



# A safer internet starts with you...

Understanding the importance  
of healthy relationships in  
keeping children safe online

One Day Conference 24<sup>th</sup> January 2018



# Annette Jones

Head of Specialist Education and Access  
Chair of the BSCB Education Sub Group

# Growing up Digital

A report from the Children's Commissioner's Growing Up Digital Taskforce.

these interventions would give children and young adults **resilience, information** and **power**, and hence open up the internet to them as a place where they can be citizens not just users, creative but not addicted, open yet not vulnerable to having their personal information captured and monetised by companies

Anne Longfield, the Children's Commissioner for England



**‘Create, Connect and Share Respect:  
A better internet starts with you’**

# Housekeeping Information



# Twitter



#bscbonline

For WiFi access go to BGS-Guest  
Password; Lightning52

# Agenda

- ▶ 9.00 Welcome and Introductions
- ▶ 9.20 **Presentation 1** – Impact of online use on identity – Alan Earl SWGfL
- ▶ 10.15 **Presentation 2** – CSE and Online grooming – Andri Nicolaou Avon and Somerset Police
- ▶ 11.00 **Break**
- ▶ 11.25 **Presentation 3** – Engaging Parents – Alan Earle SWGFL
- ▶ 12.20 **Presentation 4** – Online Bullying and Building Resilience Lesley O’Hagan and Henry Chan and pupils from St Bede’s
- ▶ 1.00 Lunch
- ▶ 2.00 Welcome back
- ▶ 2.10 **Question Panel** including representatives from Catch 22, BGS students, the Professionals Online Safety Helpline and Cyber Protection
- ▶ 3.00 **Plenary Evaluations and Close**



# Councillor Anna Keen

Cabinet Member for Education and Skills  
Bristol City Council





# Video: Socialnomics 2018

@equalman



# Alan Earl

Harm Reduction Officer

SWGfL and Police officer Avon and Somerset Police

**Presentation 1: The Impact of Online Use on Identity**

# POEM

‘My Life’ Read by Eden Vaughan



# Andri Nicolaou

Child Sexual Exploitation (CSE) Coordinator  
Avon and Somerset Constabulary

**Presentation 2: CSE and Online Grooming**

# Child Sexual Exploitation



## Awareness Session

9478 Androulla (Andri) Nicolaou

CSE Co-ordinator

**Avon and Somerset Constabulary**

Working together to make the communities of Avon and Somerset be safe and feel safe  
[www.avonandsomerset.police.uk](http://www.avonandsomerset.police.uk)

 @ASPolice  /avonandsomersetpolice  /ASPolice



# Definition of child sexual exploitation (CSE)

*Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person **under the age of 18** into sexual activity*

*(a) **in exchange for something** the victim needs or wants, and/or*

*(b) for the **financial advantage** or **increased status** of the perpetrator or facilitator. The victim may have been sexually exploited even if the **sexual activity appears consensual**.*

*Child sexual exploitation **does not always involve physical** contact; it can also occur through the use of technology.*



## Avon and Somerset Constabulary

Working together to make the communities of Avon and Somerset be safe and feel safe  
[www.avonandsomerset.police.uk](http://www.avonandsomerset.police.uk)

[@ASPolice](https://twitter.com/ASPolice) [/avonandsomersetpolice](https://www.facebook.com/avonandsomersetpolice) [/ASPolice](https://www.youtube.com/ASPolice)



# Children being sexually exploited; what are we talking about?

Serious and serial sexual offending including multiple and gang rape and activity to which they cannot legally consent, often at the hands of more than one perpetrator;

Exposure to sexually transmitted infections and the risk of unwanted pregnancy;  
Child abduction

Manipulation, intimidation, harassment and physical abuse;

Supply of alcohol, controlled drugs and other harmful substances;

Isolation from supportive peers and those providing positive care;

Having their confidence, emotional welfare and mental health undermined and compromised;

Recruiting other children to be subjected to the same abuse and even sexually abusing others because of a skewed understanding of socially acceptable sexual behaviour.



## Avon and Somerset Constabulary

Working together to make the communities of Avon and Somerset be safe and feel safe  
[www.avonandsomerset.police.uk](http://www.avonandsomerset.police.uk)

 @ASPolice  /avonandsomersetpolice  /ASPolice



# What assumptions should we make?

- For compelling and well understood reasons, ***most children being exploited will not report their abuse to professionals*** and are likely to proactively seek out and be defensive of their abusers;
- Children do not put themselves at risk of CSE; ***perpetrators are the risk and cause the harm to children***. Children need practitioners to recognise their experiences as abusive;
- ***Children and young people do not fail to engage with services;*** instead they need time to build a relationship or services to adapt to their needs;
- Children and Young people who are being sexually exploited ***may not recognise their experiences as abusive;***
- Children and young people (normally) ***need to be involved when decisions are made*** about their care, protection and ongoing support and be kept informed on any issues that affect them;
- Children and young people who are being sexually exploited ***need continuous and consistent support.***

## Avon and Somerset Constabulary

Working together to make the communities of Avon and Somerset be safe and feel safe  
[www.avonandsomerset.police.uk](http://www.avonandsomerset.police.uk)

 @ASPolice  /avonandsomersetpolice  /ASPolice





# TOPAZ



## Avon and Somerset Constabulary

Working together to make the communities of Avon and Somerset be safe and feel safe  
[www.avonandsomerset.police.uk](http://www.avonandsomerset.police.uk)

 @ASPolice  /avonandsomersetpolice  /ASPolice



# Child sexual abuse online




When [sexual exploitation](#) happens online, young people may be persuaded, or forced, to:

- send or post sexually explicit images of themselves
- take part in sexual activities via a webcam or smartphone
- have sexual conversations by text or online.

Abusers may threaten to send images, video or copies of conversations to the young person's friends and family unless they take part in other sexual activity. Images or videos may continue to be shared long after the sexual abuse has stopped.

## Avon and Somerset Constabulary

Working together to make the communities of Avon and Somerset be safe and feel safe  
[www.avonandsomerset.police.uk](http://www.avonandsomerset.police.uk)

 @ASPolice  /avonandsomersetpolice  /ASPolice



# The grooming line



## Targeting stage

- Observing the child/ young person
- Selection of child/ young person
- Befriending – being nice, giving gifts, caring, taking an interest, giving compliments, etc
- Gaining and developing trust
- Sharing information about young people between other abusive adults



## Friendship forming stage

- Making young people feel special
- Giving gifts and rewards
- Spending time together
- Listening and remembering
- Keeping secrets
- Being there for them
- 'No-one understands you like I do'; being their best friend
- Testing out physical contact – accidental touching
- Offering protection



## Loving relationship stage

- Being their boyfriend/girlfriend
- Establishing a sexual relationship
- Lowering their inhibitions – eg showing them pornography
- Engaging them in forbidden activities – eg going to clubs, drinking, taking drugs
- Being inconsistent – building up hope and then punishing them



## Abusive relationship stage

- Becomes an 'unloving' sexual relationship
- Withdrawal of love and friendship
- Reinforcing dependency on them – stating young person is 'damaged goods'
- Isolation from family and friends
- Trickery and manipulation – 'you owe me'
- Threatening behaviour
- Physical violence
- Sexual assaults
- Making them have sex with other people
- Giving them drugs
- Playing on the young person's feeling of guilt, shame and fear

## Avon and Somerset Constabulary

Working together to make the communities of Avon and Somerset be safe and feel safe  
[www.avonandsomerset.police.uk](http://www.avonandsomerset.police.uk)

@ASPolice /avonandsomersetpolice /ASPolice





## Avon and Somerset Constabulary

Working together to make the communities of Avon and Somerset be safe and feel safe  
[www.avonandsomerset.police.uk](http://www.avonandsomerset.police.uk)

 @ASPolice  /avonandsomersetpolice  /ASPolice



# Sexting

**Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages.**


**Sexting may also be called:**

- trading nudes
- dirties
- pic for pic.



