

#DITTO

STAY SAFE ● HAVE FUN ● REPEAT

EDITION 10 : OCTOBER 2017

In this edition

- # FRIENDS AND FOLLOWERS
- # PERMANENCE
- # CYBER TRAUMA - SECRETS
- # DITTO - ACCOUNT SECURITY
- # APPS - 2 FACTOR AUTHENTICATION
- # NEW - DITTO JUNIOR



Foreword from **Alan Mackenzie**

Welcome to Edition 10 of **#DITTO**

Hi there, I'm Alan Mackenzie.

I'm an independent consultant specialising in online safety, specifically within education to children, young people, schools and other organizations, and parents.

I'm a strong believer that technology, for the most part, is neutral; behaviour is the most important aspect.

To understand behaviour, we have to be a part of children's lives in order to understand what they're doing with technology and why.

We have to be curious and guide them to realise the wonderful opportunities that the online world gives to all of us, and be there to support them when they need it.

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I hope you are well, and if you're a first time reader, a doubly warm welcome to you.

I've been away, I've had my 'digital detox'. My wife and I used to make a point of going somewhere isolated for peace and quiet, where there was no mobile signal, no wi-fi etc. But that's getting really hard to do now even in pretty remote places.

There's this theory called FOMO, the fear of missing out, and I can genuinely say that I have no fear of missing out. I used to some years ago, especially as a consultant (which essentially means a business) I was concerned whether I had missed anything important that may impact on the business. With that said, from a young age in early adulthood, and for many years afterwards I used to spend months and months away from home without any contact apart from a letter every few weeks, so perhaps I'm just used to not having that always-on connectivity.

I hope you've managed to get a short break in recently; even a day away from the normal pressures of life can work wonders.





Contribute to the magazine

I'm always on the lookout for great content to share with schools and parents, but I also know that people have their own individual stories to tell. This information can be hugely beneficial for everybody.

- Are you a parent who has experienced something with your child? What was it and what did you do? Has your child experienced something and would he/she like to share their advice with others?
- Are you a school that has experienced a series of incidents? How did you tackle this? Do you have an innovative way to engage with specific online safety topics in the school?
- Do you have an opinion or a thought-provoking idea?

Drop me an email and let me know your thoughts. Everything can be kept anonymous if you wish.

Alan Mackenzie

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Friends and Followers



On a few occasions in the past, when I've visited a school (usually primary school in this case), a child has found me on one of my many social media accounts and tried to follow me. Like many other people I have various online accounts, some I use for professional reasons and some I use for personal reasons such as family, hobbies etc.

On each occasion (less than a handful and always on Instagram for some reason) I have blocked the person and reported the matter back to the school in order to have a chat with the child and their parents; but this behaviour is concerning for a number of reasons, and it isn't always an easy one to tackle.

On an equal note I have received a few emails from schools where children are actively seeking out members of staff and trying to follow them on social media to the point where some children have been following people with the same

surname in the hope that they find the correct person. This is problematic for professionals; for reasons which I hope are obvious we have strict conduct policies that forbid following/friending children (of any school age), unless for very specific and approved purposes. A common aspect within policies are recommendations such as keeping profiles private. Yet that advice is unrealistic; we are professionals but we have a right to our personal lives too. For example I have an Instagram account that I use as part of one of my hobbies, which is drawing. The account isn't private; I want to share with others, be found by others and receive advice and inspiration back from others; social media is about being social and not everything has to be private.

We can't always blame the children for this, in their eyes they aren't doing anything wrong (even though they may have been told). As professionals we have a trusting relationship with



children, but in their young eyes children may see that as a 'friendship' and they may want to connect outside of school. Some staff may be real friends with parents whose children play together or are even family members.

On a completely different note I've been giving thought to one of the key messages we tell children, "If something is wrong, talk to a trusted adult." An important message but also a potentially flawed message too, after all a significant aspect of the child grooming process is to establish trust (which, to a child, may translate to friendship). It just goes to show how complex this is, particularly when talking to younger children and we have to be very careful about the guidance we give them and the words we use; context is hugely important.

Information like this can never be given to children as a simple rule, but must be part of a conversation, allowing children to ask questions so that it is clear to them, and this needs to be done in school and at home.

It might be worth considering, if you are going to have this conversation with children in school, let the parents know so that they can have a similar conversation at home on the same day. Share with parents the topic you will talk about, the key points

of the conversation and any advice that has been given to the children in order that this can be replicated at home.

Advice for School Staff

Refer to your policy (usually code of conduct) and ensure you are familiar with expectations. Broadly speaking you should never follow students or knowingly allow students to follow you (but this isn't always possible). Use the opportunity of a staff meeting to discuss examples and the procedures you would follow in school. For example my recommendation would be that if a child has tried to follow you, ensure the school is aware and have a sit-down conversation with that child and just have a chat regarding why they shouldn't be trying to follow you, and why you can't follow back. It's also a good opportunity to reinforce any education the children have had. Ensure this is followed up with the parents and explain the conversation you have had along with some advice.

Advice for Parents

Remember that all social media (and many web services) have age restrictions for a variety of reasons. Although the default age is 13 for many, there are others such as 16, 17, 18. There are others such as Go Bubble which is specifically designed for younger children (3+). Periodically check through their accounts, but do it with them so that you can explain why you are doing it and have a conversation if you find someone not familiar to you.

Alan Mackenzie



DOING IT TOGETHER

Advice for parents

As you'll see in Wayne's App article, he talks about 2-factor authentication (or verification) as a means of extra security for our online accounts.

Security is a massively important element of online safety; one of the most frequent things that children and young people ask for advice on is how to prevent their accounts getting hacked. Whilst we put a lot of emphasis on companies and organisations to keep our information secure, it's important we apply the same emphasis on our own devices too.

Whilst the usual advice of strong passwords, keeping passwords private etc. are very important, 2-factor authentication is another crucial step regardless of your age or what you use.

