Reddish Hall School

SOCIAL MEDIA

STAYING SAFE
ONLINE:

INFORMATION,
RIGHTS
&
RESPONSIBILITIES

OUR PUPILS' PRIMARY NEEDS

- All pupils at Reddish Hall present with social emotional and mental health difficulties. The trigger for these difficulties differs from child to child.

- ALL of our pupils struggle significantly with social skills when they join us.

- Children who attend RHS might have a range of diagnoses, including but not limited to: ADHD, Autism, foetal alcohol syndrome condition, specific learning difficulties such as dyslexia and dyspraxia, anxiety, separation anxiety, attachment disorder, early childhood trauma, developmental delay.

ISSUES IN SCHOOL

- We are a small school community – while this can be great, it is limiting in terms of social groups

- Problems between children in school regularly relate to their interactions with each other when they are on line out of school time.

- Some of these online interactions happen when children should be asleep and if not, off their devices!

- Sadly, and somewhat surprisingly, some problems are now because of adults' interactions with each other online too!

RISKS TO CHILDREN ON THE INTERNET

- Bullying

- Hate speech / Hate crime

- Violent/abusive content

- Sexual/pornographic content

- Grooming (sexual/extremism/gang-county lines)

- Self-harm & suicide content

- Digital footprint – future records

- Criminality/Joint Enterprise

ACCESS TO SUPPORT AND REPORTING

Welcome to CEOP Education

CEOP Education from the National Crime Agency

The National Crime Agency's CEOP Education team aim to help protect children and young people from online child sexual abuse.

We do this through our education programme, providing training, resources and information to professionals working with children, young people and their families.

I am:

A professional working with children and young people

A parent or carer

4-7 years old

8-10 years old

11-18 years old

HOW IS SOCIAL MEDIA CHANGING CHILDHOODS?

- Before internet and social media, when you went home, you got away from problems and conflicts with other students and peers.

- Now issues continue at home online, having direct access to private spaces: bedrooms etc, - there is often no escape, no protected safe space for children

- It is often easier to write something harmful to someone online than it is to say it to their face.

- People can create a dominant role that isn't necessarily possible in person.

- It is easier for groups to form online and target others in a harmful way.

- Parents tend to know a lot less about using social media than their children

- Children can be savvy and secretive

- Children often know how to get around parental settings without parents realising it

- Despite this, children still have a right to be educated and protected against the risks associated with accessing the internet and social media platforms.

- **Since lockdown, children have relied more on social media to communicate**

- **Less in person interaction has been detrimental to developing social skills**

- **There has been a sharp increase in the number of children being groomed online, including for CSE, gangs and extremism**

- **There continues to be a rise in online issues causing problems in schools and having a negative impact on students' wellbeing and education**

- **There continues to be a rise in online hate crime reported to police.**

What they could see or do

- Seeing or sharing of violent, sexual and pornographic content

- Inaccurate or false information and extreme views

- Promotion of harmful behaviours

- Over-sharing of personal information

- Active or unintentional bullying or hurtful behaviour

Who they might meet

- People who might bully, intimidate or frighten them/others

- People posing behind fake profiles for:

  – Misleading, unkind, harmful interactions

  – Sexual grooming and stalking

  – Blackmail and extortion for criminal gain

  – Identity theft and hacking

How this could affect them

- Fear of missing out leading to excessive use or exaggeration

- Getting upset by what they see and being uncertain about what to do

- Being involved in risky behaviour either by accident or by design

- Developing unrealistic and harmful ideas of body image and identity

- Peer pressure or interactions that are intense or too difficult to handle

- Creating an online record/footprint problematic to their future

HATE crime...

....is when someone is targeted because they are or believed to be disabled, gay, lesbian or bisexual, transgender or from a particular race or religion

....can involve verbal abuse, harrassment, violence, damage to property, theft, sexual offences or inciting hatred

...CAN TAKE PLACE ANYWHERE - AT HOME, WORK, AT SCHOOL, IN A PUBLIC PLACE OR ONLINE

@#!*

....you don't have to speak to the Police, our website has details of community reporting centres, or how you can report online

The facts.................