## Avon and Somerset Constabulary

Working together to make the communities of Avon and Somerset be safe and feel safe  
[www.avonandsomerset.police.uk](http://www.avonandsomerset.police.uk)

 @ASPolice  /avonandsomersetpolice  /ASPolice



# What the law says



**A young person is breaking the law if they:**

- **take an explicit photo or video of themselves or a friend**
- **share an explicit image or video of a child, even if it's shared between children of the same age**
- **possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.**

**However, as of January 2016 in England and Wales, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action isn't in the public interest.**

**Crimes recorded this way are unlikely to appear on future records or checks, unless the young person has been involved in other similar activities which may indicate that they're a risk.**

## Avon and Somerset Constabulary

Working together to make the communities of Avon and Somerset be safe and feel safe  
[www.avonandsomerset.police.uk](http://www.avonandsomerset.police.uk)

 @ASPolice  /avonandsomersetpolice  /ASPolice



# Why do young people sext?


There are many reasons why a young person may want to send a naked or semi-naked picture, video or message to someone else.

- joining in because they think that 'everyone is doing it'
- boosting their self-esteem
- flirting with others and testing their sexual identity
- exploring their sexual feelings
- to get attention and connect with new people on social media
- they may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent



## Avon and Somerset Constabulary

Working together to make the communities of Avon and Somerset be safe and feel safe  
[www.avonandsomerset.police.uk](http://www.avonandsomerset.police.uk)

 @ASPolice  /avonandsomersetpolice  /ASPolice





## Internal Trafficking UKHTC



Trafficking in Human Beings (THB) is not just transnational it also happens to United Kingdom (UK) nationals who can also be victims of trafficking within the UK.

This is often identified in situations where the victims are moved from one location to another irrespective of distance.

This may be actually within a town or between towns and cities in the UK, very often for the purposes of sexual exploitation.

## Avon and Somerset Constabulary

Working together to make the communities of Avon and Somerset be safe and feel safe  
[www.avonandsomerset.police.uk](http://www.avonandsomerset.police.uk)

 @ASPolice  /avonandsomersetpolice  /ASPolice





# Types of Human Trafficking

There are several broad categories of exploitation linked to human trafficking, including:

- Sexual exploitation
  - Forced labour
  - Domestic servitude
  - Organ harvesting
- 
- Child related crimes such as child sexual exploitation, forced begging, illegal drug cultivation, organised theft, related benefit frauds etc.
  - Forced marriage and illegal adoption (if other constituent elements are present)



**Avon and Somerset Constabulary**

Working together to make the communities of Avon and Somerset be safe and feel safe  
[www.avonandsomerset.police.uk](http://www.avonandsomerset.police.uk)

 @ASPolice  /avonandsomersetpolice  /ASPolice



# County Lines

It is likely that young people are groomed through social media for exploitation by County Lines.

It is almost certain that some County Lines offenders are actually coerced victims as many offenders have markers for mental health and/or drugs issues.



## Avon and Somerset Constabulary

Working together to make the communities of Avon and Somerset be safe and feel safe  
[www.avonandsomerset.police.uk](http://www.avonandsomerset.police.uk)

 @ASPolice  /avonandsomersetpolice  /ASPolice



# REPORT AN IMAGE OR VIDEO

## Nude image of you online? We can help you take it down.

If you are under 18 and an explicit or nude image of you has been shared online, we can confidentially help you to get it removed.

Follow these 3 simple steps:




1. Download **Yoti** – The easiest, most secure way to prove identity. Take a selfie and then a photo of your ID, like a passport, to verify it's you.
2. Report: Give details of the nude image and where it could be online (don't worry if you don't know all the details)
3. Remove: We'll then review the details and the IWF will work to have it removed

The IWF (Internet Watch Foundation) use image hashing technology. This means each photo has its very own ID and using this ID it can identify the image, and have it removed, wherever it is uploaded to the internet.

If you're 18 or older, contact the website(s) where you've seen the image or video, or report it to the police.

## Avon and Somerset Constabulary

Working together to make the communities of Avon and Somerset be safe and feel safe  
[www.avonandsomerset.police.uk](http://www.avonandsomerset.police.uk)

 @ASPolice  /avonandsomersetpolice  /ASPolice



# Young People Voices

*"The internet is a weird version of the real world where you can do everything"*

*"I just needed someone to ask why I had changed... I would have told them everything."*

*"I felt so lonely, I had no one to talk to, and that's how I ended up with bad people, and bad things happened to me."*






*"I totally believed there was no one I could tell. He had convinced me he was the only person who really cared about me."*

*"I am worried my parents will be ashamed of me, and I know I will get in trouble for talking to strangers online, I feel like I have let them down."*

## Avon and Somerset Constabulary

Working together to make the communities of Avon and Somerset be safe and feel safe  
[www.avonandsomerset.police.uk](http://www.avonandsomerset.police.uk)

 @ASPolice  /avonandsomersetpolice  /ASPolice



# Young People Voices

*Understand that if we do talk about sex it is really important that you must not look embarrassed or go red, this just shuts us up.  
Your embarrassment stops children talking.*



*You do not report it because who is going to do anything?  
It happens so much I do not see the point.”*

*“You have no-one to speak to if you are not from a stable home.”*

*When we are displaying difficult and challenging behaviour, we want professionals from all agencies to have a greater awareness of this, especially schools.*

*Be clear that it is so hard to say what is happening and we really worry it will get back to our families; we are also worried that we may get hurt by some of the people who did this if they found out I/we had told (an attempt to tell resulted in one child being gang raped).*

## Avon and Somerset Constabulary

Working together to make the communities of Avon and Somerset be safe and feel safe  
[www.avonandsomerset.police.uk](http://www.avonandsomerset.police.uk)


 @ASPolice  /avonandsomersetpolice  /ASPolice





## Avon and Somerset Constabulary

Working together to make the communities of Avon and Somerset be safe and feel safe  
[www.avonandsomerset.police.uk](http://www.avonandsomerset.police.uk)

 @ASPolice  /avonandsomersetpolice  /ASPolice



**TIME** 😊  
FOR A  
**BREAK**



# James Barlow

Lead Learning Mentor  
Avonmouth Primary School and Nursery



# Avonmouth CE Primary School



# Numbers of parents receiving e-safety messages

<b>Year</b>	<b>Parents spoken to</b>
<b>2014/15</b>	<b>6</b>
<b>2015/16</b>	<b>9</b>
<b>2016/17</b>	<b>3</b>
<b>2017/18 ytd</b>	<b>240</b>



# Alan Earl

Harm Reduction Officer  
SWGfL and Police officer Avon and Somerset Police  
**Presentation 3: Engaging Parents**



‘Online Instincts’  
Written and read by Grace



# Lesley O'Hagan Henry Chan

School Safeguarding Advisors  
Safeguarding in Education Team  
Bristol City Council

**Session 4: Online Bullying and Building Resilience**



Safeguarding  
in Education



**BRISTOL**  
LEARNING CITY

# Online Bullying

Henry Chan

Lesley O'Hagan

Safeguarding in Education Team



# Definition

[def-uh-nish-uh n]

## **Bullying** –

the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

(Anti-bullying Alliance, 2017)

## **Cyberbullying** –

can be defined as bullying that is carried out via electronic means.