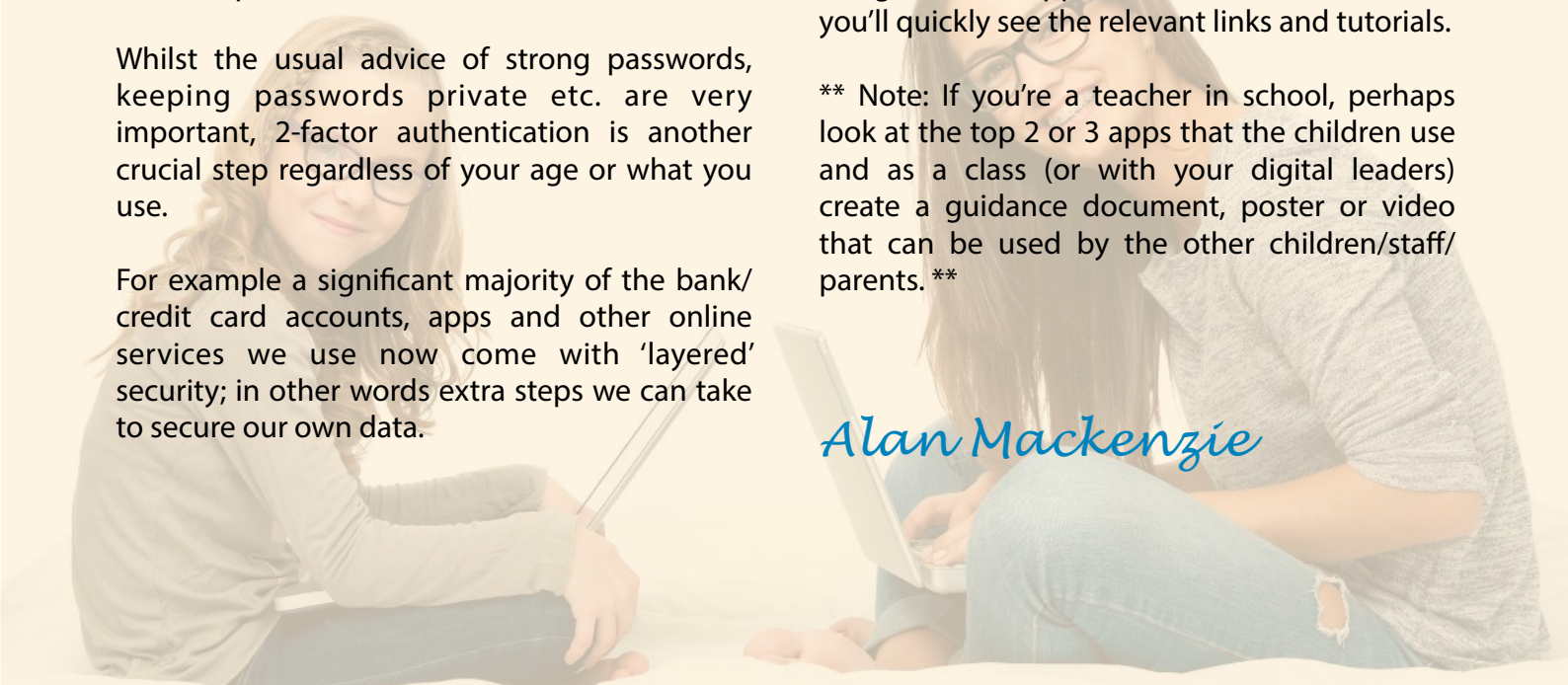
For example a significant majority of the bank/credit card accounts, apps and other online services we use now come with 'layered' security; in other words extra steps we can take to secure our own data.

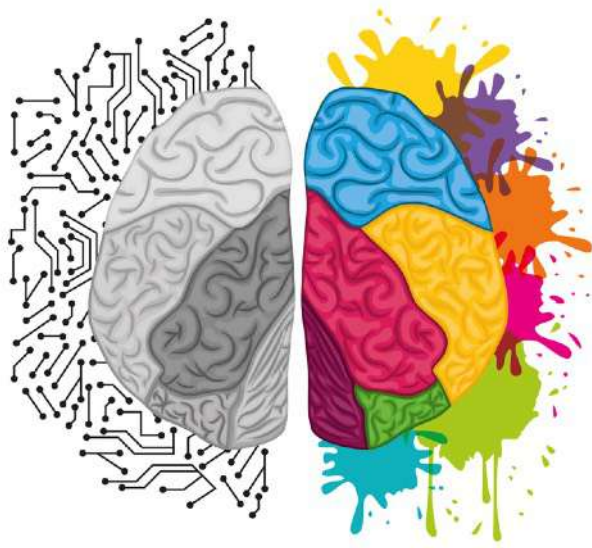
Go through the various apps and online accounts that your children use and see where you can apply that extra layer of security. Make sure you do it with them so that they can see what you are doing and why. While you're at it, go through your own online accounts and apps that you use and have a privacy/security checkup. Enable 2-factor authentication where it is possible to do so.

If you're not sure where to start, Google and YouTube are good places to start. For example, Google 'WhatsApp 2 factor verification' and you'll quickly see the relevant links and tutorials.

**** Note:** If you're a teacher in school, perhaps look at the top 2 or 3 apps that the children use and as a class (or with your digital leaders) create a guidance document, poster or video that can be used by the other children/staff/parents. ******

Alan Mackenzie





Secrets

Catherine Knibbs (BSc, MBACP (Accred), UKCP Adult Psychotherapeutic Counselling) is a child/adult trauma therapist and author. She is the leading researcher on cyber trauma in the UK, specialising in online abuse in all forms and provides consultancy, education and training on this topic.

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In the sessions that I have with my clients I have a contract that means that any of the conversations we have are confidential. This means I am not allowed or granted permission to tell, write about or discuss outside of supervision any of the content of those conversations. It's why counselling and psychotherapy can be very helpful. So when it came to writing this months article I had to think very carefully about the ethics around this.

Sometimes themes emerge in my psychotherapy sessions and it's from these themes that I talk about the trauma that children and young people are exposed to. This prevents identification of my clients and keeps my part of the contract ethical and moral. I have decided to use one of these themes as it relates to a number of issues regarding the cyberspace.

THE most important part of my work and my perspective and outlook on life pertains to the

concept of consent. This concept is often overlooked, misused and misunderstood as many adults think this relates to consent of sexual relationships. I like to think of this as the very foundations upon which trust, empathy, permission, acceptance, values, morals and ethics are built. This is a concept that can be taught to toddlers and beyond and forms the basis of acknowledgment of another's feelings and rights in the world.

So let me tie this concept into the themes of cyberspace and my psychotherapy room. With one word: secrets.

A large proportion of my child clients who have been cyber bullied, had intimate pictures shared, been ousted from group chats, been victims of sexual harassment and so on all had secrets shared about them without their permission or consent. Almost all of these

clients had shared a secret with a trusted other and had that trust broken, over and over again.

You see, secrets are more precious than any metal, jewel or amount of money. It is a transaction from one person to another that is intended to build the bond between two or more people. It often transcends shame and deepens the connection. Until that trust is



broken.

Now many moons ago when I was small and in the primary school playground secrets were often shared out loud when a group of individuals had fallen out over something. One member would shout out and we would all hear the ousted “gossip”, including staff members. Sometimes others would run over to console said ousted member and often many of the other children would laugh and by lunchtime it was almost forgotten. As the school years increased secrets that were about who fancied whom and so on became the ousted “jems of gossip” (which by the way is an evolutionary part of our group maintenance- see David Buss).

So fast forward to an age where technology allows the outing of gossip silently. No one shouts out loud. The gossip can be transmitted far and wide and supersedes the boundaries of a playground/yard. The gossip can be shared many, many times over the course of a day or week. The gossip can be added to, warped, changed, formatted, sexualised and

criminalised. The children and young people engage in this both in and out of school and there's no respite for the victims. All the while staff may be unaware of this as they are not on the same page (literally through social media) and silence is exactly that.

Shame often prevents the retelling of a secret that has been violated. It is unlikely students will tell the teacher about this. Sometimes they may delay this for a long time (perhaps until they are in my psychotherapy room).

Violation of trust increases the feelings of ‘dis-trust’. Communication about the violation can become so difficult that it is often depressed downwards in the hope that it will go away/be forgotten about and passes quickly. This is the advice we have been giving for many years, no? “Ignore them”, “forget about it” and one that feels so dismissive to victims “they will pick on someone else soon”. This devalues the effect on the victim and their feelings

in relation to this violation.

I often say to adults to try and imagine what it would be like if someone told your secret. Could you just forget about it? I suggest that we can create a space of debate and discussions about consent and this may well be the foundation that allows a child to say “do you know, that wasn't okay that you shared that about me as I don't or didn't give my consent”. It can be empowering and also acknowledges that we can say what is and is not okay from our perspective.

Consent is and always will be about ‘our perspective’ and when children and young people really understand this concept it allows them to build their own okayness with the world and others and when things are happening without their consent they can speak about this with empowerment.

Isn't this what we want for all our children?

Cath

What is

PERMANENCE

A strange title this month, but for this edition I wanted to talk more about a theory, sometimes used as a rule, rather than an actual risk.

Let me explain that a little better: one of the common things we have told children and young people (and adults too) in the past is, “once you post something online it stays online forever.”

