and their staff, as well as individual professionals who have a duty of care for children and young people in Buckinghamshire. It may also be useful background for Safer Recruitment.

The guidance primarily addresses the use of the internet, and internet enabled devices, by children and young people outside educational settings. Educational settings should, however, play a lead role in broader education around e-Safety, as well as covering the safe and acceptable use of computers and the internet for learning in their school or college environment.

It is also important to educate young people early in their experience with the internet, along with their parents. Therefore, the guidance is also aimed at those working with pre-school ages children; first contact with the internet can often be through the internet usage of older siblings, companions or friends.

1.2 Who should use this information?



This advice, information and guidance document is aimed at all those working within the children's workforce, such as school and college staff, youth workers, workers in charitable and community organisations, professionals within other statutory organisations and volunteers. It is not intended to be used as a standalone set of guidance, as different settings will need to adapt training and information provision according to their responsibilities.

1.2 Key Resources

Although there is a wealth of information available on e-Safety, the BSCB recommends that information and resources from CEOP ThinkUKnow and Childnet are used as a core basis when developing educational programmes in protecting children and young people online.

The CEOP ThinkUKnow resources are informed by the operational work undertaken by CEOP in online child protection. The Childnet resources provide a balanced approach to awareness and education, which incorporates the positive aspects of the internet, as well as the potential risks

Further information and resources are covered in Appendix 1, but it must be recognised that this list is not exhaustive. It is also important to remember that, as the internet develops, so must information, resources and training. Professionals within different settings may need to seek specialist expert advice to ensure that the individual needs of vulnerable children are being met.

2. Context

“We need to listen to, empower and support young people to understand and manage risks and make the digital world safer. However, we must acknowledge that we cannot make the internet completely safe. Because of this, we must also build children’s resilience to the material to which they may be exposed, help build their confidence and skills to manage situations.....and empower them to support each other”

Dr Tanya Byron: The Virtual Violence Report for the Beatbullying charity

Children and young people growing up in the digital world use the internet as an everyday social utility, to communicate and to organize their lives. Technology and the internet also offer enormous opportunities to transform the lives and learning of children and young people for the better; to discover, connect and create. However, while children and young people should be empowered to use the internet responsibly, adults have a responsibility to ensure that children and young people are aware of the risks, and that they are in the best possible position to keep themselves safe online. It is very important that adults try to keep up with internet-enabled technology and the ways in which children and young people inhabit the online world, even if it is different to the ways in which adults use the same technology.

Responses to the risks of using the internet need to be proportionate and empowering, so that children and young people do not miss learning opportunities which can equip them with the knowledge and confidence to protect themselves online.

Ofsted report that:

“Pupils in the schools that had ‘managed’ systems, had better knowledge and understanding of how to stay safe than those in schools with ‘locked down’ systems. Pupils were more vulnerable overall when schools used locked down systems because they were not given enough opportunities to learn how to access and manage risk for themselves”¹

3. Technology Development

This document does not seek to provide a comprehensive guide to internet technology, but a number of important issues, relating to the convergence of technology, are important in safeguarding children and young people online.

As well as via computers, the internet can be readily accessed from a variety of different internet enabled devices, including games consoles (e.g. X-Box, Nintendo DSI, Playstation3), mobile phones and via digital TV. In addition, these devices are increasingly integrated with popular social networking sites. This means that these devices provide a doorway into the online world, and enable children and young people to access a broad range of applications, programmes and content, often without the protection of a ‘front door’ of adult intervention or control.

For example, the emergence of Facebook on mobile phones, the integration of Twitter with Facebook and the sharing capability between the Sony Playstation Network (PSN) and Facebook², all mean that personal information such as pictures, email addresses or lists of contacts (or ‘friends’) can be freely exchanged between different devices and applications. This may compound the risks

¹Ofsted report on the Safe use of New Technologies July 2009

<http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/The-safe-use-of-new-technologies>

²<http://uk.playstation.com/psn/news/articles/detail/item289564/PSN-application-launches-on-Facebook/>

because data and content, which may not be adequately protected, can be shared more and more widely, with diminishing levels of control.