(Wolke, Lee and Guy, 2017)

# What makes online bullying different?



- ▶ Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click (DfE, 2017)
- ▶ It exhibits the same characteristics as other forms of bullying but online it can be conducted by anyone, known or stranger, and at any time, day or night, in any location. In this way it can feel inescapable to the victim (Randall, 2017)



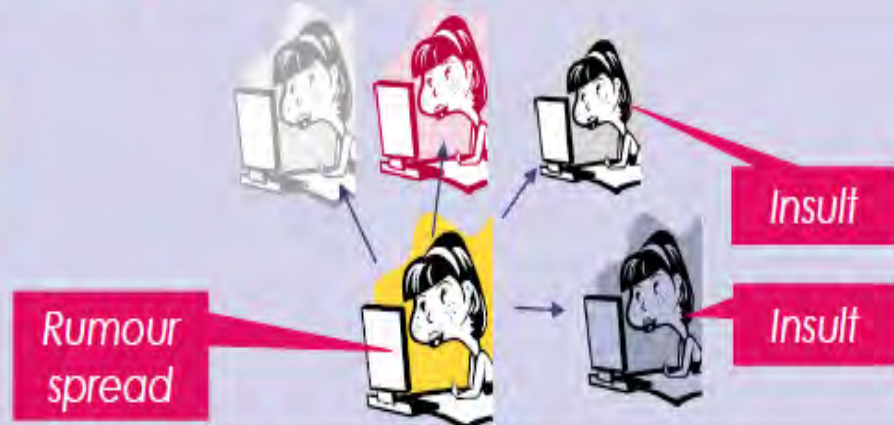
# When is it bullying? or friends falling out?



No imbalance of power



Imbalance of power through repetition, threat, etc.



Clear imbalance of power

# Examples

## Types:

- ▶ Harassment
- ▶ Denigration
- ▶ Flaming
- ▶ Impersonation
- ▶ Outing and Trickery
- ▶ Cyber Stalking
- ▶ Exclusion
- ▶ Spreading Rumours and Gossip
- ▶ Threatening Behaviour
- ▶ Blackmail and Grooming



## Methods

- Email
- Instant Messenger and Chat Rooms
- Social Networking Sites
- Mobile Phone
- Interactive Gaming
- Sending Viruses
- Abusing Personal

# Some statistics (NSPCC)

**One in five** 8 to 11 year olds and **seven in ten** 12 to 15 year olds has a social media profile



Source: Ofcom (2016) [Children and parents: media use and attitudes report \(PDF\)](#).



**1 in 3** internet users are children



Source: Livingstone, S., Carr, J. and Byrne, J. (2015) [One in three: internet governance and children's rights \(PDF\)](#). Ontario: Centre for International Governance Innovation.



There were over **12,000 counselling sessions** with young people who talked to Childline about online issues last year



Source: Bentley, H. et al (2017) [How safe are our children? The most comprehensive overview of child protection in the UK 2017](#).



**1 in 3** children have been a victim of cyberbullying.



Source: McAfee survey of children and parents as reported in the Guardian (14 November 2014) ["Number of children who are victims of cyberbullying doubles in a year"](#)



# When Bullying and Cyber-bullying can be criminal:



- Physically assaulting someone
- Harassing someone especially if the harassment is based on gender or racism
- Making violent threats
- Making death threats
- Making obscene and harassing phone calls and texts
- Sexting
- Sextortion which is sexual exploitation
- Child pornography
- Stalking someone
- Committing hate crimes
- Taking a photo of someone

# Legislation

- The Education Act 2002 S.175 – places a legal duty on maintained schools and Local Authorities to safeguard and promote the welfare of children.
- Children Act 1989 – when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’ this could be treated as a child protection issue.
- S. 89 of the Education and Inspections Act 2006 – schools must encourage good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils. The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012 – for academies.
- S.89 clause 5 of the Education and Inspections Act 2006 – head-teachers have the power to discipline their students for any bullying incidents outside of school “to such an extent that is reasonable.” **This includes bullying online.**
- Equality Act 2010 it is against the law to discriminate against anyone because of protected characteristics.

## Searching, screening and confiscation

Advice for headteachers, school staff  
and governing bodies

January 2018

Section 85 clause 3A of the Education Act 2011 states that a school doesn't need the consent of the child in question if they believe:

*“that there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency”.*

- ▶ If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable.
- ▶ Where an article that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to

### Tips

- I. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.
- II. Any search that may take place must have two members of staff present; the searcher and the witness and ideally both would be of the same sex as the perpetrator.
- III. Any complaints by parents regarding the search must be made to the head teacher who should ask for a copy of the complaints

# Guidance

## ► Keeping children Safe in Education 2016



### **Behaviour and discipline in schools**

Advice for headteachers and school staff

January 2016



### **Preventing and tackling bullying**

Advice for headteachers, staff and governing bodies

July 2017

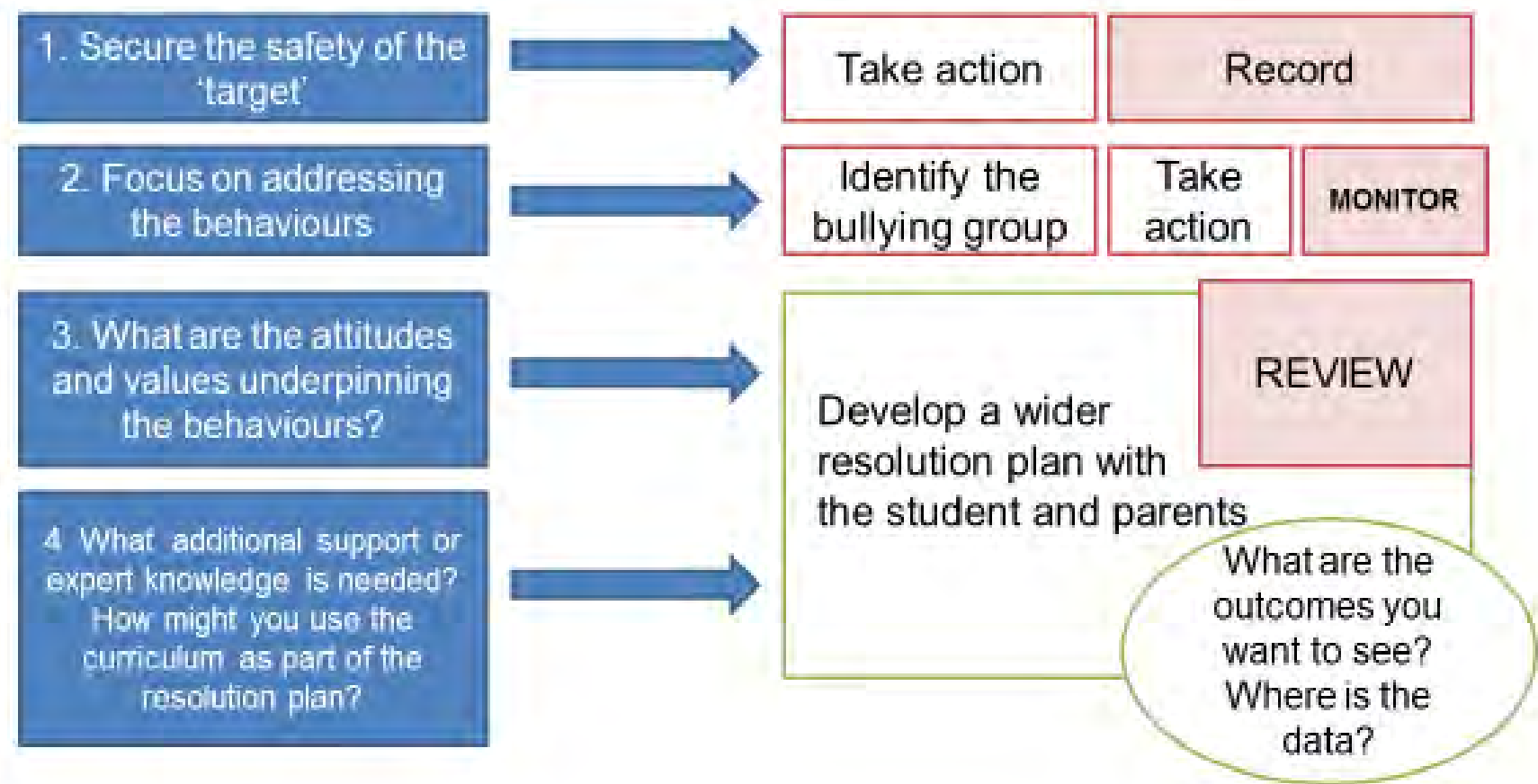


### **Sexual violence and sexual harassment between children in schools and colleges**

Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads

December 2017

# Responding to online bullying





# Taking action.

## Prevention:

- Ensuring cyber bullying is acknowledged in policies:
  - I. incidents happening both inside and outside of school will not be tolerated).
  - II. Working with the police and service providers
- PSHE/ SRE – Ensure that it is bespoke to your children and young people.
- Consider using the Anti-bullying Alliance Audit tool to identify the needs of your school.
- Child friendly policy; empower bystanders
- Establish anti-bullying culture with

## Managing the incident:

- ▶ TED questioning in managing disclosures.
- ▶ Record keeping.
- ▶ Consult behaviour policy but consider safeguarding and child protection underpinning behaviour?
- ▶ Consider graduated and proportionate approach, with respect to noticing patterns, use of chronologies.
- ▶ Are there any criminal aspects of the behaviours which require further action.
- ▶ If you are not sure what to do – seek advice!