Predominantly this message is used to get children to think a little more critically about what they are posting, the present and future consequences of sharing something inappropriate (or illegal) and much more.

With younger children, this theory is often used in conjunction with ‘strangers’, with older children there is more depth, such as ID fraud,

radicalisation, college/university applications, job applications etc.

On many occasions in schools around the country I have heard, from the mouths of children, comments such as:

“If you post personal information online someone will come round your house and kill you/kidnap you/rape you.”

“If someone talks to me online and I don’t know them, if they ask my age I tell them I’m 18 because



**“ONCE YOU POST
SOMETHING ONLINE,
IT STAYS ON LINE FOREVER”**

we're told that there are some really nasty people online and if they find out I'm a child they will do really bad things to me."

The trouble is, whilst there is an element of truth in what they're saying, the likelihood of that happening is thankfully very small.

These messages are always given with the very best of intentions, but periodically we have to reflect and consider whether these common messages are having any impact, or even if they fit in with the common activities that children get up to online. I'll freely admit that in the past I have used these messages and under certain circumstances I will continue (but with a significant amount of context and explanation). On a sidenote, if you have had an 'expert' come into your school, show a scary animation or video and simply tell children that once they post something online it stays online forever and that they will be arrested if they post something inappropriate then you need to question the credibility and expertise of that person.

So that brings us back to the permanence of posting something online. Is it true that once you post something online it stays online forever?

No, it isn't true, not necessarily, but it's an easy message we give that will hopefully have an impact with children and get them to think more critically, but the message quite often doesn't work because human beings can be quite impulsive and if there is a button in an app that says like, share, post, tweet, comment etc. this simply plays on that impulsive nature.

One of the biggest factors that affects whether something is permanent or not is time (and sometimes the service/app that is being used). How long before search engines index that information, how long before that tweet is retweeted, how long before that image is shared or captured via a screen shot and much more.

The problem with continually telling somebody that if they post something online it's permanent is that it can put a barrier up, with the child believing that there is no help or support for them. For example, consider a young person that posts a sexually explicit image online, and then hopefully realises that this was the wrong thing to do. Or

even worse, a person who is threatened or blackmailed into taking such an image and posting it. If all they have heard at school and at home is that the image is now permanent (once online it stays online forever) there is a pretty big likelihood they will feel that nothing can be done to help them. This can then lead into further problems such as depression, self-harm, amongst many others.



The truth is there are lots of things that can be done, there is lots of support that can be given, and there are ways to remove that image (with time again being a big factor).

Whilst very well intentioned, messages such as this can scare children into false sense of beliefs, whereas we should always be telling children :

- Come forward.
- Speak to someone.
- We won't judge.

We should also let them know that if they can't speak to an adult for whatever reason such as fear, talk to a friend and get them to help by talking to someone. This is even more important with teenagers (adolescents) where the likelihood is that they will talk to a friend rather than an adult.

As much as we teach and tell children to think more critically, we adults need to do the same in regards to what we are telling children, both at school and at home. Instead of telling children and young people what they 'shouldn't' be doing all the time, we need to put more emphasis into how they are supported and guided.

Alan Mackenzie

Wayne Denner inspires and motivates thousands of young people, parents, educators and professionals, delivering talks and up to the minute resources on online reputation, protection and well being, benefits and risks of social media, employability and entrepreneurial topics in Ireland, UK, US and UAE.

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Twitter: [@waynedenner](https://twitter.com/waynedenner)



Core to the information I share with students at school assemblies and young people (and adults) at events, is learning how to take more control over their privacy and safety online.

One thing which pops up a lot within my talks recently is the lack of young people and adults who have enabled or even heard of 2 Step Verification.

Did you know that 65% of people use the same password everywhere! Leaving themselves wide open. 2 Step Verification helps you become more secure online. So let's take a look..

What is 2 Step Verification ?

Firstly it's not new and has been kicking around for a



number of years. Most, if not all of the major social media platforms like Facebook, Twitter, Instagram, Snapchat and WhatsApp have a feature within their account security features called 2 Step Verification or Two Factor Authentication.

In a nutshell, when you enable both parts on your account you add an extra layer of necessary security.

So when you sign in or login with something you know (the first part of 2 part verification) this is normally your password and something which you nearly always have with you. Yup that's right your Smartphone. A code which is sent to your smartphone being the second step of the 2 Step Verification.

Is 2 Step Verification only available on social media websites?

Nope. More and more everyday websites which we regularly use, even your email provider, will most likely offer some more 2 Step Verification features you can enable on your account to make it more secure.

How do I set it up?

It differs depending on the website or social media platform you are trying to enable it on. For the most part it should be available within your account. The idea is, once you have it set up, if you or anyone else signs into or tries to access your account from another PC or device which it doesn't recognize, you will be sent a unique code to your smartphone device which will allow you to login.

What if I don't have a Smartphone?

Not too many people fall into this category these days. But if you don't own a Smartphone or mobile phone you can still use 2 Step Verification via alternative methods such as email or voice call.

What are the benefits of 2 Step Verification?

Well, this should already be clear. But if it's not – just Google 'recent data breaches' and you'll see they're on the rise, particularly for the Under 21's. It's really very necessary to take proactive steps to help keep your accounts as secure as possible and protect your personal information. Hackers, for example, who have gotten your login name and password still can't get access to your account unless they've stolen your smartphone too.

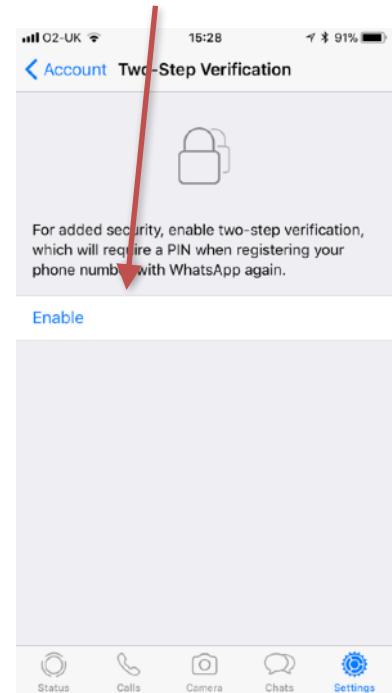
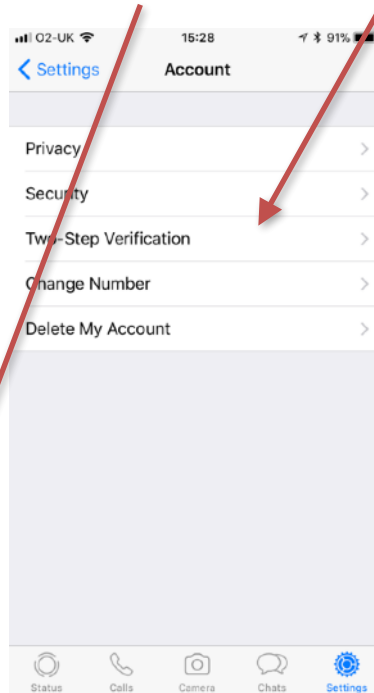
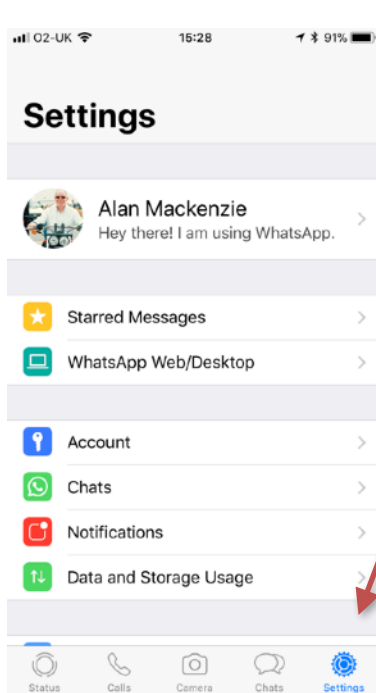
Now don't go thinking that 2 Step Verification is bulletproof. It just makes life harder for hackers and online criminals to breach your account. So that makes it worth doing.



