

# #DITTO

STAY SAFE ● HAVE FUN ● REPEAT

EDITION 2 : JUNE 2016

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[www.esafety-adviser.com](http://www.esafety-adviser.com)



## Foreword from **Alan Mackenzie**

### **Welcome to the 2nd edition of #DITTO.**

Alan is an independent consultant who has worked in the education sector for many years. Previously the service manager for 350 schools and also leading on internet safety, he has a deep understanding of the needs and frustrations of schools.

For the past few years Alan has worked for himself, in partnership and collaboration with many others across the country helping and advising schools, charities and other organizations with a specialist focus of online safety and in particular - enjoying the wonders of technology, safely!

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Feedback from the first edition was enormously positive; thank you to everybody that sent really kind words, it makes the effort that goes into this free magazine really worthwhile.

In this 2nd edition I'm delighted to welcome Traci Good who will now be a regular contributor to the magazine. Traci will mainly concentrate in the area of SEN-D (Special Education Needs and Disabilities). In this edition Traci introduces herself and will start to contribute content from the next edition. If you have anything in particular that you would like Traci to write about please do let me know.





# Content

In my opinion piece this month I ask the question whether we're doing enough in relation to vulnerable children.

Personally I don't think we're doing anywhere near enough; given that vulnerable children are generally more likely to get into risk, and statistically higher for that risk to lead to harm, we've got a long way to go!

For schools I give an insight into some of the things that I get students to discuss in class so that we can understand their concerns and also identify weak/concerning areas. These open discussions have sometimes been very revealing and have, in the past, identified specific child protection issues.

For parents we have a little look at 'personal information' and give consideration to the completely understandable message, 'don't share personal information online.'

Is this message realistic?

Finally I have done a review of the latest service from Google (YouTube) which is YouTube for Kids. It's a great little app, but it still has some way to go in my opinion.

I hope you enjoy the content; feedback and ideas for the future are always welcome, it can get a little difficult trying to assume what you want to know so please do get in touch.

## IF YOU'RE A SCHOOL

Why not share with thousands of other schools and parents some of the wonderful work you're doing with technology and/or online safety. Just contact me, let me know what you're doing and I'll showcase it.

# Vulnerable Children

## Opinion

### Are we doing enough to help vulnerable children?

It can be easy to blame the big tech companies for all the negatives of the web, but at the same time these companies do an awful lot to try and curb some of the nastier things online.

Whether they do enough and the decisions they sometimes make is arguable, but tech is rarely the problem, it's people and behaviour. Sometimes our own behaviour, sometimes the behaviour of others towards us.

One of the most common questions I get asked is for the best (free) resources available for particular groups/ages of

children, and I'm more than happy to share my opinion, but the most difficult question to answer is in regards to resources for potentially vulnerable children, e.g. SEN.

Why? Because the amount of resources available are woefully

*There are so many factors in vulnerability; but surely that means we have to do more?*

low and so is our knowledge and understanding.

When it comes to free resources, a lot of these have been created by organisations such as charities using funding sometimes given by those very same big tech companies. These resources are great, but usually they are

created for reach, in other words to target as many children and young people as possible.

By far, one of the biggest gaps we have is in relation to 'vulnerable' children. In other words, those more likely to get into risk or be at risk, and statistically a higher likelihood of that risk leading to harm.

This is a really difficult area, and in my opinion there is nowhere near enough work being done. But why?

There's no easy answer; part of the problem is identifying what factors contribute to vulnerability, for example is it:

- Age?
- Experience and resilience?
- Lifestyle and upbringing?

# Opinion: vulnerable children

- Young children or adolescents?
- and so much more.

There are so many factors involved in vulnerability that it makes this task an exceptionally difficult one.

**But if that's the case then surely we need to be doing more?**

*Research is one thing; sitting down and talking about it is a step in the right direction; action is something different entirely.*

Don't get me wrong, I'm not saying that nothing is being done (e.g. EU Kids Online Project, Marie Collins Foundation, CEOP, Childnet to name an obvious few), I'm saying that not enough is being done in regards to initiatives and resources on the front line (e.g. to help staff in schools and parents/carers at home).

It's easy to say, 'Just adapt some of the resources that are out there,' but if you don't have significant knowledge and experience in the huge and difficult area of online safety then that advice isn't useful.

Research is one thing; sitting

down and talking about it is a step in the right direction; action is something else entirely.

Part of my frustration includes the enormous pressure that is put on schools to tackle difficult areas such as this; how can we expect schools to have this type of knowledge and experience if clear, pragmatic information isn't out there or it's outdated?

If schools are struggling, then surely parents are too?