# Consider Emotional Needs

- ▶ All young people are affected whether they witness or exhibit bullying behaviour or fall victim to it.
- ▶ They need appropriate emotional and practical ongoing support during and following the incidents of bullying.
- No one should underestimate the impact that bullying has on young people's lives. It can cause high levels of distress, affecting children and young people's wellbeing, behaviour and social development right through into adulthood.





# Rachel O'Hagan Isabel Romero

St Bede's Catholic College

Living online: A young person's perspective

# LUNCH



Afternoon session commences at 2pm

 [#bscbonline](https://twitter.com/bscbonline)

**WELCOME  
BACK!!**



# Ron Richards

Online Safety Consultant for SWGfL  
Lead Assessor for the 360 degree safe Online  
Safety Mark

# South West Grid for Learning

360 degree safe tool and Online Safety Mark

Ron Richards  
Online Safety Consultant, SWGfL



Schools, Academies +  
Multi-Academy Trusts

Improve your  
Online Safety  
provision with  
our FREE tool

Register at [360safe.org.uk](http://360safe.org.uk)







# Why use the 360 Self Review Tool?

- Review your school online safety policy and practice and:
  - benchmark against other users
  - access template policies
  - link / refer to good practice guidance
  - print / save reports of your review
  - produce action plans
  - print “commitment” and “progress” certificates
  - apply for the Online Safety Mark



# Improvement

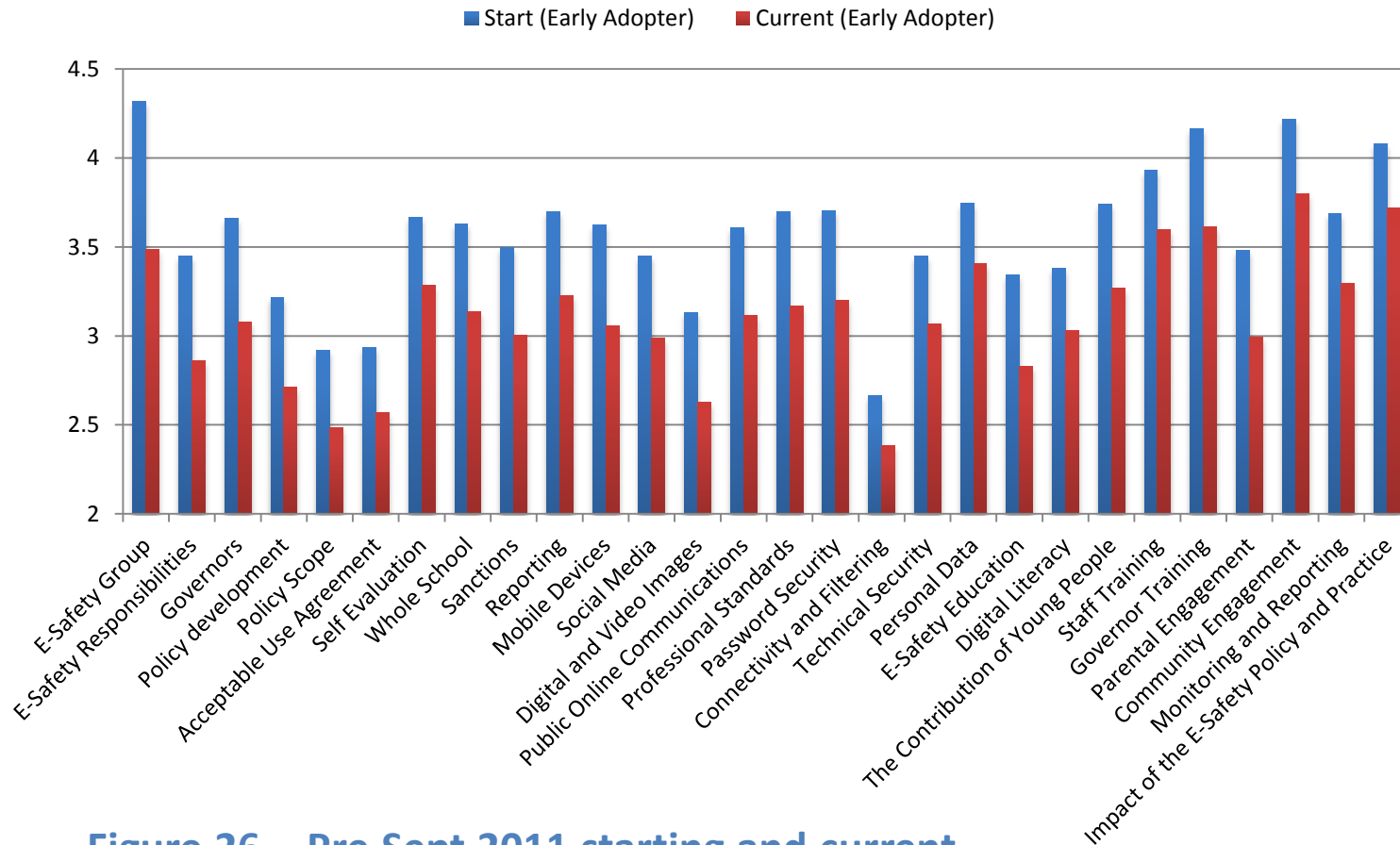


Figure 26 – Pre Sept 2011 starting and current averages



Analysis of the data from the 12,000 UK schools using the 360 degree safe self review tool presents a unique picture of online safety policy and practice. The report analyses how schools have used the tool since 2010 to underpin their online safety strategy and explores improvement trends and barriers to progress.



# 12,000 Schools



**Top 5 Strengths**

- Filtering and monitoring
- Policy Scope
- Acceptable Use Agreement
- Digital and Video Images
- Policy Development

**Top 5 Weaknesses**

- Community Engagement
- Impact of Policy and Practice
- Governor Training
- Staff Training
- Online Safety Group