WhatsApp is a hugely popular messaging service, so here is a guide to enabling 2-factor authentication. The following information has been reproduced from the WhatsApp FAQ page (link at the bottom of page):

Two-step verification is an optional feature that adds more security to your account. When you have two-step verification enabled, any attempt to verify your phone number on WhatsApp must be accompanied by the six-digit PIN that you created using this feature.

To enable two-step verification, open WhatsApp > Settings > Account > Two-step verification > Enable.



Upon enabling this feature, you can also optionally enter your email address. This email address will allow WhatsApp to send you a link via email to disable two-step verification in case you ever forget your six-digit PIN, and also to help safeguard your account. We do not verify this email address to confirm its accuracy. We highly recommend you provide an accurate email address so that you're not locked out of your account if you forget your PIN.

Important: If you receive an email to disable two-step verification, but did not request this, do not click on the link. Someone could be attempting to verify your phone number on WhatsApp.

If you have two-step verification enabled, your number will not be permitted to reverify on WhatsApp within 7 days of last using WhatsApp without your PIN. Thus, if you forget your own PIN, but did not provide an email to disable two-step verification, even you will not be permitted to reverify on WhatsApp within 7 days of last using WhatsApp. After these 7 days, your number will be permitted to reverify on WhatsApp without your PIN, but you will lose all pending messages upon reverifying - they will be deleted. If your number is reverified on WhatsApp after 30 days of last using WhatsApp, and without your PIN, your account will be deleted and a new one will be created upon successfully reverifying.

Note: To help you remember your PIN, WhatsApp will periodically ask you to enter your PIN. There is no option to disable this without disabling the two-step verification feature.

(WhatsApp FAQ Link: <https://faq.whatsapp.com/en/26000021/?category=5245245>)

Links + Resources



At the beginning of October I had the pleasure of being invited to the offices of NetSupport where, along with some great names in the Educational Technology sector we spoke about various challenges and thoughts about technology in education including online safety, using tech in the classroom, funding challenges and lots more.

The session was captured by a professional video company and the final edit is brilliant.



Feel free to take a look at the following link on YouTube; the video is split into chapters if you have a particular area of interest:

www.bit.ly/theedtechdebate

Internet Gaming Disorder (or addiction). Is it a real thing?

<http://bit.ly/igdisorder>
and
<http://bit.ly/igdisorder2>

“The worst abuse is suffered by the youngest.”
An uncomfortable but really important read.

<http://bit.ly/iwfabuse>

New WhatsApp feature lets you ‘unsend’ a message

<http://bit.ly/whatsappunsend>

Should parents share their kids photos online?

<http://bit.ly/parentsharenting>

I'm delighted to bring you #DITTO Junior. These articles are written by children and young people, for adults.

It is vitally important that that all children have a voice, particularly in the complex world of online safety, as they are growing up in a very different way to which many of us adults experienced.

The main point of these articles is for them to talk about their issues, their advice and their opinion, in their own words. Some of the articles may be controversial, for example younger children writing about Snapchat and Instagram amongst others, but just because they 'shouldn't' be on there, we know they are, so let's hear their thoughts.

The articles are not edited and the children/schools have a free reign to talk about what they want. This could be anything from what they are learning about in school (in regards to online safety), it could be something they have experienced, an opinion piece or even advice and guidance for parents and schools as to how we can engage better; the (online) world is their oyster.

Get your school involved, if you would like to contribute send me an email (alan@esafety-adviser.com).

#DITTO Junior

Written by children and young people, for adults.



Bells Farm is a happy, friendly and caring school in Birmingham, every child is encouraged to be their best and do their best. We offer a rich curriculum underpinned by education in values for life, and use every opportunity we can to celebrate all of our children's achievements: academic, sporting, creative and social.

Bells Farm is one of a few schools in the area to receive an online safety accreditation by SWGFL's 360 Safe audit. The award recognises that the school has outstanding contribution to online safety through the curriculum and in the wider school community.

The articles on this page are written by the school's online safety group. The group underpins everything the school does to promote online safety. The group consists of children, staff, the senior team, parents and governors.



Mr Baddhan, Online Safety Co-ordinator at Bells Farm Primary explains how important the education of online safety is in today's world: "At Bells Farm, we have a diverse curriculum but most subjects have some sort of link to online safety, whether it's researching on an iPad, typing work on a laptop or just going on websites to play educational games, a constant reminder is important for children in the event of something going wrong to build the child's digital resilience. We celebrate all the fun things about the internet with competitions and assemblies."

Sophie SS - Year 5

My name is Sophie, I have been a Digital Council (online safety group) member for one year. I am proud to represent my school and promote online safety values.

The bad things about the internet are that you could be cyberbullied or you could receive a bad message from someone you don't know. Someone could pretend to be you and that's called identity theft.

Our online safety group are a group of children that talk about online safety and help children learn about the dangers of the internet. We do assemblies and have meetings about new websites and websites that are bad for. These games are Roblox, Movie Star Planet and Five Night at Freddy's. In our meetings we also talk about how to make the internet a better place.

The things that I like to do
I love to play Friv because you can go on different games without switching websites and the games are fun.

Educational games I suggest:

I suggest Mathletics, Skoolbo, Spellodrome and Purple Mash.

If someone has messaged you or is bullying you, you should tell someone that you trust, block and then report.

Never share your username or password. Also never share your home address and bank details. If you share your bank details people could steal all your money then you wouldn't have any money left.

Websites I like:

I like Amazon, Friv and Spellodrome.

The internet is such a good place to find facts because there is so many websites like BBC.

There are lots of websites and apps children should not go on because they maybe inappropriate and always check for the age rating for apps to ensure they are suitable for you.

Apps that children should not download:

Snapchat, WhatsApp, Instagram and Twitter

Daisy - Year 5

My name is Daisy and I've been in the Digital Council (our school's online safety group) for a year and I love it.

I love YouTube because it's fun and it's packed with channels which are child friendly. When you type in something it's there in a blink of an eye.

In school we have looked at many websites which could cause problems for us. When people leave hate comments they could get banned from the website or even get arrested for it. There is also other risky apps like Movie Star Planet, Roblox and Five Nights at

Freddy's. Most of the bad websites are over 10 or 12 so BEWARE.

Once 3 years ago when I was 6 I had a pop-up saying that I won 1000 pounds and I pressed cancel then it said I won a unicorn and I told my mom so her advice was just delete it.

The best advice if someone cyber-bullies is stay out or Block, Report and Delete the app.

Most people go on Childline and tell someone. Just a quick reminder is to not go on Roblox, Movie Star Planet, Five Nights At Freddy's, Instagram, Social Media, Facebook, Social Media, Musically and SnapChat without parent supervision.



Tiffanie Year 5

Hello my name is Tiffanie and I have been a Digital Council member for 1 year. The Digital Council is our school's e-Safety group.

There are lots of fantastic and educational websites that can be played in

school and from around the world!

My favourite websites are Purple Mash, Bug Club, Spellodrome and YouTube. These websites are allowed in schools but sometimes you may have problems with these websites, you should always tell a teacher, parent, carer or somebody else that you can trust.

However some websites can be inappropriate for some ages! On YouTube you can watch videos to help with a school project but sometimes there can be rude videos that are very mean and if you do come across these, you should always tell someone that you can trust.