## **We need:**

- Good, up to date research that identifies the scope and understanding of vulnerability; what those vulnerabilities are, what makes a person vulnerable.
- This research needs to be translated into clear, pragmatic advice for schools and parents in order to target vulnerable children.
- Based on this advice we need good, thought-provoking educational resources to help adults help children.
- These resources need to be created with measurable outcomes and impact at the forefront.
- This needs to be a continual process; what is working and what isn't?



# Student Voice



One of the things that guarantees me leaving a school with a beaming smile is when I can talk with the students in smaller (class size) groups rather than in larger groups. It isn't easy, curriculum time and planning are precious, but in smaller groups the impact of any talk is instantly measurable.

One of my favourite things to do is give 10-15 mins at the end of a talk for open discussion, for example:

"If you were the boss of the Internet for a day, what would you do to make it a safer place?"

On rare occasions this doesn't work as well as I would like, and usually this is because there has been a concentration in the past on all the bad things of the net, social media etc. rather than an important balance of recognizing the positives and mitigating the negatives.

But when it does work (most of the time) some of the thoughts, ideas and inspiration that come from students are truly empowering; not only are there great ideas, but you also get a very good insight into the concerns that they have online, and this is a vital

part of any strategic online safety initiative as it can identify weak or particularly high-risk areas, and as such you can plan these into the curriculum.

Over the last few weeks I have done this in a few schools, but I promised the students from one particular school that I would share their thoughts when I visited a few weeks ago, and that school is Moultsford Preparatory School in Oxfordshire where I spoke separately to the Y6, 7 and 8's.

I have visited this school a few times and the knowledge of the students is exceptional, and amazingly, they are thirsty for more information, and this is largely down to the teacher (whom I won't name for privacy) who has embedded the use of technology into the school and discusses the risks and issues in a positive, empowering way so that those behaviours are modelled at home too.

I'm a great believer that there is no such thing as a bad idea; behind every idea there is a reason for it, and out of the dozens of ideas the students had on this day I wanted to share just a small selection of my favourites with you.

Some of these ideas led us down different paths, the impact was immediate, students were learning and weren't afraid to give opinions or ask questions.

### **Proper age verification.**

There were a few thoughts around this, particularly that it isn't technically difficult so why isn't it enforced more?

*Thought: isn't it encouraging to hear children themselves say that age verification is weak?*

### **Use facial recognition to apply appropriate settings and filters.**

*Thought: A very interesting thought and steps are already afoot to replace the password with technology such as facial recognition; could this be extended to take into account age?*

### **Apps should always default to private and**

### **Different versions of social media, age-appropriate.**

*Thought: I couldn't agree more. Unfortunately the vast majority are for financial gain. There are some great apps for under 13's but nowhere near in terms of the popularity of the bigger ones. If an app is really popular, where are the younger children going to go?*

### **Search engine links**

Tied into proper age verification above, when you search for something, the results are colour-coded in accordance with age to act as

a guide that something may or may not be age-appropriate.

*Thought: My favourite idea by far. How difficult would it be for all web developers to insert a tiny piece of code onto their web pages that highlights any age requirements? Any that don't, search engines can automatically mark as '18+'*

### **Single report button**

The idea behind this was that there are too many different ways for reporting inappropriate/concerning behaviour, whether that be to a charity helpline or online. Pressing the button automatically takes a screenshot that goes to a single helpline where somebody can report a particular concern that is filtered and sent to the right body, charity or organization.

*Thought: I completely agree, the landscape of reporting features and different helplines is too much. Ask your children how (and who to) they would report a selected range of incidents!*



### **STUDENT COMMENT:**

- We need more talks like this where we can give our opinions and ideas.  
*Thought: sometimes it's easy to make adult assumptions about child concerns; it is only by openly engaging that we can find out what their real concerns are.*

### **GUIDANCE**

- Have an open discussion, preferably in class groups. It could be PSHE, it could be circle time for the younger children, it doesn't matter.
- Don't call it 'e-safety' or 'online safety', try to be creative, for example an opening statement, "It wouldn't happen to me because....." is a great starting point. Use a recent high-profile story that has been in the media or even your local press and allow the students to discuss or debate it, share their personal opinions but with obvious classroom boundaries in place.
- Listen carefully to what they are saying; subtle off-the-cuff comments can be revealing.

# SEN-D



Hello, I am Traci Good.

I am delighted to have been invited by Alan to regularly contribute to this fantastic magazine starting from the next edition.

I am an Online Safeguarding Consultant with many years' experience helping to keep young people safe, both online and in the "real world", including providing training and support to those that care for young people

in a personal or professional role.

I specialise in providing tailored interactive training to each setting that I encounter and I take a pragmatic approach to deliver what I believe will work in different places. Using up to date research, I share information and give advice on how to stay safe so that young people are able to make empowered, positive choices whilst using new technologies.