3.1 Online and Offline Boundaries

An additional factor for consideration is the (often deliberate) blurring of the online and offline world. Children and young people may not appreciate the difference between a friend in the physical world, and online 'friends', who may be a stranger or someone who is not who they say they are.

Nevertheless, by being added to contacts or friend lists, they will have been granted access to the young person.

Witnessing, or acting out aggressive, sexual or violent behaviour online may also affect the perception of children and young people about what is normal and acceptable behaviour offline.

A study by Iowa State University found that exposure to violent video games increased the likelihood of aggressive thinking and aggressive behaviour.

Some on-line applications, including those used in advertising, can cause confusion for children and young people between what is achievable and realistic, with what is fantasy or unrealistic for that child/young person.

4. Principals

- Individual training and information provision needs to be tailored to meet the specific needs of each individual agency or organisation, as well as the communities with whom they interact. This may involve engaging specialists in individual settings to tailor communication and training content.
- Children and young people who are vulnerable offline are more likely to be vulnerable online. Technology itself does not create risks; it is the way it is used, or misused, that creates problems. Adults need to consider behavioral issues and offline risk profiles, rather than just assume any problem experienced is simply about technology.
- Internet technology is always changing, so it is important that individual settings have (or access to) a champion who has a responsibility for horizon scanning and quality assuring training initiatives within their own setting.
- The online world carries real risks, so needs to be fully considered as an important dimension to all safeguarding work.



5. Generic Risks

A printable poster, detailing the main risks for children & young people when using the internet, can be viewed on the following page.

The Main Risks for Children and Young People when using the Internet

CONTACT

- Accepting 'friends' who may not be who they say they are. These may, occasionally, be sexual predators, aiming to groom children, sometimes with the intention of meeting them offline. They may also be people using the internet to threaten, intimidate or bully.
- Disclosing personal information i.e. names, ages, addresses, details of schools attended - including identifiable photos, or personal passwords.

CONDUCT

- Children and young people can also be the perpetrators of cyber-bullying or abusive behaviour online Cyberbullying; research³ suggests that around 60% of children and young people have experienced cyber-bullying
- Prejudice driven abuse and malicious communications e.g. homophobia, hate websites, inciting violent extremism
- Reputational risk: posting inappropriate content online may become public and permanent. Further education institutes, or job providers, are increasingly checking informal information, such as Facebook profiles, when assessing a persons application for work or training

CONTENT

- Exposure to illegal material – child pornography or extreme violence
- Exposure to sexualised material which may cause distress e.g. adult pornography, or material that might promote premature engagement in sexualised behaviour e.g. sexually provocative dress
- Exposure to websites which advocate unhealthy or dangerous behaviour e.g. pro-anorexia, pro-suicide sites

COMMERCIALISATION

- Accepting or sharing files which may contain viruses or spyware – for example, free music file sharing applications. Accepting files that have not been cleaned or authenticated can also lead to others being able to access personal or sensitive information, both of the child and of other people who may use the computer.

³ Beatbullying Virtual Violence Report

6. Cyberbullying

As well as sharing personal information, children and young people often post user generated content (UGC) about themselves, and other people, online. This tends to occur without seeking permission. Where the content is offensive to another person, this is called cyberbullying – **intentionally harming others online**. The impact is hurtful and distressing to those targeted and, depending on the severity of the behaviour, could constitute illegal activity⁴.

As content is often distributed to web pages that have no access restrictions, or at a minimum can be seen by many 'friends', it is impossible to control once it has been posted. Hence, the harmful impact on the target is amplified and the perpetrators reputation and unpleasant behaviour may be permanently recorded, like a 'cyber tattoo'⁵.

Cyberbullying can differ from other forms of bullying as it can be a constant intrusion into young peoples lives. Although bullying using Bluetooth technology is generally anonymous, most cyberbullying can be effectively dealt with if abusive messages or content are saved, or printed, as evidence.

7. Risks of Specific Applications & Technologies

7.1 Instant Messaging & Chat

Instant Messenger (IM) or Windows Live Messenger still has the largest user base of children and young people as the attraction of real-time chat can be very appealing. However, online knowledge and technical know-how often precede understanding of responsible online behaviour. Resulting problems include creating and distributing abusive messages or content, disclosing personal information (often due to a failure to understand, or choosing to ignore, privacy settings) and accepting strangers or untrustworthy peers / adults who are known to other friends.