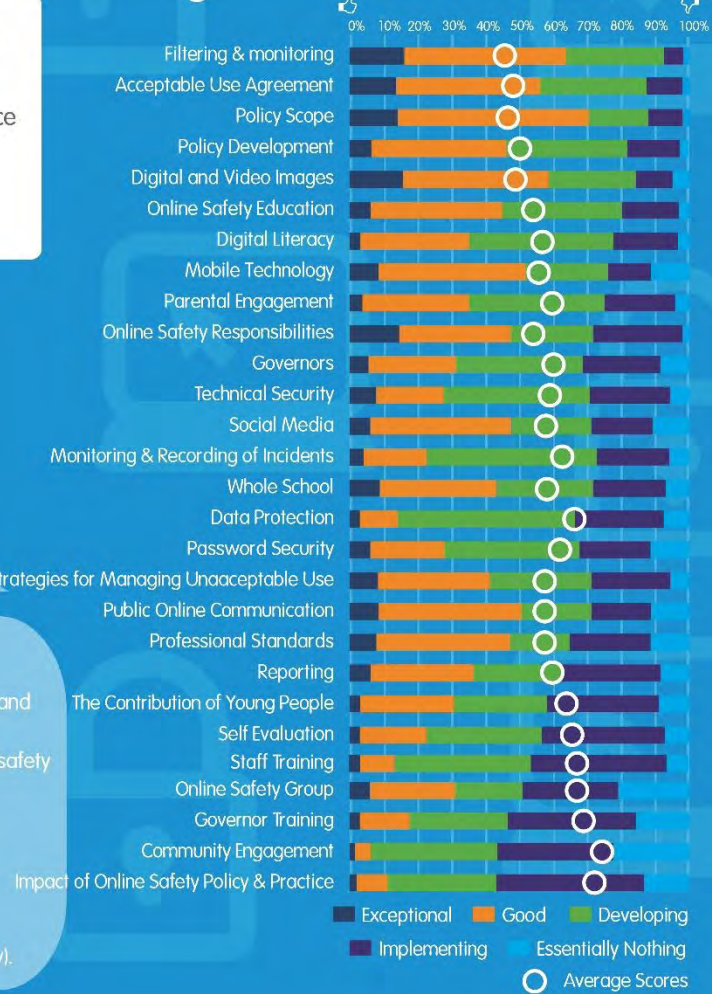
**Areas of strength are:**

- **having effective connectivity and filtering in place** (Almost 65% of schools have excellent or good connectivity and filtering in place);
- **the scope of online safety covered in school policies** (Just over 70% of schools have strong online safety policies in place);
- **having effective Acceptable Usage Agreements in place** (Almost 60% have a detailed and effective Acceptable Usage Agreement in place).

**Areas of weaker practice are:**

- 33% have no data protection policy in place, even though they are responsible for the storage of sensitive personal data about children and young people
- the evaluation mechanisms in place to measure the impact of online safety policy and practice in schools (57% of schools have no means to evaluate the impact of their online safety strategy);
- the effectiveness of training for school governors related to online safety (53% have carried out no governor training around online safety issues);
- the effectiveness of training for staff on matters related to online safety (Almost 50% have no staff training to date around online safety).

## Average Scores



# The Online Safety Self-Review Tool for Schools

360 degree safe is free to use, and is intended to help schools review their Online Safety policy and practice. We walk you through each aspect of Online Safety, helping you to collaborate, report, and progress.

[Begin Review](#)

## SWGfL unveils new and improved 360 degree safe

Welcome to 360 degree safe, the award winning Online Safety self-review tool for schools. Our tool provides:

- Information that can influence the production or review of online safety policies and develop good practice.
- A process for identifying strengths and weaknesses.
- Opportunities for commitment and involvement from the whole school.
- A continuum for schools to discuss how they might move from a basic level provision for online safety to practice that is aspirational and innovative.



[Overview](#) [Accreditation](#) [Review](#) [Assessors](#) [Data Overview](#) [Try the Tool](#) [Academy Groups](#) [Register](#)

[My Account](#) [Contact Us](#) [Sign In](#) [Sign Out](#)

[Start Guide](#) [Structure Map](#) [News](#) [Case Studies](#) [PDF Version](#) [Policy Templates](#)

[Academy Groups](#) [Our Awards](#)

## 360 degree safe Overview

The 360 degree safe self review tool is free to use and is intended to help schools review their online safety policy and practice. It provides:

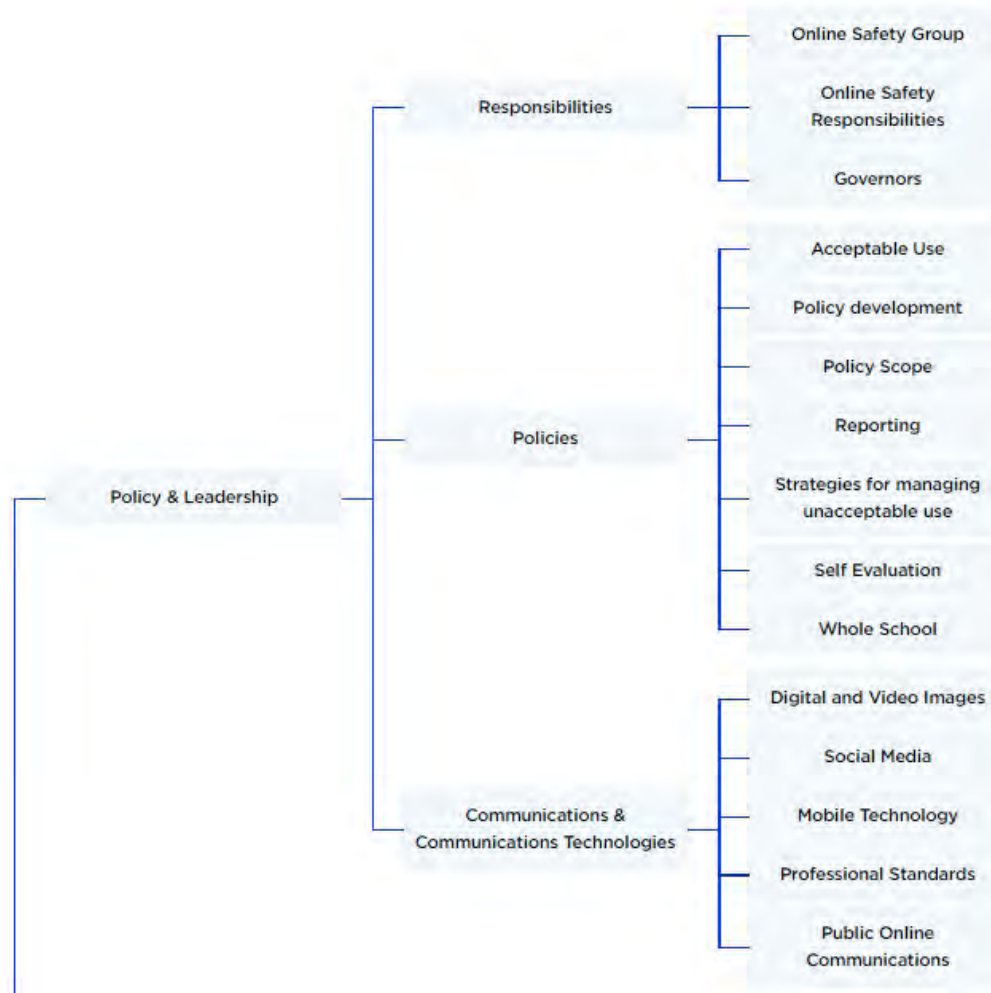
- Information that can influence the production or review of online safety policies and develop good practice.
- A process for identifying strengths and weaknesses.
- Opportunities for commitment and involvement from the whole school.
- A continuum for schools to discuss how they might move from a basic level provision for online safety to practice that is aspirational and innovative.