Like many people interested in this field, I started out as a CEOP Ambassador. I am now also an assessor and approved consultant for the South West Grid for Learning and an EPICT Course Facilitator. This follows many years working in a variety of safeguarding settings in local authorities.

I work across mainstream, special and boarding schools. I have a particular interest in students with additional needs and how we safeguard them whilst they navigate the online world. The

internet offers a level playing field in terms of everybody 'appearing' the same - you can't tell from a typed post if a young person is deaf, has autism or a learning, sensory or other impairment - but this can put our most disadvantaged young people at greater risk of potential exploitation. It is my aim to ensure that all students have access to appropriate, good quality resources which will help them remain safe online whilst also providing support to those who work with these young people.

As a founder of the Derbyshire County Council E-Safety strategy group and the co-developer of a County-wide strategy within a multi-agency framework, I have advised senior leaders, their key partners and elected members on best practice. I took the lead for delivering Online Safety across the County, including innovative work with foster carers and in residential children's homes.

# SEN-D Resources

This page is reserved for the regular articles coming from Traci in the next edition and beyond.

In the meantime please find below a few links to great resources that are all free and online.



## Know It All

e-Safety advice and resources for teachers and professionals working with SEN pupils, from Childnet International

[Click HERE](#)



## STAR SEN Toolkit

Another great resource from Childnet International: practical advice and teaching activities to help educators explore e-safety with young people with autism spectrum disorders in KS3 and 4.

[Click HERE](#)



## Cerebra

Suggestions to help parents limit the risk of their child having negative experiences online and understand what action can be taken if they do.

[Click HERE](#)



# Personal Information

## Parents

Historically one of the messages we have given children and young people is about **'the dangers of sharing personal information'** and therefore the obvious education message to back that up is **'don't share personal information online.'**

Whilst completely understandable we need to think a little more critically than that. Consider it another way, is it possible not to share personal and/or private information online?

In this day and age where we have increasing connections via multiple social media accounts, where we sign up for various legitimate online services, where personal information isn't simply restricted to our name, address,

school etc. but also our browsing history, where we're browsing, what for, and so much more, it's pretty much impossible not to share personal information.

And don't forget that social media doesn't just mean the

*If I share personal information online.....*

*someone will find out where I live and kidnap me!*

likes of Facebook and Instagram, many online services including games have a social aspect to them.

Now and again when talking to younger children about personal information, someone will say that if they share personal

information online somebody will be able to find out where they live and come round their house and kidnap them. I even had one young child say that someone will find out where she lives and come round her house and rape her. To hear a young child say that is quite eye popping.

Parents and professionals alike need to maintain a balance and it's important to realise that some things

reported in the media are extreme and thankfully rare incidents, but it can sometimes give the perception that things are worse than they really are.

# Personal Information



We all know that there is some pretty bad stuff that happens in the real world, but that doesn't stop us allowing our children to leave the house; from an early age we give them good education and appropriate parental boundaries in place to stay safe and that continues all through their teen years. The online world isn't too different in this context; educating by fear won't ever empower children, but good, balanced, informative and positive education both at school and home is the biggest factor to reduce the likelihood of risk leading to harm.

So this brings us back to sharing personal information. It isn't (or shouldn't be) a case of 'never' sharing personal

information, children need to know what, when and where it is appropriate to share personal and private information, and this needs to be age-related as well.

Using a real-world example, if a stranger in the street asked your child for their name they would say no and walk away. But if they're in the bank with you opening up their first savings account a 'stranger' would ask them for personal and private information. That's

completely fine because the bank is a legitimate organisation. Online is no different in this context; it's the same advice and guidance. For example, your child may wish to sign up for an email account or another legitimate online service.

It's the same for online conversations; in the real world we have conversations with our friends about private and personal things, but if we're in a crowd such as a cafe we lower our voices in order to maintain privacy. Online we can talk to our friends privately if there is a need to; there's no need to be informing the rest of the world about our personal and private business. For the most part, no one is really interested, but some people are, and that's where risks can become problematic.



Each month we'll take a look at one of the more common apps that children and young people are using. Always talk with your child about the apps they are using.



**Name:** YouTube Kids

**Age:** 4+

**Web:** [www.kids.youtube.com](http://www.kids.youtube.com)

### What is it?

If you have children, you'll no doubt be aware that YouTube plays a big part in their online lives for the vast majority.

It's no surprise that YouTube is so popular, there are millions of videos catering for anything you can imagine, and some things you don't want to imagine!