Here are some website restrictions that you should know about:

- You Tube minimum age limit is 13 (note from Alan - age limit is to have a YouTube/Google account/channel)
- Facebook minimum age limit is also 13
- Snapchat minimum age limit is 13 onwards too
- WhatsApp minimum age limit is 16

These websites are the websites that if you are under 13 or 16 you should not be on it but if you are you should always be with an adult!

My mum likes to use banking websites, shopping on eBay, Aldi and Amazon.

The internet is a fun place but we need to keep a sharp eye out for dangerous things.

If you have your own computer you should not tell anyone what the password is. The only people that should know your password is you, your parents or carer(s).

There is just one last thing that I will tell you about.
DO NOT CYBERBULLY!



Fabian - Year 6

My name is Fabian and I have been a Digital Council member for 2 years. The Digital Council is our school's online safety group that teach people in our school about staying safe on the internet and we are proud of what we do.

These are some websites you should use and enjoy in school that help you with your learning; Mathletics, Spellodrome, Skoolbo, Bug Club and Purple Mash.

Also I will give you a list of games and apps we don't use at our school Roblox, MSP (Movie Star Planet), FNAF (Five Night At Freddie's), Snapchat, Instagram, WhatsApp, Facebook and Music.ly.

We are under age to use these website and they are inappropriate for our age - most of these games are PEGI13, 16 and 18.

There are no privacy on some of these bad games, like on

Snapchat there is Snapmap were people can find out where you are in the world at this moment, Instagram is also one when you have no privacy on social media for example if you take a photo next to your door number people can find out where you live.

Also another risk of the internet are pop ups, if you are in school and you see a pop up on your screen you should tell a teacher. But if you are at home you should tell a parent or carer. Well if you don't know what a pop up looks like it is like a box with information inside it and an X in the top right corner.

Don't forget PEGI ratings always get the right PEGI age for you, PEGI mean the age game you are getting the ages in primary school is PEGI 3+ and PEGI 7+.

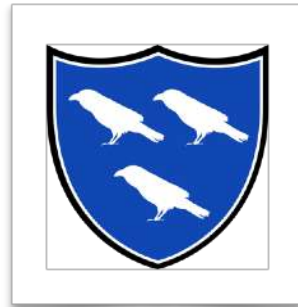
The internet is a great place you can experience a lot of things and you can shop online and get cheaper prices most of the time. You can also book flights, order food, contact people and talk to people.

The internet is a fantastic tool but be careful of the risks and if you're unsure, always tell an adult.

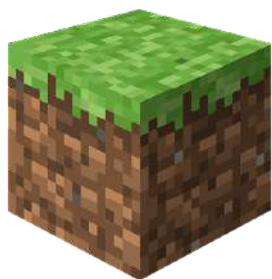
Valley Primary School is proud to date originally from 1889 and, today, delivers a modern, challenging and creative curriculum.

Valley is a school where everyone works hard to ensure that the children are safe, secure, and part of a friendly caring community. We want children to be happy and excited about coming to school. We encourage them to learn, achieve and make progress and to develop knowledge, skills and understanding across a wide curriculum. We aim for pupils to thrive and develop the skills they need for life-long learning.

Valley pupils have joined the Childnet Digital Leader's programme which aims to empower children and young people to champion digital citizenship and digital creativity within their schools and to educate their peers, parents and teachers about staying safe online.



Ben and Darcie - Year 3 - Minecraft Safety



We really enjoy Minecraft because we can build anything we like! We can make and change any world we can think of and our favourite activity is building whatever our imaginations want to create.

However, sometimes you come across some players who are not being good digital citizens. Some people can make rude comments when playing online or they might destroy other people's builds. If this happens to you, always tell a trusted grown up. It's best not to reply or say anything rude back because that might make it worse. With a grown up's help, you can also report users if they continue to make you feel upset with what they do.

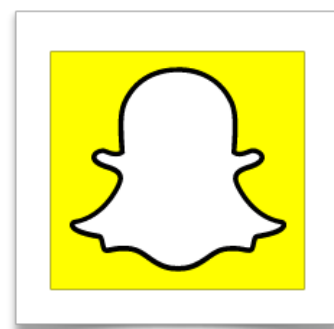
We think that Minecraft is great fun but it is also important to remember to stay safe and play responsibly so that everyone can enjoy it.

Lily and Elodie - Year 4 - Snapchat safety

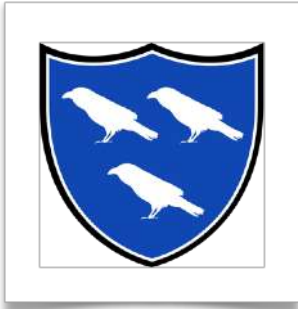
Snapchat is fun to play on because you can take a photo and then add a filter, Bitmoji or a doodle. You can get really creative with your pictures! Just like other social media, there are also some things that you need to be careful with. We have some advice on how to stay safe on Snapchat and still have fun.

The minimum age to sign up for a Snapchat account is 13, so children in primary school shouldn't have their own accounts.

If you are old enough to have an account, Snapchat has a feature where people can see your location and you may not want everyone in the world to know where you are, so our advice is to use ghost mode. Turn this on in your settings and only you can see your location. Also, so that everyone in the world can't see your pictures, it is a good idea to use 'My friends' so that only your friends can see your pictures.



Thomas, Leo and Jake - Year 5 - How long do young people spend online?



We have carried out our own research about how long 8-10 year olds spend online and how this might affect their health. Should you be spending all that time online?

We surveyed 104 eight to ten year olds in our school about how long they spend online and the majority of those surveyed (53.8%) spend less than an hour a day online during the school week. This drops to 18.3% at weekends with 20.2% of those surveyed spending 4 hours or more online on a non-school day.

The top 3 online activities for those surveyed are playing games, watching YouTube and listening to music. These are fun but there are also consequences.

Over half of those surveyed suffered from either sore eyes, trouble getting to sleep, difficulty paying attention to conversations or soreness from holding a device. Interestingly, 78.8% of those surveyed said that they would like to spend more time offline with their families and the majority also did not feel that they wanted more time online.

We found our results very thought-provoking and our advice is not to spend too long online because it could have negative consequences for your health. If you do experience any symptoms, tell a trusted adult, and also speak to your grown up about what you could do together offline.

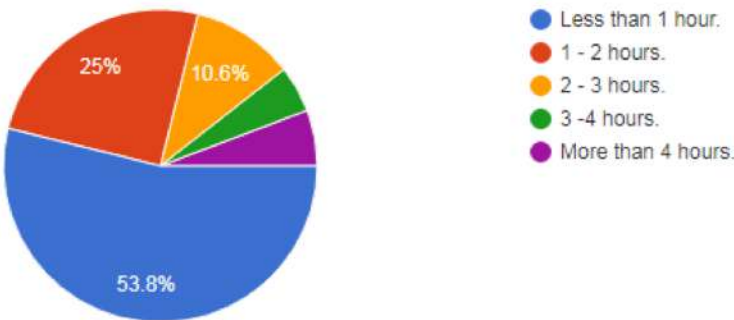


Year 5 survey results



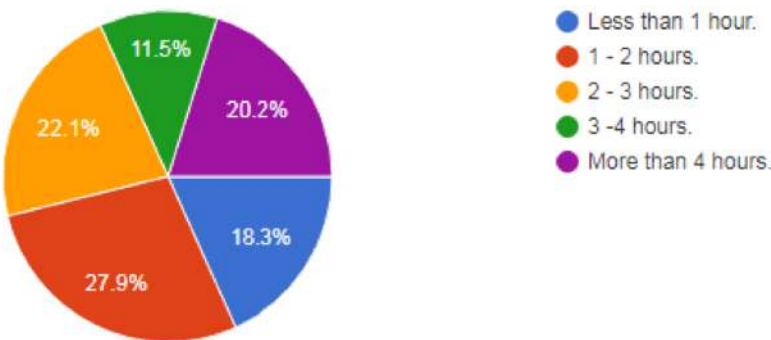
How long do you spend online on a school day?