Chat is now a feature of many online social networking applications and games, and although text based chat is still popular, it increasingly involves the integration of video via webcams and audio (voice) chat. Most online gaming sites, plus many other applications - for example IMVU (the teen dating site), Teen Second Life (a virtual world) and Club Penguin (a games / social networking site form Primary school aged children) – embed chat into games and virtual reality via the use of avatars, personalised characters used to communication and interact within the game or social network.

7.2 Social Networking

In December 2010, Facebook had approaching 600 million subscribers, with 700 billion 'Facebook' minutes being spent online each month.

Along with other social networking sites, Facebook offers an increasingly younger audience their own personal space to post text and multimedia information, to chat, blog and integrate or recommend their party applications. Whilst most social networking sites have a minimum age restriction (usually 13), they are still being used by younger children, who either lie about their age, or use accounts / passwords made available by adults, such as their parents or older siblings. Peer

⁴ For example, under the Sexual Offences Act 2003 and the Malicious Communication Act 1988, The Protection from Harassment Act 1997

⁵ Will Gardner CEO Childnet

pressure, or simply a desire to feel popular, often means children have far more ‘friends’ online than they actually know. Young people may also fail to appreciate the offline consequences of inappropriate / risky online behaviour on social networking sites; this behaviour may affect their reputation (e.g. if prospective employers search applicant’s social networking sites)

7.3 Twitter

Twitter is an application designed for mobile devices. It offers much shorter messaging capability (140 characters per ‘tweet’) but can be linked to other applications. Information networking applications like Twitter are increasingly combined with ‘geo-tagging’ applications which use GPS (global positioning system) technology, similar to those used in Sat Navs. By using these applications, which can be easily and cheaply downloaded from the internet, it is possible for Twitter contacts to locate each other in the physical world by using GPS enabled mobile devices such as Smartphones. This could lead to stalking, or children being targeted by predators who have been added to their ‘friends’ list.

7.4 Online Gaming

Popular multiplayer online games such as ‘World of Warcraft’ and ‘Call of Duty; may have adult or older teen ratings⁶, but they often attract much younger players. These games are known to contain large communities of young people who can talk to each other, and a user may potentially become vulnerable to direct contact from predators. Typical tactics to establish relationships of trust include admiring other players techniques, offering cheats and tips, and in some cases offering ‘gifts’ in return for playing on the same team, or with each other.

Other problematic behaviour includes ‘griefing’ – aggressive or abusive behaviour in a game – or cyberbullying, involving the ridicule of other players, often by re-posting game footage onto other applications, such as You Tube.

7.5 Mobile Devices

Many mobile phones now have web access, which can make it possible for children to go online at any time or in any place without parental or teacher supervision.

Mobile operator policies on content restriction vary, although increasingly filters and parental controls are applied unless an adult chooses to ‘opt out’. Mobile phones allow images to be shared, changed or put online.

‘Sexting’ – circulating sexually explicit images or photos without consent – is one common form of cyberbullying.

2009 research by the charity Beatbullying suggests that 38% of under 18s had received a sexually explicit or distressing text were from someone they knew (usually another young person)



⁶ The PEGI (Pan-European Game Information) age rating system may help adults make informed choices when buying or allowing access to interactive games. The ESRP (Entertainment Software Rating Board) ratings are designed to provide information about the content in computer and video games in two parts: rating symbols that suggest age appropriateness for the game, and content descriptors. Neither standard is helpful in games where players can generate content themselves

8. Advice

Responsible adults need to consider the internet as a place which offers, entertainment, connection and learning experiences but where there are actual risks. How advice is applied needs to be moderated by the adult's knowledge and understanding of the level of vulnerability of children and young people in their care. Those who are most vulnerable in the physical world are likely to be more vulnerable online. Advice and resources should also be age appropriate; for example, using stories and very simple messages with young children, and recognising teenage capacity to discuss real life situations and responses.