90%*
of people with learning disabilities in the UK say they have been bullied or harassed
*Mencap

1 in 3*
....lesbian, gay or bisexual people have experienced some kind of homophobic attack
*Stonewall

Over 3,700
Hate incidents were recorded by West Yorkshire Police in 2015/16

3 out of 4*
transgender people are victims of hate crime annually
*Galop

Around 85% of hate crimes were Race related

178 Hate crimes and 53 non-crimes were faith related

Hate crime information is available in easy read from our website, www.westyorkshire.police.uk/hatecrime or in different languages from the Stop Hate UK website

SAFEGUARDING – KEEPING CHILDREN SAFE

A DUTY TO SUPERVISE & INTERVENE TO PROTECT…

- Parents and carers have a legal and moral duty to protect the children in their care from harm.

- Allowing children to have regular access to inappropriate media, or any access to extreme media content such as TV/Streaming sites/Gaming/Websites/Apps/Social Media – is a form of abuse. This is because exposure to adult content has an impact on mental health and brain development, personal development, risk taking behaviours and increased risk of exploitation.

- Parents have a duty to take the necessary action so that access to inappropriate content is restricted. Ensuring children understand the risks, using parental controls, exercising adequate supervision and limiting use where necessary.

WHAT IS INAPPROPRIATE CONTENT?

It is important to understand what 'inappropriate content' is. Online content can be inappropriate for a number of reasons:

- It might not be age-appropriate for your child
- It might contain pornographic images/language/videos
- It might contain violent images/language/videos (towards people and/or animals)
- Gambling sites/apps
- Unmonitored chat rooms
- Sites that encourage harmful activities like: self-harm, hate speech, homophobia, transphobia, racism etc. harmful eating or exercising behaviours, bullying, criminal activity, extremism/terrorism, suicide, unsafe relationship and sexual activities or other risky behaviours.
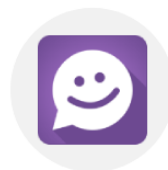
Not suitable for under 18 year olds

Clubhouse
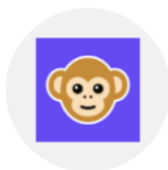
Monkey

Meet Me

Live.me

Tagged

YOLO

16 year olds and upwards

WhatsApp

LinkedIn

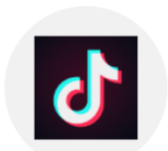Flickr

Vimeo

MySpace

Periscope

Tumblr

13 year olds and upwards

TikTok

Instagram

Facebook

Snapchat

Twitter

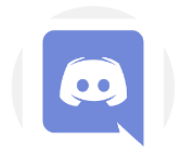YouTube

Houseparty

KiK

Bebo

YouNow

Habbo

Reddit

Yubo

Whisper

Discord

Twitch

Omegle

AskFm

Who owns the content you post to social media?

Simply put, you own the content you post to social media, but you've given each platform a license to use it as spelled out in their terms and conditions. These licenses are slightly different from each other, but all of them grant the social media platform the right to use your copyrighted work in whatever way they see fit.

How to take control of your personal information on social media platforms

The privacy and advertising settings on social media apps and websites should give you control over how your personal information is used. We always advise those who use social media to check their privacy and advertising settings before using a particular service and to review them regularly, particularly after any new settings are introduced.

DIGITAL FOOTPRINTS
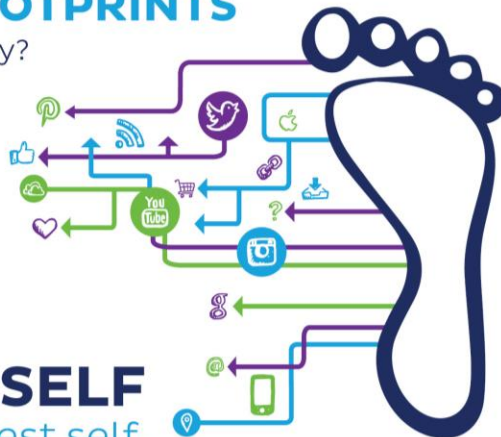What do yours say?