104 responses

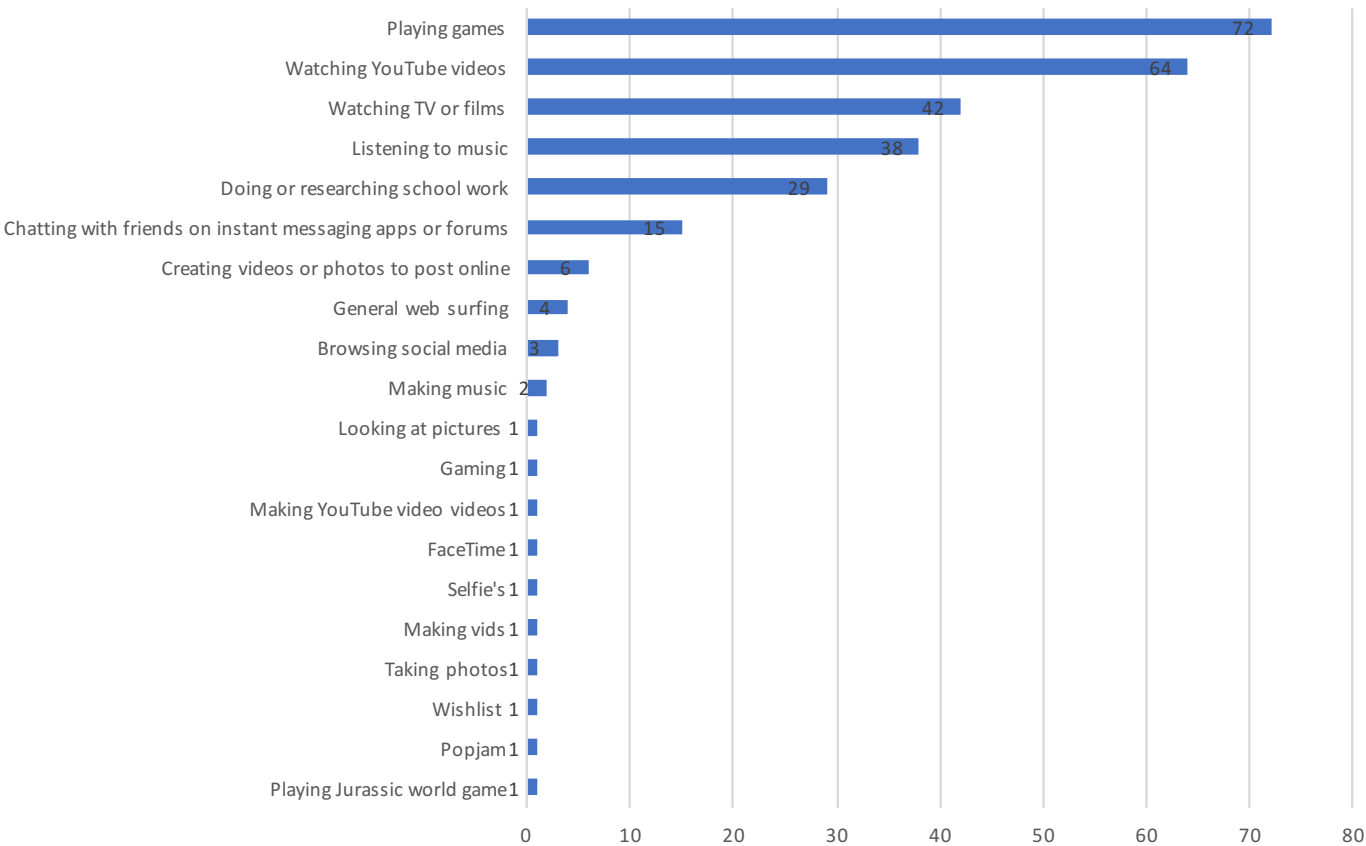


How long do you spend online on a non-school day?

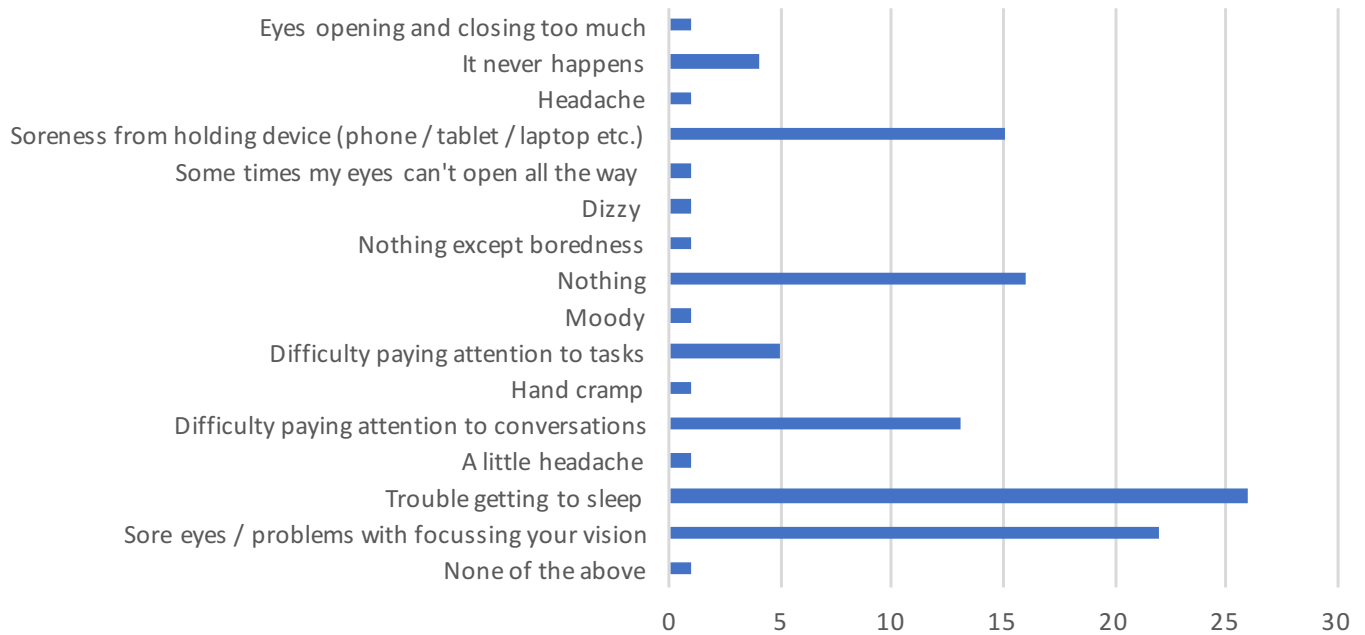
104 responses



What are the main activities that you spend time doing online?

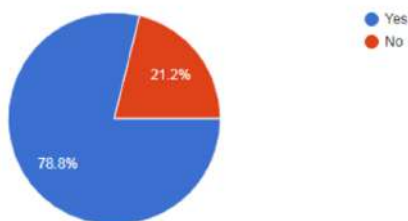


Do you experience any of the following after/during spending time online?



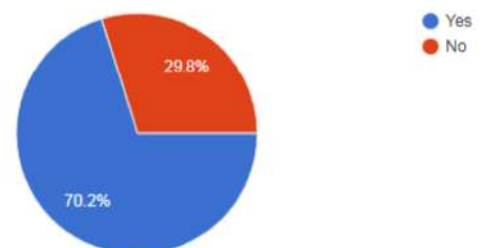
Would you like to spend more time 'offline' with your family?