Internet usage

- Adults should ensure they know what children and young people are doing online
- Asking children and young people to teach adults how to use applications
- Keep computers in plain view; this allows better control over usage)
- Have agreed rules about internet usage; time spent online, sites and applications used; acceptable online behaviour

Behaviour

- Teach children and young people to be critical; talk about risks and what to do, e.g. not sharing passwords; saving evidence, using privacy settings properly, knowing how to block and report
- Children and young people should always be encouraged to: 'think before you post', and consider the possible offline consequences of online behaviour
- Children should always tell a trusted adult if they are upset or worried about something that has happened online.
- Children and young people should only be friends online with other people that they **know** and never meet strangers without being accompanied by an adult who can protect them.
- Adults who work with children should not accept children and young people as their friends on social networking sites or any applications that include contacts / friends lists
- Adults who work with children should only use equipment owned by the organisation to communicate with service users (including their parents/carers). All such communications should be accessible and open to scrutiny by the organisation.

Technology

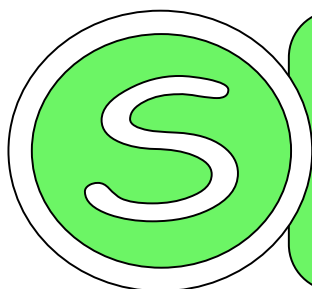
- Use the computer's parental controls; filters and security settings; pop-up blockers and SPAM filters (See <http://windows.microsoft.com/en-US/windows-vista/Set-up-Parental-Controls>)
- Installed security software can help but doesn't replace communication, judgement and trust
- Use nicknames in chat rooms, IM or social networking sites, family email addresses for online shopping and avoid profile or wall pictures that portray personal information e.g. school uniform.

Software and Settings

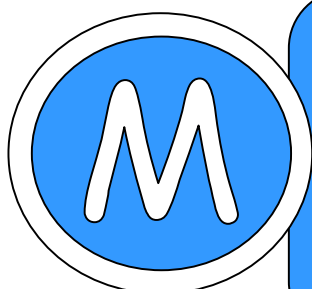
All computers should have anti-virus programs and firewalls set to prevent unauthorised access. Internet safety can be enhanced by the effective use of parental controls, controlling access through using an administrator account and appropriate privacy settings. Currently, parents can 'opt out' of offensive, inappropriate or illegal content.

There are many free or low cost filtering /content control programs which can be installed on a computer. They can set restrictions on time spent online or access to specific applications and to proxy sites and block unsafe material such as pornographic sites whether or not the child is being physically supervised at the time. These also contain reporting tools for adults to monitor young people's internet usage.

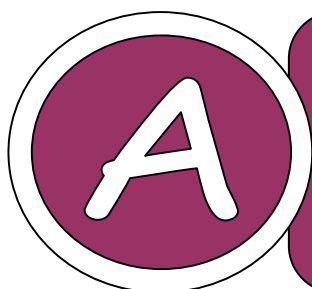
For younger children, the Childnet 'SMART' rules can be a useful way of remembering key tips for online safety



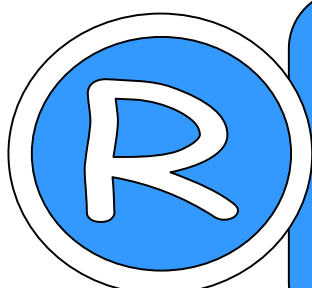
SAFE Keep safe by being careful not to give out personal information - such as your full name, email address, phone number, home address, photos or school name, to people you are chatting with online



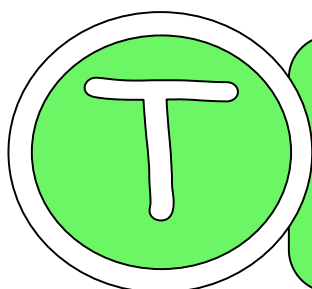
MEETING Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents or carers permission, and even then only when they can be present. Remember, online friends are still strangers, even if you have been talking to them for a long time.



ACCEPTING Accepting emails, IM Messages, or opening files, pictures or texts from people you don't know or trust can lead to problems - they may contain viruses or nasty messages!



RELIABLE Sometimes, someone online may be lying about who they are, and information on the internet may not always be true. Always check information with other websites, books or someone you know. If you like chatting online, it's best to only chat with friends and family you know in the real world.