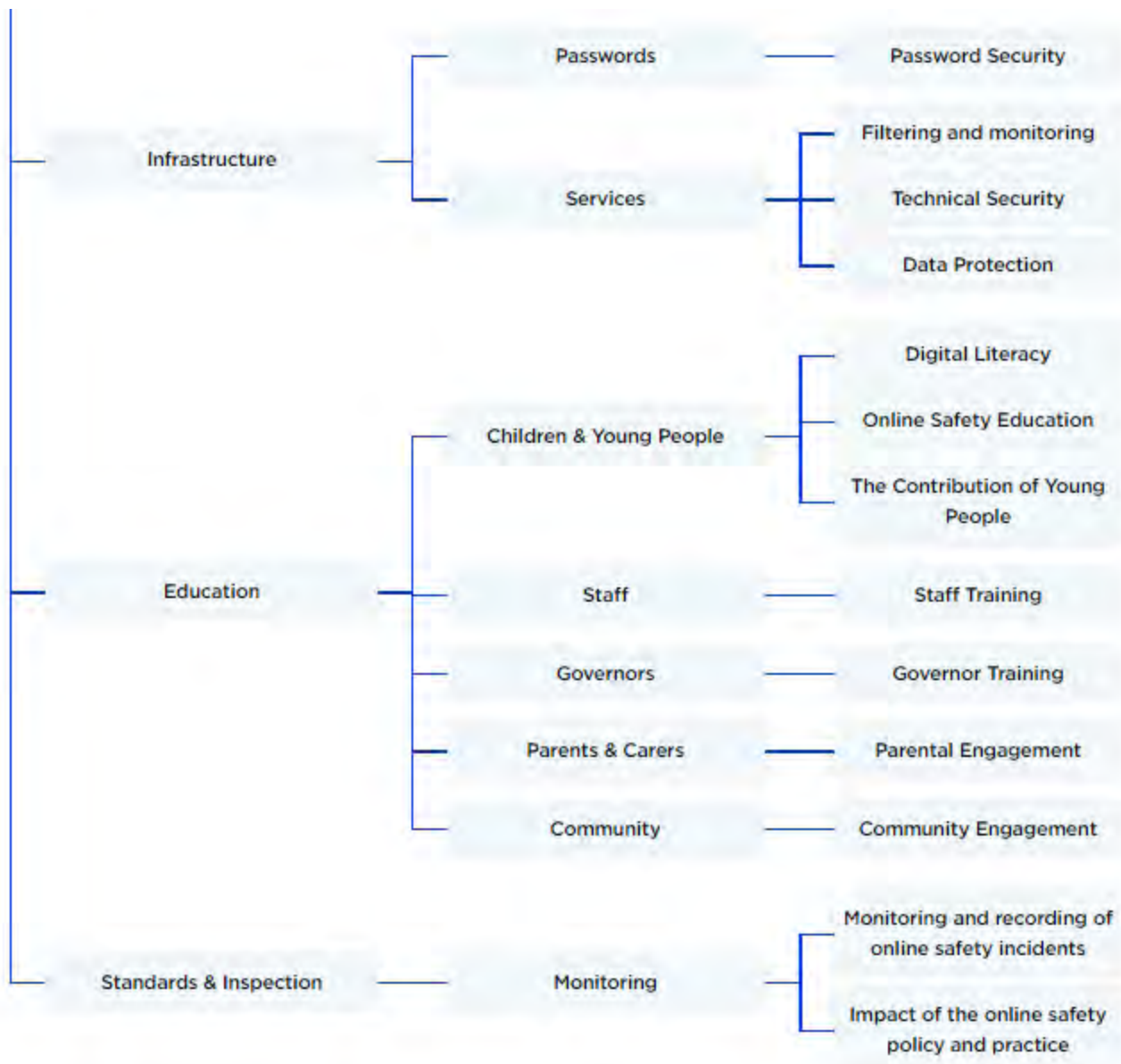


### 360 degree safe Features & Benefits

- Encourage collaborative online use within your school.
- Receive immediate feedback and suggested actions to help your progression.
- Log sources of evidence, comments and action points within your account.
- Easily compile and print a wide range of reports.
- Compare and benchmark your responses with other users of the online tool.

## 360 Structure Map





Click on blue bars or title to select element / strand / aspect to review

## Review Your Establishment

The graph below indicates your current attainment and completion record, whilst showing the average levels of other establishments.

### Policy & Leadership

This element reflects the importance of having a clear vision and strategy for e-safety, with effective policies and leadership. This should be owned and understood by all stakeholders. There should be effective self evaluation, monitoring, reporting systems and sanctions.



### Infrastructure

This element reflects the importance of having effective systems in place to ensure the security of the school's computer systems, system users and personal data. These should be owned and understood by all users and should be subject to regular review and updating, in the light of constantly changing technology and the development of new security threats.



### Education



## Responsibilities: Online Safety Group

Please select an appropriate level

- 5 There is no Online Safety Group
- 4 The school is in the process of establishing an Online Safety Group.
- 3 The school has an Online Safety Group with staff representation and a clear brief.
- 2** The school has an active Online Safety Group with wide representation from the SLT, staff (including child protection representative), governors and pupils / students. It has clear lines of responsibility and accountability.

### Your Improvement Actions

Invite parent and community representatives to join the Online Safety, to allow it to address wider issues and promote e-safety awareness within the school and wider community. Carry out surveys / questionnaires to check that all members of the school understand the lines of responsibility and accountability. Fully Integrate with other school groups (eg Behaviour, Child Protection, Curriculum). Consider succession planning.

Enter Commentary

- 1 The school has an active Online Safety Group with wide representation from within the school eg SLT, teaching and support staff (including Child Protection representative), governors and pupils / students and also from parents and carers and the wider community. It has clear lines of responsibility and accountability which are understood by all members of the school. The committee is actively integrated and collaborating with other relevant groups in school eg, School Council.

On each aspect page you choose the level statement that best fits your school.

This symbol shows the “accreditation benchmark level” for the aspect


When you have chosen your level it is highlighted like this.

Improvement action changes as you change your chosen level statement

### Your Improvement Actions

Invite parent and community representatives to join the Online Safety, to allow it to address wider issues and promote e-safety awareness within the school and wider community. Carry out surveys / questionnaires to check that all members of the school understand the lines of responsibility and accountability. Fully Integrate with other school groups (eg Behaviour, Child Protection, Curriculum). Consider succession planning.

Enter Commentary


 The school has an active Online Safety Group with wide representation from within the school eg SLT, teaching and support staff (including Child Protection representative), governors and pupils / students and also from parents and carers and the wider community. It has clear lines of responsibility and accountability which are understood by all members of the school. The committee is actively integrated and collaborating with other relevant groups in school eg School Council.

### Suggested Evidence Sources

Online Safety Group Minutes. Online Safety Group Terms of Reference. Other minutes and reports as relevant, including Governors

### Supporting Links & Documents

- Specialist help and support - SWGfL Boost service to support e-safety development.
- SWGfL School Online Safety Policy, Online Safety Group
- Terms of Reference for an Online Safety Group (Somerset)
- Guidance for establishing an Online Safety Group (e-safety adviser)

Current Position 

Evidence

Improvement Plan

Enter what your current position is with this aspect:

The school has an E-safety Group consisting of the E-Safety Officer, Network Manager, Deputy Head, ICT Co-ordinator, Assistant Head e-Learning, Safeguarding Coordinator, E-Safety Governor and member of the School Council. It meets at least three times a year to monitor incidents, filtering logs, adapt policies and to listen to "student voice". There is a separate and supporting student group - the Digital Leaders Group.

Possible sources of evidence are suggested

Clicking on these links opens relevant policy templates and other guidance

Here you can add free text in current position, next steps or evidence, sections

Element 1 / 4

This element reflects the importance of having a clear vision and strategy for online safety, with effective policies and leadership. This should be owned and understood by all stakeholders. There should be effective self evaluation, monitoring, reporting systems and sanctions.