Recently, Google has tried to curb the concern that many parents have in regards to inappropriate content by introducing a new app:

**YouTube for Kids.**

## APPS

### Risks:

Whilst this is a great step forward for younger children, the vast majority of videos are curated by algorithms; in this context, pieces of code that are making parental decisions, not human moderators. There have been numerous reports of inappropriate content but these do appear to be removed quickly by Google when they are reported (within the app).

Frustratingly there are ads, they're not intrusive but given that this app is advertised by Google as 'designed for under 5's' it begs the question - why?

### Advice:

Currently available for Apple iOS and Android devices (although by the time you read this there may be more such as Apple TV, Playstation 4, Xbox One etc.) it is a way for Google to curate videos that are child-friendly.

Parental controls are straightforward; there is a timer which is good and videos are split into 3 age-groups.

As a parent I would advise you to take a look as you may find this app more appropriate for your children. To see a walkthrough of the app along with further opinion I have created a short video on my YouTube channel ([esafetyadviser](https://www.youtube.com/channel/UCsafetyadviser)).

For regular links and to keep up to date you can follow me on Facebook  
<https://www.facebook.com/esafetyadviser>



#DITTO

# DOING IT TOGETHER

## Personal Information

Having a discussion with your child about personal information is a great way for you to gain an insight into their understanding of the meaning of personal information. Specifically it allows you to identify where there may be gaps in their knowledge or understanding.

From an early age, children get taught at school about personal information both in the real world and the online world so you normally find that they know quite a lot, therefore you could consider having a quiz to see who can guess the most.

Once you've done that, discuss with your child the range of online services that they use, for example do they:

- Use social media?
- Have a YouTube channel?
- Play online games?
- Chat on web forums?

It's highly likely they do at least two of the above (age-dependent) so this has the added advantage of understanding what they get up to, and why.

More often than not children will adopt a username (rather than their real name) to identify them on various online services.

This is pretty common and many online services require you to have a separate username to identify you. For example my username across all social media and other online services is 'esafetyadviser'.

Discuss with your children what usernames they have adopted, for example do they use the same username across all the services they use or do they adopt different ones?

*Have a 'personal information' quiz with your child.*

Do those usernames reveal personally identifiable information that you're not comfortable with? On rare occasions I have seen usernames that have a sexual reference (e.g. sexyeyes99). If you find anything like this get it removed and have a discussion about using names that are appropriate as this would be a specific risk.

Do a Google search together on their usernames to see if you find anything.





# Resources and Links for Schools



**Award-Winning eCadets**

Once again my great friends at eCadets have won an award (in fact, two since the last magazine), this time the Digital DNA 'Tech for Good' award. This is by far the best strategic initiative you can have in your school for empowering positive behaviour.



**Sexting**

Not an easy area to engage and tackle in school, but thankfully there is an excellent resource you can use. Called 'Risky Pics' it has a video plus a number of talking scenarios that you can use in the classroom. It isn't hard-hitting, it is informative, educational and engaging.



**Safer Internet Day 2017**

The theme for Safer Internet Day 2017 has been announced:

**"Be the change; unite for a better internet."**

The date for your diary is Tuesday 7th February 2017



**Using Facebook in School**

Social media is a free, easy and effective way of engaging the wider community. The fact is, people don't 'browse' the internet anymore, and that includes your school website. This free guide details all the information you need to set up your own Facebook Page.



## What is this strange looking image?

It's called a QR code and is basically a visual link to a website. Some people prefer to print out the newsletter and read it; if that's the case you can point your mobile device at the screen using a QR reader (search the App store) and you will be taken to that website. If you're reading this newsletter on your device or computer simply click on the link.

# #DITTO



# Resources and Links for Parents



**YouTube for Kids**

This link will take you to a YouTube video I created in May 2017.

It's basically a short, 10-minute review of the app to give a balanced opinion and my personal view of the app.



**How does Google work?**

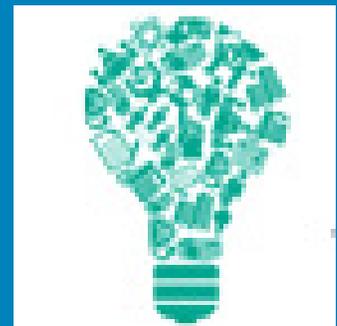
Knowing the basics of how Google works will really help you and your children understand the web much more.

This video explains it in a really simple-to-understand way.



**Parental Controls**

Setting parental controls on the devices your children use can (under some circumstances such as age) be a good way of making their online experience safer. This link takes you to some great, simple guides.



**Personal Information**

How much do mobile and social media companies know about you and your children? We all share a huge amount of information online; whilst that isn't necessarily bad, we do need to be aware of what we are sharing.



For more regular links and to keep up to date you can follow me on Facebook  
<https://www.facebook.com/esafetyadviser>

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# #DITTO



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