TELL Tell your parents, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.

9. Working with Special Needs (Special Educational Needs, Disabilities and Adult Learning Difficulties)

Childnet offer the following advice for SEN (Special Educational Needs) on e-Safety, however much of this is applicable to safeguarding other particularly vulnerable children and young people, as well as raising awareness with their parents and carers:

Some groups of children are potentially more vulnerable and more at risk than others when using ICT. These can include children with emotional or behavioral difficulties, learning difficulties and other complex needs, as well as those for who English is an additional language, and looked after children.

Of course, children with Special Educational Needs (SEN) can use the internet in educational, creative, empowering and fun ways, just like their peers. However, they may be particularly vulnerable to e-Safety risks. For example:



- *Children and young people with Autism Spectrum Disorder may make literal interpretation of content, which will affect how they respond.*
- *Some children may not understand much of the terminology due to language delays or disorders*
- *Some children with complex needs do not understand the concept of friendship, and therefore trust everyone implicitly. They do not know how to make judgments about what is safe information to share. This leads to confusion about why you should not trust others on the internet.*
- *There is also growing concern around cyberbullying. We need to remember that some children with SEN or disabilities may be vulnerable to being bullied through the internet, or not recognise that they are being bullied.*
- *In addition, some children may not appreciate how their own online behaviour may be seen by someone else as bullying.*

These are challenging and complex issues and its important that your schools Special Education Needs co-ordinator (SENCO) develops strategies for safe internet use as part of individual children's learning plan.

Childnet has a number of resources which those working with children with SEN might be useful www.childnet-int.org/kia/sen/

These include a British Sign Language (BSL) version of the Childnet SMART rules, a BSL version of the parent's overview and a widget symbol SMART rule poster.

Both the Childnet Know It All (KIA) resources for primary schools and the Childnet SMART Adventure can be viewed using the subtitles option.

The ThinkUKnow films, developed by CEOP (the Child Exploitation and Online Protection Centre) are also available with subtitles.

As part of their catalogue of resources, CEOP have also produced two films which specifically focused on e-safety and children with special educational needs and disabilities. These are:

- 'Sam's Real Friends' – a film about a 15 year old boy with a hearing impairment, in which the actors use BSL
- 'Know your friends with Josh and Sue' - a simple animation film for children and young people with learning difficulties (subtitles available)

10. Recommendations for Training and Information Provision

When providing training and information on e-Safety, the likely risks and specific requirements need to be tailored to fit the responsibilities of each organisation and its professionals, as well as the children and young people in their care.

Therefore, this document and any signposted resources should to be used as a basis for planning and developing training and awareness raising within specific settings.

It is recommended that organisations have (or access to) an appointed lead for e-Safety, to ensure that all materials and training are suitable for the individual setting. Ideally, the lead should also be qualified as a CEOP⁷ Ambassador; this would enable them to cascade training to other professionals via the use of the ThinkUKnow (TUK) resources. By having a training 'champion' with a more in-depth knowledge of e-Safety, training practice is more likely to remain up to date in an environment which is moving, and changing, at a very fast pace.

(For additional information regarding e-safety courses, please view [Appendix 1](#))

11. Reporting Abuse and Other Problems

ClickCEOP



The CEOP reporting button provides information and signposts support for low level online problems such as cyberbullying and, where necessary, an operational response to suspicious behaviour or abuse online.

It is now possible to easily download the ClickCEOP reporting button onto Microsofts Internet Explorer 8 and Google Chrome – this will enable instant access to CEOP help and advice when using the internet. To download or add the CEOP button to an internet explorer toolbar, visit www.ceop.police.uk. The CEOP website (www.ceop.gov.uk) also includes the reporting button, which enables parents and young people to make report.

Facebook now have a Click CEOP App, which can be downloaded from its security centre at www.facebook.com/clickceop so that users can report problems when logged onto the site; however it relies on users managing their own online security and privacy, as well as downloading the app to report problems.