BE CAREFUL ABOUT:
· What you share.
· Where you share.
· With whom you share.

BE SMART ABOUT:
· Sites you visit.
· Emails you open.
· Links you click.

BE YOURSELF
but be your best self.

Our digital footprint can impact:

- Our online reputation and image.
- Our real life reputation and image.
- Our employment prospects.
- Our admission to school, university or groups.
- Our relationships with friends, family, teachers and other people in our network.
- The reputations of friends, family, teachers and other people in our network.

CHILD ON CHILD ABUSE:

It is important to recognise that abuse isn't always perpetrated by adults; children can abuse other children and it can happen both inside and outside of educational settings and online; this is referred to as 'child-on-child abuse'.

When a child is harmful or abusive to another child it can be very difficult to address. In such cases, the behaviours are harmful to both the perpetrator (the child committing the abuse) and the victim (the child being abused).

If a child is experiencing child on child abuse, it can be a significantly isolating and traumatic time, leaving them feeling scared and intimidated.

Child on child abuse, as with other types of abuse, increases mental health difficulties and can create a heightened risk of suicide.

Examples of child on child abuse that can happen online:

- cyberbullying, prejudice-based and discriminatory bullying
- Hate crime targeting a protected characteristic - E.g. sex, gender, sexuality, disability, age, race or religion
- abuse in intimate personal relationships between peers
- sexual harassment; sexual comments, remarks and/or jokes which may be standalone or part of a broader pattern of abuse
- consensual and non-consensual sharing of nude and semi nude images and or videos (also known as 'sexting')

Children's Commissioner
Promoting and protecting children's rights

- Research by the Children's Commissioner found that the type of content that children watch and interact with shapes their attitude and beliefs, which then influences them to mirror that behaviour. For example, they found that over half of 11 – 13 year olds had been exposed to pornography before at some point in their childhood. This exposure increases further as children progress through puberty, with two thirds of children of this age seeing pornography.

- This can often include risky and dangerous sexual behaviour, including degrading treatment, violence and other abusive behaviours. This means that most children are now growing up with damaging ideas that have a harmful influence on their relationships.

childline
Call 0800 1111 About us ∨
ONLINE, ON THE PHONE, ANYTIME
Your locker 🔒

| Info and advice ⓘ | Get support ✋ | Toolbox 💼 | Get involved 💡 | Sign in |

You are here / Home / Info and advice / Bullying, abuse, safety and the law / Online and mobile safety / Sexting   Search Childline 🔍

SEXTING AND SENDING NUDES

Sending a nude can be risky. If you've been sexting and something's gone wrong, we've got advice to help.

On this Page
Coping with pressure to send nudes
Is sexting legal?
Block and report bullying or sexting
Can I ask someone for a nude?

WHAT IS SEXTING?

5 facts about sexting

Wyd? 23:28

Taking a bath 🛁 23:28 ✓✓

Send pic 23:28

23:28 ✓✓

BEST RESPONSE EVER!!!!

BECAUSE TAKING, SAVING, SENDING, RECEIVING RISKY PICTURES, OF YOURSELF OR OF SOMEONE ELSE, IS A CRIMINAL OFFENCE UNDER THE AGE OF 18. A CRIME THAT CAN RESULT IN BEING PLACED ON THE SEX OFFENDERS REGISTER FOR MAKING AND/OR DISRIBUTING INDECENT IMAGES OF A CHILD