Element A Policy and Leadership

Strand 1 Responsibilities

	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p><b>Aspect 3</b></p> <p><b>Governors</b></p> <p>This aspect describes Governors' (or those in a similar position eg a Board of Directors) online safety accountabilities and how the school ensures this influences policy and practice.</p>	<p>The Governors are not involved in online safety policy and provision.</p>	<p>The Governors are aware that the school is developing aspects of its online safety policy and provision, but they are not involved in the development</p>	<p>Governors understand their online safety responsibilities and accountabilities. There is evidence of online safety knowledge on the Governing Body. They are involved in the development of the online safety policy and approve it. Governors receive online safety reports from senior leaders.</p>	<p>Governors understand their online safety responsibilities and accountabilities. There is evidence of online safety knowledge on the Governing Body. They are involved in the development of the online safety policy and approve it. Governors receive and act upon online safety reports from senior leaders. A Governor is part of the Online Safety Group and is able to provide support and critically challenge to the school on policy and practice. Governors allocate resources to provide online safety education.</p>	<p>Governors understand their online safety responsibilities and accountabilities. There is evidence of online safety knowledge on the Governing Body. They are involved in the development of the online safety policy and approve it. Governors receive and act upon online safety reports from senior leaders. A Governor is part of the Online Safety Group and is able to provide challenge to the school on policy and practice. Governors allocate resources to provide online safety education and are given the opportunity to regularly update their knowledge. Governors receive regular monitoring reports on the implementation of the online safety policy. Governors are involved in the promotion of online safety in the wider community.</p>

Paper version of the tool can be downloaded from the overview section

## Contents

Introduction.....	3
SWGfL / UK Safer Internet Centre .....	3
360 degree safe Online Safety Self Review Tool .....	3
Online Safety BOOST and BOOST+ – Schools Online Safety Toolkit .....	4
The Online Safety Template Policies.....	4
[Name of School / Academy] Online Safety Policy.....	7
Development / Monitoring / Review of this Policy .....	8
Schedule for Development / Monitoring / Review .....	8
Scope of the Policy.....	9
Roles and Responsibilities.....	9
Governors / Board of Directors.....	10
Headteacher / Principal and Senior Leaders: .....	10
Online Safety Coordinator / Officer.....	11
Network Manager / Technical staff: .....	12
Teaching and Support Staff .....	15
Designated Safeguarding Lead / Designated Person / Officer.....	15
Online Safety Group .....	15
Students / Pupils.....	15
Parents / Carers.....	15
Community Users.....	16
Policy Statements.....	16
Education – Students / Pupils .....	16
Education – Parents / Carers.....	17
Education – The Wider Community .....	18

file:///e:/\  
policy do  
safety pol  
with app  
Ctrl+Click



# School / Academy Online Safety Template Policy

Template Policies (available from Policy Development  
Aspect links or from SWGfL website)





# Bristol 360 registrations

- 80% of schools registered
- Only 57% of those have completed all 28 aspects
- Only 28% of those have used the tool in the last year.
- Average level – 3.4 (national average is 3.1)
- Only 1 Bristol school currently holds the Online Safety Mark (neighbouring LA – 12 schools)
- Any issues contact:



# Online Compass



Online**Compass**

Safely Navigating the Digital World

[www.onlinecompass.org.uk](http://www.onlinecompass.org.uk)



[Ron.Richards@swgfl.org.uk](mailto:Ron.Richards@swgfl.org.uk)

[360safe@swgfl.org.uk](mailto:360safe@swgfl.org.uk)





# Online Safety Q&A Panel

## Panel Members:

- ▶ **Emma Cochran** – Service Manager, Catch 22
- ▶ **Joanne Bocko** – Cyber Protect Officer, Avon and Somerset Police
- ▶ **Carmel Glassbrook** – Helpline Practitioner, Professionals Online Safety Helpline
- ▶ **Laura Gajdus** – Manager Safeguarding in Education Team
- ▶ **Ella Morey** – BGS Pupil
- ▶ **Sashank Uday** – BGS Pupil
  
- ▶ **Panel Host Jenny Winfield** BSCB E-Safety Working Group



**Plenary**

# Online Safety Live Briefing

South West Grid for Learning (SWGfL) will be providing a 2 hour free Online Safety Live briefing:

**When:** 25<sup>th</sup> September 2018

**Where:** St Bede's Catholic College, Long Cross, Lawrence Weston, Bristol BS11 0SU

**Time:** 9 am–11 am

**How to book:** Visit the SWGfL website:

<https://swgfl.org.uk/training-events/online-safety-live/>





**‘Create, Connect and Share Respect:  
A better internet starts with you’**



# Conference Evaluation and Close

# A safer internet starts with you...

## What is cyber bullying?

There are many ways of bullying someone online and for some it can take shape in more ways than one. Some of the types of cyber bullying are:

**Denigration** – This is when someone may send information about another person that is fake, damaging and untrue.

**Outing and Trickery** – This is when someone may share personal information about another or trick someone into revealing secrets and forward it to others.

**Cyber Stalking** – This is the act of repeatedly sending messages that include threats of harm, harassment, intimidating messages, or engaging in other online activities that make a person afraid for his or her safety.

**Harassment** - This is the act of sending offensive, rude, and insulting messages and being abusive.

**Flaming** – This is when someone is purposely using really extreme and offensive language and getting into online arguments and fights.

**Impersonation** – This is when someone will hack into someone's email or social networking account and use the person's online identity to send or post vicious or embarrassing material to/about others.

**Exclusion** – This is when others intentionally leave someone out of a group such as group messages, online apps, gaming sites and other online engagement. This is also a form of social bullying and a very common.



# A safer internet starts with you...



## Key statistics from the Safer Internet Day 2017 report.

Children aged 8-17 years were asked about how they share images and videos online



Average number of selfies young people take before posting one online



1 in 6 of the children we asked had shared a photo in the last hour



Average number of likes young people say they need to get on a photo before they feel happy



Nearly half of 8-17s (43%) worry about how attractive they look when they share photos online



Nearly half of 8-17s (45%) have used a filter to make themselves look better in the last year

A safer internet starts with you...

**NSPCC**

**We don't know how many children and young people are affected by online abuse.**

**Children often:**

- **don't tell anyone because they feel ashamed or guilty**
- **may not know who to tell**
- **may not realise they are being abused.**





## A safer internet starts with you...

### Agenda First Morning Session

- 9.00 Welcome
- 9.05 Overview of the BSCB and E-safety Working Group – Annette Jones, BCC
- 9.10 Cllr Anna Keen – Cabinet Member for Education and Skills
- 9.15 Video - Socialnomics
- 9.20 Presentation - The Impact of online use in identity – Alan Earle SWGfL
- 10.10 Poem
- 10.15 Presentation – CSE and Online grooming – Andri Nicolaou, Avon and Somerset Police
- 11.00 Break

# A safer internet starts with you...

Key statistics from the Safer Internet Day 2017 report.



Children aged 8-17 years were asked about how they share images and videos online

**1 in 8**  
UK youth had  
shared a selfie  
in the last  
hour

**44%**  
of UK youth  
had shared  
a photo in  
the last day

**2 in 3** UK youth have shared an image or video for a positive reason

## Safer Internet Day 2017: Power of Image



A safer internet starts with you...



# GETTING HELP WITH ONLINE BULLYING

Offer simple advice to follow if children are worried about online bullying

Online bullying can include someone:

- saying nasty things or harassing a child
- posting videos of bullying
- sending abusive or threatening messages
- sharing personal or embarrassing information.

## 3 things to remember if you're being bullied online

1. report or block the person
2. don't reply to nasty messages
3. talk to someone about it.



# A safer internet starts with you...



8-17 year olds were asked what they had done in the last hour:



1 in 6 had shared a photo

1 in 8 had shared a selfie

1 in 25 had livestreamed



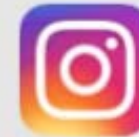
1 in 3 had used Facebook



1 in 3 had used YouTube



1 in 4 had used Snapchat



1 in 5 had used Instagram

Power of Image: a report into the influence of images and videos in young people's digital lives



# A safer internet starts with you...

## Agenda

### Second Morning Session

- 11.25 Presentation – Engaging parents – Alan Earle, SWGfL
- 12.10 Working with parents re Online safety – James Barlow, Avonmouth Primary
- 12.15 Video – Young person’s poem
- 12.20 Presentation – Online bullying and building resilience (including a presentation from pupils from St Bede’s) – Henry Chan and Lesley O’Hagan, Safeguarding in Education Team BCC
- 1.00 Lunch

# A safer internet starts with you...



## Young people are using the power of image to make a positive difference

In the last year, 4 in 5 children aged 8-17 years (80%) said they had been inspired by an image to do something positive.