The Internet Watch Foundation



The Internet Watch Foundation (IWF) is a UK internet hotline for the public and professionals to report criminal or inappropriate content online, in a secure and confidential way. This includes:

- Child sexual abuse images / content hosted anywhere in the world;
- Criminally obscene adult content hosted in the UK;
- Incitement to Racial Hatred hosted in the UK; and
- Non-photographic child sexual abuse imaged hosted in the UK.

⁷ The Child Exploitation and Online Protection Centre (CEOP) e-Safety 'train the trainer' qualification. See www.thinkuknow.co.uk/teachers/training

Helplines:

The following organisations offer telephone and web-based (email, chat, message board) support for adults and children / young people.

Childline

www.childline.org.uk

Freephone 0800 11 11

NSCOP facility where children and young people can get confidential help and advice about a wide range of issues including bullying and abuse.

Kidscape

www.kidscape.org.uk/cyberbullying

08451 205 204

National anti-bullying charity that offers advice on cyberbullying and includes a helpline for parents.

Parentline Plus

www.parentlineplus.org.uk

0808 800 2222

National charity offering help and support for parents because 'instructions aren't included'

Appendix 1: e-Safety Training Courses

Training Audiences

The CEOP ThinkUKnow training programme has been developed for use within schools, by school staff and Governors. However, it can also be successfully adapted for use by all other professionals and volunteers across the children's workforce, as well as parents and carers.

Vulnerable children and young people who are most in need of e-Safety education may include:

- Looked after Children
- Young Carers
- Minority Ethnic and Traveller Children
- Children with SEN and / or disabilities
- Children with a child protection plan
- Children at risk of exclusion
- Lesbian, gay, bisexual and transsexual (LGBT) young people
- Children whose parents are in prison

These groups may be more vulnerable as they may already be more socially isolated than their peers. There may be barriers to learning or they may not have robust support structures in place. However, it is important that adults use their own judgement in accessing the individual needs and vulnerabilities of children and young people, and inform their priorities accordingly.



Educating parents and carers should be all inclusive; there is a collective responsibility to ensure that families and carers are not missed because they are not engaged with services (such as a school). These may include the families of young carers, grandparents, guardians and other family members, foster carers, lesbian gay bisexual and transgender families, adults with learning difficulties, or families for whom English is an additional language

Key Resources

Although there is a wealth of information available on e-Safety, the BSCB recommends that information and resources from CEOP ThinkUKnow and Childnet are used as a core basis when developing educational programmes in protecting children and young people online.

The CEOP ThinkUKnow resources are informed by the operational work undertaken by CEOP in online child protection. The Childnet resources provide a balanced approach to awareness and education, which incorporates the positive aspects of the internet, as well as the potential risks

Further information and resources are covered in Appendix 1, but it must be recognised that this list is not exhaustive. It is also important to remember that, as the internet develops, so must information,

resources and training. Professionals within different settings may need to seek specialist expert advice to ensure that the individual needs of vulnerable children are being met.

Accessing Training

CEOP training for professionals can be booked via the ThinkUKnow website www.thinkuknow.co.uk. In some circumstances, the Buckinghamshire Family Learning team can offer funded training including basic e-Safety awareness for parents who wish to improve their IT skills. **The BSCB e-Safety sub committee also holds a register of CEOP ThinkUKnow and CEOP Ambassador in schools that are known to have been trained. Contact details for the sub committee are on the BSCB e-Safety sub committee page at www.bucks-lscb.org.uk**

CEOP and Childnet also offer limited capacity for trained experts to be invited to schools and other settings, to talk to children and young people directly. Under the *CEOP Protect* programme, volunteers from Microsoft, Visa and O2 (who are trained to deliver the ThinkUKnow training) can be booked via their website at www.thinkuknow.co.uk/teachers/industry

Preparing for e-Safety training

Trainers should ensure that the following are in place prior to delivering e-Safety training and awareness:

- Up to date safeguarding / e-Safety policy
- Buy in from lead and deputy responsible for safeguarding
- Senior Management approval (consider a planning meeting)
- Recent Safeguarding Training
- Communication to parents and carers that e-Safety training is taking place with young people (or if the target audience is responsible adults, the communication of plans to include e-Safety with children and young people)

Ensure that adults involved are familiar with local safeguarding procedures (in the event of a disclosure as a result of e-Safety awareness and training) and if possible invite multi agency support, such as community police officer, youth worker or parent support advisor.