ONCE PICTURES GET OUT, IT IS NEARLY IMPOSSIBLE TO GET THEM BACK AND ONCE THEY'RE OUT THERE, THEY'RE OUT THERE. THEY WILL REMAIN INTO THE FUTURE – ACCESSIBLE FOR WHOEVER; YOUR PARENTS, YOUR GRANDPARENTS, YOUR TEACHERS, THE POLICE, PAEDOPHILES, YOUR BOSSES, YOUR FUTURE PARTNERS, YOUR FRIENDS, YOUR CHILDREN, THEIR FRIENDS, YOUR GRANDCHILDREN, POSSIBLY EVEN YOUR GREAT GREAT GREAT GRANDCHILDREN

ALTERNATIVES FOR THE LAUGHS:

REPORTS BY SOCIAL MEDIA APP/SITE

There has been a **360%** increase reported since lockdown – these statistics only reflect a percentage of what is happening and is also affected by how effective or how poor a platforms tracking and reporting technology is.

ROBLOX	**4685**
MOVIE STAR PLANET	5
TWITCH	6629
DISCORD	29606
TIKTOK	154618
SNAPCHAT	512522

Facebook – 22,118,952
Instagram – 3,393,654

There is no data from Whatsapp, as it is end-to-end encrypted

THE RISE IN ONLINE UNSAFETY

Number of documented self-made images sent online from children:
(not including unreported)

- 2020: 68,000
- 2021: 153,000
- 2022: 252,500 (up until September only)

Range of indecent images of children

- Age 3-6   -6%
- Age 7-10   -23% (fastest growing group)
- Age 11-13 -68%
- Age 14+   -2% (this number is low because it becomes harder to identify age of teens as they look older)

ZIP IT
Keep your personal stuff private and think about what you say and do online.

BLOCK IT
Block people who send nasty messages and don't open unknown links and attachments.

FLAG IT
Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.

REPORT IT. EVERY TIME.

SIGNS TO LOOK OUT FOR
SOME BEHAVIOURS CAN INDICATE REASONS TO BE CONCERNED:

Be mindful of the following:

- Sudden knowledge about an inappropriate topic/s
- Increased secrecy or exaggerated confidence
- New belongings/money from suspicious source
- Discussion of a new person not linked to usual contacts
- Isolating themselves from friends and family
- Unusual anger towards people they were close to
- Missing school, disengagement with healthy daily routines
- Refusal to hand their phone/tech over
- Anxiety about phone/tech being checked
- Worrying need to check phone/tech continuously

- Pupils MUST put their phones in their lockers as soon as they get into school. We can only safeguard and teach our pupils effectively if they do not have their phones on them – we have an increasing number of pupils refusing to hand phones over

- Pupils are taught about social media usage in Personal Development and wellbeing lessons as well as in ICT lessons. Further guidance is given during form times, and informally throughout the day. 1:1 sessions are often carried out by the pastoral team or the learning support staff to help develop understanding.

- When necessary, restorative work is done between pupils who have had difficulties or conflict.

WHICH CHILDREN ARE AT RISK?

ALL CHILDREN ARE AT RISK, HOWEVER SOME CHILDREN ARE AT GREATER RISK:

- ASC / ADHD
- Experience of the care system, or living with people other than birth parents
- Emotional challenges / Low self-esteem
- Worry about life at home / school
- Seeking friendship groups / belonging
- LGBTQIA+
- Hearing and vision impairments
- Mental health difficulty
- Disordered eating
- English as an additional language
- Learning difficulty

THESE APPLY TO MOST OF OUR PUPILS !!

WHY ARE THERE STILL ISSUES?

Reddish Hall School

- Pupils frequently contextualise – behaving as they are allowed in the environment they are in at the time.

- Pupils in school are rarely without an adult nearby – there is often more unsupervised screen time at home.