104 responses



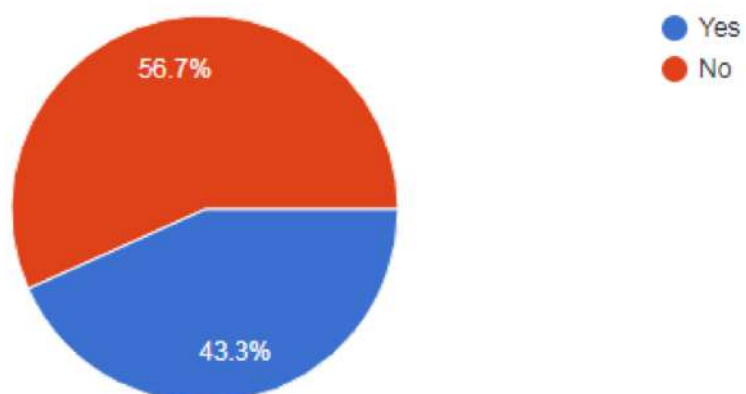
Would you like to spend more time 'offline' with your friends?

104 responses



Would you like to spend more time online?

104 responses



Queen Elizabeth's Grammar School in Ashbourne, Derbyshire is a highly successful school with an aspirational ethos which leads to excellent levels of achievement. Staff, students and governors are committed to working together to build a positive learning environment, ensuring continuing success for all students.

Our core values include hard work, personal courtesy and a smart appearance. We firmly believe that the aim of always doing one's best is the key to sustained success.



Emma, age 17.

Social media has really taken off to not only enhance learning but as a positive method of staying in touch with people.

Twitter can be used in a variety of different ways. As a school student, many of the departments have their own twitter pages. This is an excellent source for students to go to as members of staff will 'retweet' articles relating to the content of the subject. For example, wider reading is shared as part of my A Level Psychology course as well as materials relating to the content principles of the course. Twitter is also extremely useful for career development. I have a keen interest in becoming a primary teacher so I have set up a professional account (separate to my personal one), enabling me to follow educational tweeters, and further develop my interest in teaching.

Although there can be quite a negative stigma surrounding Facebook and its uses, it can be used positively in many different ways. To begin with, there are thousands of different groups online relating to many different things. As well as Twitter, Facebook can be used for professional development and there are groups for many different career sectors. Moreover, nearly all universities now have Facebook pages and this is an outstanding method of keeping up to date with upcoming events/ open days as well as getting a real overview of the university before visiting.

Snapchat may be perceived as a very 'social' app in which people can send pictures of their walk to the park or their breakfast for the day. However, it is an important tool for businesses to connect with their audience. Universities, alongside Twitter, use Snapchat to create stories showing tours of their campuses. If you can't make an open day, follow them on Snapchat as they guide you around their accommodation and course facilities!

YouTube is also extremely beneficial for students in education. Learning is often enhanced by watching videos and tutorials after a lesson to consolidate and widen knowledge. This was particularly the case with my GCSEs; there are endless revision videos for many different subjects. Some departments within school have their own YouTube channels where they will create playlists, which are particularly useful for my courses. I really was unaware of the variety of videos on YouTube, but since using it for my exams, I really do not know what I would do without this key resource.

If the email and group system is used effectively, there are endless possibilities and benefits. Emails allow teachers to be readily available if you are unsure of something. When setting any piece of work, teachers generally always say "any issues, email me" as it is often just as easy to clarify queries over email as it is face to face.



Likewise, the use of the Outlook Groups system has really enhanced my learning over the last few years. I am currently a member of several groups within school. Generally, everyone in the class is a member of their particular subject group, for example the Geography group and the Mathematics group. This method of communication is extremely effective as your teacher uploads each lesson along with the resources, which allows you to consolidate and go over the lessons at home, at your own pace. If you didn't quite catch something in the lesson, or if there was something you did not understand, this would be your first port of call as you have exactly the same material as you had in the lesson. To me especially, I have found this most beneficial because I know in the lesson I do not need to worry about finishing something in particular as I can do it at home that evening. Not only is the lesson content readily available, teachers often upload extra resources.



Microsoft OneDrive is similar to the groups system, but on a more personal level. I like to think of OneDrive as my personal USB stick that follows me around everywhere! It is similar to the Apple Cloud for those who may be familiar with this too. Students do not only use this software, but I know it is used globally with many companies in a variety of businesses. My Microsoft OneDrive is personal to me; I can upload my work from my computer at home, and have it in school or anywhere I like within a matter of seconds, all thanks to OneDrive. There is a massive limit to the capacity of OneDrive, unlike my USB stick and it is certainly more reliable – I know I will not have to dig in the bottom of my bag to find it! OneDrive follows me, anywhere I go.



There are many apps and websites out there to support students at whatever stage of their school life. For me, as a keen linguist, I have tried and tested many apps/websites over my time studying languages and have come to the decision that apps such as Babbel and Duolingo are the best. Duolingo studies the basics in a whole range of languages and is completely free. Babbel is definitely worthwhile for more in-depth study as the app focusses on the more specific vocabulary and phrases, yet still in an interactive way. The first lessons in each topic are free, however there is a subscription charge but that is completely worth the price you pay. I have a friend who taught himself Italian, thanks to the use of Babbel and Duolingo; and now successfully has a GCSE in the subject.

I'm sure many of you have heard of BBC Bitesize. This is a website used for KS1 students right up to GCSE level, with an extensive range of subjects. There are ready-made revision notes, test-yourself quizzes as well as interactive on-screen games. For me, revision would definitely not be the same without doing something interactive that I will remember.

Not only is technology used to teach students inside of the classroom, it is used to consolidate and further develop their learning outside of the classroom too. This is something that has really developed and 'taken off' in the last few years. Some say, the learning that takes place outside of the classroom is partly more beneficial to the student than the learning that takes place in a lesson. Technology allows students to be more in control of their learning; it allows students to build up and extend their knowledge, becoming part of the teaching processes. Technology allows teachers to guide students: they show them suggested places to go and students complete what they feel necessary.

There are a variety of teaching and learning experiences waiting to happen. Learning in a classroom is now far, far away from copying down from a whiteboard. Now it is about independent learning which really benefits the students in the short *and* long term.

Leila, age 16

@SOCIALMEDIA Y U SO POPULAR? #CURIOUS

Take it from someone who used to be enslaved by and thoroughly dedicated to their social media, living the virtual life really isn't as fulfilling as it may at first appear. I still remember that suffocating feeling when I first realised my Snapchat streaks would vanish into the unknown universe when I went on my WiFi-free Duke of Edinburgh's Award expedition two years ago, the very thought of it sending shivers down my spine and almost progressing to the extent where I thought it best not to even go! (Don't worry, I found a solution that involved my friend taking care of them for me).

I also recall waking up and the first thing I would do would be grab my phone and have my morning Instagram scroll and Facebook catch-up. Even worse, going out for lunch with my friends and all of us having our phones out on the table, hands eagerly at the ready just in case we heard that long anticipated 'ping' of a new notification that informed us of some utterly unconnected and unknown Facebook 'friend' whose birthday it was, who we all immediately rushed to congratulate. Pathetic, right? I can admit it now but how many of you could say the same about yourselves?

A lot changed for me in the space of then and now and I'm extremely proud to say my transformation was for better and my restricting bonds to social media have been broken. The secret? Simply to allow yourself to control it instead of letting it control you. I'm not saying you should lose every single one of your Snapchat streaks like I did, liberating as it is, however, I want to give you an insight into what life is like when you aren't looking at most of it through a screen. Trust me, you'll want to read on.