When introducing an e-Safety training session, it is important to include the following points:

- There may be sensitive material in this presentation
- Anyone in the audience is welcome to leave the room at anytime, or to take a break if you would prefer not to hear anymore
- Only share professionals / general (not personal) experiences with the group. If there is something a member of the audience wishes to discuss in more detail please see the trainer at the end of the session, or contact other nominated safeguarding leads within the group.
- Who to go to / what to do in the future if a member of the audience has a concern.

Appendix 2: Further information and resources

There are an enormous number of resources available on the topic of e-Safety. It can be a challenge is to identify those which are fit for purpose and up to date. The following resources have been found to be useful in working with professionals, parents and carers and with young people (please note, this is not an exhaustive list)

ThinkUKnow (TUK) www.thinkuknow.co.uk

The CEOP educational resource, which provides information on having fun, staying in control and being safer online, also has information on websites, mobile phones and new technology.

The site is made up of sections tailored for different age ranges (5-7, 8-10, 11-16, parents & carers and teachers) which include information, advice and games.

The Thinkuknow films, which are also available on YouTube, have been used extensively for awareness raising within school communities.

The TUK website also contains details of training available to professionals, which includes the half day TUK training course – This course qualifies professionals to use the full set of ThinkUKnow resources, as well as enables them to undertake the full ‘train the trainer’ CEOP Ambassador qualification.

The TUK website also provides a free download to help protect young children when they are using the computer. The ‘Hectors World Safety Button™’ can be clicked by those using the computer if they have concerns – the button will ‘cover’ the screen while the child seeks help, from a teacher, parent or trusted adult.

Childnet International has developed an extensive range of online e-Safety resources, which cover the whole area of e-Safety, and reinforces the SMART messages. These include:

The **Know It All** suite is available at www.childnet.com/KIA and via free CDs / DVDs. The overview has been translated into nine languages and is available in BSL (British Sign Language)

KidSmart www.kidsmart.org.uk provides a fun interactive environment for children to learn how to stay safe online. The Skills School has a video explaining Facebook privacy settings.

Chat Danger www.chatdanger.com provides information about the potential dangers of interactive services online, including true stories and guidance on how to chat safely,

Digizen www.digizen.org promotes digital citizenship and encourages responsible online behaviour with specific advice and resources on social networking and cyberbullying.

Childnet, along with the SWFfl and the Internet Watch Foundation (IWF), make up the Safer Internet Centre, which is responsible for promoting Safer Internet Day

www.childnet-int.org/safety/sid.aspx

Childnet resources can be downloaded at www.childnet.com/publications

This includes a summary factsheet at www.childnet.com/downloads

Other Resources

ConnectSafely.org Parents Guide to Facebook

www.connectsafely.org/pdfs/fbparents.pdf

Orange e-Safety website

www.orange.co.uk/safety

Including a ‘Parents Need to Know’ guide at www.orange.co.uk/safety/images/guide_for_parents.pdf

BBC / CBBC

The CBBC Safer Surfing Interactive website www.bcc.co.uk/cbbc

The EU Kids Online Network

LSE project aimed at Enhancing Knowledge Regarding European Children's Use, Risk and Safety online. This includes a cross-national survey of European children's experiences of the internet, focusing on use, activities, risk and safety. It also maps parents' experiences, practices and concerns regarding their children's online risk and safety.

www.edkidsonline.net

Buckinghamshire County Council – Grid for Learning

www.bucksgfl.org.uk

The e-safety section of the 'Buckinghamshire Grid for Learning' (BucksGfL) website contains a range of resources and links to agencies such as CEOP, to help schools think about how to ensure that all pupils and staff access the internet safely and responsibly.

The BucksGfL e-safety guidance document encourages schools to recognise e-safety issues and plan accordingly, to ensure appropriate, effective and safe use of the internet and other forms of electronic communications.

In addition to a template which is designed to help schools to discuss these issues when they review their e-safety policy, the site also contains information and guidance about data security.



For more information about the Buckinghamshire Safeguarding Children Board, or to learn more about safeguarding children and young people, please visit

www.bucks-lscb.org.uk

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