- Children can refuse and/or become aggressive when adults try to enforce safeguarding boundaries

- Parents 'give in' to children "because all my friends can and I'll get called if I don't" – emotional blackmail

- This may be the first time that children have built 'friendships' – parents don't want to block that

- Children frequently work out how to get past internet security, join another network (are there unsecured networks near you?) or find a hotspot – remember some predators will enable children to have access to the internet

HOW CAN PARENTS SUPPORT THEIR CHILDREN

- Talk to them – be interested – pay attention to how they are being influenced and what/who they are interacting with

- Discuss what being a good friend looks like in person and online

- Set boundaries/restrictions and keep them – Children/teenagers should be appropriately guided and supervised.

- Model good behaviour both online and in real life – your children learn from you. You are the biggest influence on them

- Follow guidelines for age limitations with websites, apps, TV/video – they are in place for good reason.

National Online Safety

7 questions to help you start a conversation with your child about online safety

#WakeUpWednesday

1 Which apps/games are you using at the moment?

THIS WILL GIVE YOU A GOOD OVERVIEW OF THE TYPES OF THINGS YOUR CHILDREN ARE DOING ON THEIR DEVICES, ALONG WITH THEIR INTERESTS. REMEMBER THAT THEY MIGHT NOT TELL YOU EVERYTHING THEY ARE USING, SO IT IS A GOOD IDEA TO ASK THEM TO SHOW YOU THEIR DEVICE. BECAUSE NEW APPS AND GAMES ARE RELEASED REGULARLY, IT IS IMPORTANT TO HAVE THIS CONVERSATION OFTEN TO ENSURE YOU ARE UP TO DATE WITH WHAT THEY ARE DOING.

2 Which websites do you enjoy using and why?

AS IN THE TIP ABOVE, ASKING THIS QUESTION WILL ALLOW YOU TO FIND OUT WHAT YOUR CHILD IS DOING ONLINE, AND ENCOURAGE POSITIVE CONVERSATIONS ABOUT THEIR ONLINE ACTIVITY. ASK THEM HOW THEY USE THE WEBSITES, AND TAKE AN INTEREST IN HOW THEY CAN USE THEM IN A POSITIVE WAY, ALSO ASKING THEM TO SHOW YOU IF POSSIBLE.

3 How does this game/app work? Can I play?

SHOW A GENUINE INTEREST IN WHAT THEY ARE DOING. WHILST YOU ARE PLAYING A GAME OR USING AN APP WITH THEM, IT MIGHT HIGHLIGHT SOMETHING THAT THEY DON'T NECESSARILY THINK IS A DANGER TO THEM. IF THEY ACT LIKE THEY DON'T WANT TO SHARE THEIR ACTIVITIES WITH YOU, QUESTION WHY.

4 Do you have any online friends?

CHILDREN CAN FORM POSITIVE RELATIONSHIPS WITH PEOPLE ONLINE, AND THIS HAS BECOME MORE COMMON THANKS TO ONLINE MULTI-PLAYER OPTIONS, BUT THEY MAY NOT FULLY UNDERSTAND THE DIFFERENCE BETWEEN A FRIEND AND A STRANGER. YOU COULD MAKE THE QUESTION MORE SPECIFIC TO YOUR CHILD, FOR EXAMPLE: "HAVE YOU MET ANYONE ONLINE THAT YOU LIKE TO PLAY GAMES WITH?" THEY MAY NOT WANT TO SHARE THIS INFORMATION WITH YOU, SO ENSURE YOU TEACH THEM ABOUT HEALTHY RELATIONSHIPS.

5 Do you know where to go for help?

ALTHOUGH YOU MAY BE THE ADULT THEY TRUST THE MOST, SOME CHILDREN STRUGGLE TO TALK ABOUT WHAT HAPPENS ONLINE DUE TO CONFUSION OR EMBARRASSMENT. BECAUSE OF THIS THEY MAY STRUGGLE TO APPROACH THE NORMAL PEOPLE WHO WOULD HELP, SUCH AS YOURSELF OR A TEACHER. HAVE A CHAT TO YOUR CHILD ABOUT EXACTLY WHERE THEY CAN GO FOR HELP, AND HOW THEY CAN REPORT ANY ACTIVITY THAT THEY BELIEVE IS INAPPROPRIATE ONLINE.