Over 2 in 3 (67%) said that in the last year they have posted an image or video on the internet for a positive reason, including to support friends (40%), to share something interesting with others (31%) and to encourage others to do something positive (17%).

“ I shared videos and images of me with my friend to show her how much I care about her and how much her friendship means to me when she was going through a rough time <3 ”

Teenage girl from the South East

Power of Image: a report into the influence of images and videos in young people's digital lives



# A safer internet starts with you...



## Young people need support to manage their privacy while sharing images and videos

Over half (56%) of young people aged 8-17 years said they have shared images or videos on a public social media profile, with almost a third (31%) saying that most of the photos they share are on a public profile that can be seen by anyone.

Almost a quarter said they don't know how to control who can see what they post on social media (23%).

Only half of 8-17 year olds (51%) said they always think about what personal information they could be sharing before they post a photo or video online.



Power of Image: a report into the influence of images and videos in young people's digital lives



A safer internet starts with you...

## Agenda

### Afternoon Session

- 2.00 Welcome back
- 2.05 Ron Richards, 360 degree safe
- 2.10 Question panel including representation from Catch 22, BGS students, Professionals Online Safety helpline, Safeguarding in Education.
- 3.00 Plenary
- 3.15 Evaluation process and close



A safer internet starts with you...



How can we help parents to keep their children safe online?

We tell children it's good to share, but online it's different. That's why we're asking parents to be Share Aware.



Parents can access advice and support on parental controls for the O2 and NSPCC online safety helpline 0808 800 5002 or can go to [net-aware.org.uk](http://net-aware.org.uk)



# A safer internet starts with you...



## Social Media Use in 8 – 17 yr olds

### Boys more likely to use YouTube, while girls more likely to use Snapchat

There are some gender trends, with boys being more likely to use YouTube (77% of boys compared to 70% of girls) and Minecraft (21% of boys compared to 15% of girls) in the last day. Girls are more likely to have used Snapchat in the last day, with 47% of girls reporting this compared to 39% of boys.



Snapchat



### Teens are more likely to be using these services – and on a more regular basis

2 in 5 teens have used Snapchat in the last hour, while the majority are using popular sites like Instagram, YouTube and Facebook on a daily basis.

### Despite age requirements, a significant minority of under 13s are regular users

While 8-12 year olds are less likely to have used the majority of services, except Minecraft, compared to 13-17 year olds, many are still regular users.

YouTube, Minecraft and WhatsApp are the most popular services among 8-12s, with a significant minority of 8-12 year olds using social media sites on a daily basis.

This is despite a minimum age of 13 on many social media services, including Facebook, Instagram, YouTube, Snapchat and Twitter, while WhatsApp sets out a minimum age of 16 in its terms and conditions.



Power of Image: a report into the influence of images and videos in young people's digital lives

# A safer internet starts with you...



## Young people feel positive and negative emotions after seeing images or videos online

### Top 3 positive emotions


Happy  
62%  ▲ 66% of 13-17s  
▼ 57% of 8-12s

Excited  
35%  ▲ 39% of 13-17s  
▼ 32% of 8-12s

Inspired  
22%  ▲ 28% of 13-17s  
▼ 16% of 8-12s

### Top 3 negative emotions

Shocked  
23%  ▲ 30% of 13-17s  
▼ 16% of 8-12s

Sad  
20%  ▲ 25% of 13-17s  
▼ 15% of 8-12s

Angry  
19%  ▲ 26% of 13-17s  
▼ 12% of 8-12s

Power of Image: a report into the influence of images and videos in young people's digital lives



A safer internet starts with you...



**Don't forget you can Tweet about your  
day and ask any questions you have  
using #bscbonline**



# A safer internet starts with you...



How can we help parents to keep their children safe online?  
Offer advice on what they can do.



## TALK & LISTEN

Have open conversation with your young person about their online activity.



## RISKS

Understand the potential risk involved, educate your young person so they understand the risks too.



## PROTECT

Understand how you can protect your child from inappropriate content. Empower your young person to use the internet safely.



## REPORT

Understand who you can report to. Reassure the young person that they can talk to you.

## A safer internet starts with you...



### The majority of young people have been exposed to age-inappropriate images or videos

Overall, 70% of young people aged 8-17 years said that in the last year they have seen images and videos not suitable for their age, rising from 60% of children aged 8-12 years to 79% of children aged 13-17 years.

Almost 1 in 6 (15%) said this happened all or most of the time.



**7 in 10** young people aged 8-17 years have seen images and videos not suitable for their age in the last year

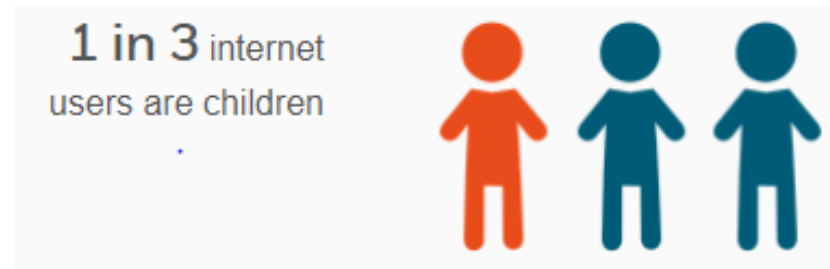
Power of Image: a report into the influence of images and videos in young people's digital lives



A safer internet starts with you...

**NSPCC**

**Online abuse**  
Facts and statistics



A safer internet starts with you...

We are proud that this day has been supported with representation from local schools



Bristol  
Grammar  
School





## A safer internet starts with you...

### Our Speakers;

**Alan Earle** is a police officer who works in the field of online child protection. He advises a number of audiences regarding online safety in partnership with SWGfL, Childnet, CEOP and the police.

**Andri Nicolaou** is a child sexual exploitation co-ordinator with Avon and Somerset Police, in the past she has worked within the CSE victim identification and support service and has been a child protection case conference officer.

**Cllr Anna Keen** – Is a Labour councillor for the Hillfields in Bristol, she is a teacher and the cabinet member for Education and Skills for Bristol City Council.

**Annette Jones** – Head of Specialist Education and Access within Education and Skills for Bristol City Council and Chair of the BSCB Education Sub Group.

**Lesley O’Hagan and Henry Chan** – Both work as safeguarding in education team advisors, offering support and advice regarding safeguarding policy, practice and procedure to educational providers across the city.



## A safer internet starts with you...



### Many young people are sharing selfies and photos

The majority of children aged 8-17 years have shared a photo online (84%), rising from 73% of 8-12 year olds to 95% of 13-17 year olds, with 1 in 6 (17%) saying they have done this in the last hour.

Teens are more regularly sharing photos and videos than younger children, with 1 in 5 teens (21%) saying they had shared an image online in the last hour, compared to 1 in 8 children (13%) aged 8-12 years.



**2 in 3** young people aged 8-17 years have edited a photo before sharing it

### Girls – across all ages – are more likely to have shared a photo or selfie

Girls are more likely than boys to share photos. 1 in 5 (20%) girls have shared a photo in the last hour, compared to 1 in 7 (14%) boys.

These gender trends are observed across both age groups, with girls aged 8-12 years old and girls aged 13-17 years old more likely than boys of their age to share photos on an hourly basis (see Figure 6).

Power of Image: a report into the influence of images and videos in young people's digital lives



**BRISTOL**  
LEARNING CITY



# A safer internet starts with you...

# NSPCC

## Online abuse Facts and statistics

One in five 8 to 11 year olds and seven in ten 12 to 15 year olds has a social media profile



There were over 12,000 counselling sessions with young people who talked to Childline about online issues last year



There were over 2,100 counselling sessions with young people who talked in Childline about online child sexual exploitation (CSE) in 2016/17



In 2016, the Internet Watch Foundation identified over 57,000 URLs containing child sexual abuse images



More than 7 in 10 parents have looked for or received information or advice about how to help their child manage online risks



A safer internet starts with you...

Thanks to the organisations that have given us their support today