I fully believe that if in doubt, it is appropriate to try and embrace the philosophy of another fellow human and their way of living for a while. Embrace the change and all that. So how about taking a leaf out of Ed Sheeran's book? Back in 2016, the famous singer-songwriter decided to take a break from social media and better still, his phone. In this day and age, it is easy to get caught up in the whirlwind that is technology but just like everything else, addiction is not healthy. Ed Sheeran stated that getting off social media was a New Year's Resolution and that when he told Adele he was getting a flip phone, she thought he was taking the mick out of her! He said, 'I bought an iPad, and then I just work off of email, and it's so much less stress. I don't wake up in the morning and have to answer 50 messages of people asking for stuff. It's just like, I wake up and have a cup of tea.' Now I have to say, this is some pretty sound advice, especially because as I'm sure we are all aware, cups of tea are very high up the priority list. Granted, most of us here are not worldwide stars that are bombarded with emails and requests each morning but truth be told, social media can create stress. In order to prioritise it, we often have to compromise other more important tasks so we can make room for it. How many times have you been distracted in the middle of a lengthy piece of homework because someone got word of the fact Beyoncé was having twins or a new video of a celeb dabbing was released?

Many of you may now be saying 'but Ed Sheeran is back on social media so clearly it didn't work' and you would be correct in the first part. However, this doesn't mean he failed. His goal of having a break was achieved and a sense of peace he maybe did not know he craved was established. I am simply saying that social media in small doses is the key to a happy life. I speak from personal experience when I say it is so liberating to lose those streaks and to not reply within 4.6 seconds of receiving a Facebook message. The decline in the usage of my phone has helped me realise how many incredible things I could be putting my creative talents and interests towards, not to mention the fact my right hand is no longer shaped like a portable iPhone holder. Leaving my phone at home when I go out with people or not checking it unless it is something urgent has positively changed my mentality and also encouraged those around me to try it too. All of a sudden, you are made aware of how much you used it before but how little attention it really requires and you don't even miss out on anything. By no means should you rule it out of your life completely, just know when to



take a break before you get overwhelmed. Take up new hobbies like baking or running, pick up a book to devour, find your passion instead of wasting your time by aimlessly scrolling.

I know it may seem like I am against social media but this is by no means true; I love a good Gossip Girl cast Instagram stalk as much as the next person. Even better, I get to keep in touch with people I have made friends with that live in different countries without having to pay crazy money for texting overseas. Social media is great when it is used positively and purposefully. It allows a faster spread of news, an insight into the lives of others and is sometimes a creative outlet for people. It can be a really beautiful thing when we are able to express these emotions and passions and beliefs in one area that is so readily available and accessible. Just don't get caught up in the 'glamorous' part of it and create some internet persona that isn't you so you feel you are keeping up with your friends. Correct me if I'm wrong but more often than not, choosing that Instagram filter and accompanying hashtag really isn't all that fulfilling in life.

So to conclude, I'd like to challenge all you dedicated readers to a 'Phone Detox'. Before you panic, it's only one day long! My aim is only to give you a taster of escapism so that you can beat your social media habits and if it suits you, perhaps even do it on a regular basis! Every success begins with the decision to try!



Mark, 17.

How to stop an addiction to gore.

Most people have probably cowered away behind a pillow while watching a gory scene in one of the most recent slasher movies from the world of cinema, but there are many people who do quite the opposite... you may be one of them. Although it may be seen as strange or even evil, this isn't the case.

I, of all people, know how it feels to be obsessed with the gory parts of a film, the deaths and the torture of people who are pure works of fiction and fantasies. It is a rather cathartic to see these situations unfold in a rather unpleasant way.

The love for gore is all well and good but it's when it starts to take a more drastic and realistic turn that it may become a problem. One day maybe you're watching a scene in a film and you feel an urge to find more online, you want to find more films that work in the same way for you. You're scrolling and scrolling but you can't seem to find anything that fills the void until you fall into a site you probably shouldn't have. This is when your little interest becomes a problem, you start to see all these images and videos of real people, suffering... and suffering some more. You see this as only an interest, but it becomes dangerous. Very few people understand or even know and you start to feel secluded and you start to feel like the only way for you to feel better is to get lost in these sites, you don't feel there is any other way to make it all go away.

If any part of this sounds familiar, and I mean ANY, I can relate. Although none of what you are doing is technically illegal, you can find yourself in a lot of moral trouble. My relationship with my girlfriend was jeopardised because of my fascination with gore and all my friends who knew, found it to be strange and distanced themselves from me. It's not a fun experience in any way.



I know I have gone on for an awful long time but I have finally got to what I assume you have all been reading for... How do you stop?

Unfortunately, I'm not a psychologist so cannot give any evidence or explanations about the cognitive behavioural system. But I can give you a suggestion that is pulled straight from my own experience, cut down on what you see, and how long you spend on these sites, maybe give yourself less hours than before. Cut down slowly until you feel like you can just go back to watching your horror movies, what you see there will feel tame in comparison to what you've seen online, but I can promise you, you will feel an awful lot better!

Trafalgar Infant School

As a dedicated infant school we believe that early years education lays the foundation for life-long learning. Here at Trafalgar Infant School we are committed to both pupil achievement and pupil development. This means that through the wide experiences that we offer we aim to challenge our children to achieve academically while also developing their confidence, self-esteem and a positive attitude towards learning.

We offer a rich, varied and exciting curriculum covering academic, creative, personal, social and health education. A balance of adult led and child initiated activities is at the core of our approach to learning and teaching. Children can be involved in a range of activities, including taking on responsibilities and participating in the wider life of the school such as being a School Councillor, a T.I.G.E.R, a Listening Friend, a Musical Maestro and a Digital leader.

Digital Leaders are trained to help pupils across the school understand, enjoy and use technology safely. They help Mrs Burton deliver online-safety assemblies, support children to log on and off and trial new apps, software and games.



Each year Mrs Burton and our class teachers choose 6 children to be Yr 2 Digital Leaders. To be a Digital Leader we need to understand about online safety, enjoy computing and ICT and be able to help other children and grown-ups. Being a digital leader is very important but it is also lots of fun. As well as helping our teachers try out new apps and software we also help the younger children to learn about online safety and help them to log on and off the computer and our e-school.

Last year we helped our school to get our online safety mark and win a new interactive panel and this year we are going to look at developing and changing our pupil AUA (Acceptable Usage Agreement) and plan to re-launch this on Safer Internet Day.

We started by thinking of some questions to ask each class about our current AUA and then visited each class to see what they said. The questions were:

Do you know what an AUA is?

Do you know where to find your AUA?

Do you think an AUA is helpful to keep you safe?

We are thinking of giving our AUA a new name. Do you think this is a good idea?

Here are some of the names we have thought of so far. What do you think?

- Online Safety Top Tips (OSTT)
- Staying Safe Online (SSO)
- Online Safety Tips (OST)



We found that the children all knew where they could find our AUA (in their reading diary, in their computing book, in the computer area in class and the ICT suite) and that they all thought it was helpful but they found the name AUA tricky to remember and were not sure of what it meant. They all thought a new name was a good idea and the most popular name was OST (Online Safety Tips).

Next we will be looking at what our AUA says and if we think some of the wording needs to be changed to be more up to date we will ask the children for their ideas again. When we have finished we will need to show our ideas to our Head Teacher Mrs Thompson and the School Governors to check that they are happy for it to become part of our school policies and then hopefully we will be able to show the rest of the school on Tuesday 6th February – Safer Internet Day.



Contact Alan

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