Childline 08001111

6 Do you know what your personal information is?

YOUR CHILD MAY ALREADY KNOW WHAT THEIR PERSONAL INFORMATION IS BUT THEY MIGHT NOT THINK ABOUT HOW IT CAN BE SHARED. HAVE A CONVERSATION ABOUT WHAT PERSONAL INFORMATION IS AND HOW THIS CAN AFFECT THEM IF IT IS SHARED BEYOND THE INTENDED RECIPIENT. IT IS IMPORTANT THAT YOUR CHILD UNDERSTANDS THE DANGERS OF SHARING CONTACT DETAILS OR PHOTOS, AS INFORMATION SUCH AS THIS CAN SPREAD QUICKLY ONLINE.

7 Do you know your limits?

CHILDREN MAY NOT UNDERSTAND THE NEGATIVE IMPACTS OF DEVICE OR GAME ADDICTION. TALK TO THEM OPENLY ABOUT HEALTHY HABITS AND ASK WHETHER OR NOT THEM SPENDING TIME ONLINE OR PLAYING A GAME IS AFFECTING THEIR SLEEP, PERFORMANCE AT SCHOOL OR IF THEY ARE GENERALLY LOSING INTEREST IN OTHER ACTIVITIES. YOU MAY LEAD ON TO ENCOURAGING ALTERNATIVE ACTIVITIES AND DISCUSSING THE INTRODUCTION OF TIME LIMITS WHEN AT HOME.

HOW TO HELP -

- Ask for guidance when you need it. We don't have all the answers, but we will do or signpost you in the right direction

- Understand school's limitations – we have no control on what goes on outside school and we do everything we can to help when problems from online are brought into school

- Know that we are limited in what we can discuss with you about other children's situations.

- Know that we can speak to a parent about an issue but we don't always get a response and action might not be taken by that parent

- Monitor your child's online activities and implement boundaries and restrictions so that they are safe and behave safely

- Please deal with other parents with respect – remember that you are modelling the behaviour that society needs your child to learn and demonstrate

- Access the additional resources on the next slides. Read/watch the guidance and upskill yourself around social media and the internet; know what to look for.

- Know exactly who is in your child's social media chats – don't take explanation at face value. Be wary of private chats just as you would if they had someone come round and into their bedroom!

- Set the rules – control the settings – regularly check that your child hasn't changed those settings. If they have, give a consequence. Are they really ready to have that level of online independence?

- [When Is Your Brain Ready for Social Media? - YouTube](#)

- [Sexting Advice For Worried Parents | This Morning – YouTube](#)

- [Social Media: How Can We Protect Young Users? - BBC Click - YouTube](#)

- [Live My Digital for parents: Digital Footprint - YouTube](#)

- https://www.netflix.com/title/81254224?trackId=255824129&trackIdJaw=255824129&trackIdEpisode=255824129&trackIdTrailer=255824129&dpRightClick=1

- [CEOP Safety Centre](#)

- https://www.thinkuknow.co.uk/

- https://www.getsafeonline.org/

- https://reportharmfulcontent.com/

- https://www.stophateuk.org/about-hate-crime/what-is-online-hate-crime/

- [Childline on social media | Childline](#)

- [Sexting and sending nudes | Childline](#)

- https://www.nspcc.org.uk/keeping-children-safe/online-safety/

- [Social media | NSPCC](#)

- [Chat apps | NSPCC](#)

- [Age Restrictions on Social Media Services - UK Safer Internet Centre](#)

- [Information, Advice and Support to Keep Children Safe Online (internetmatters.org)](#)

- [Simplified social media terms and conditions for Facebook, Instagram, Snapchat, YouTube and WhatsApp | Children's Commissioner for England (childrenscommissioner.gov.uk)](#)

- [Parentline family support and bullying helpline | Family Lives](#)