#DITTO

- BANNING PORNOGRAPHY

- TALK TO A TRUSTED ADULT

- FOSTERING AN ETHOS OF ONLINE SAFETY

- BEWARE THE EXPERT

- IMPACT OF VIOLENT AND GRAPHIC MEDIA

- DITTO JUNIOR

Foreword from
Alan Mackenzie

Hi there, I'm Alan Mackenzie.

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

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

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

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

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Wow, that half-term flew by quickly.

I had every intention of sitting down with my Playstation for a day or two (I love playing games - still a big kid at heart) but ended up doing an awful lot of nothing.

I updated a few websites (I have two for work and one for my personal photography), caught up on some work, did some preparation for what is looking like a very busy half-term ahead, procrastinated a lot and that's about it really. Oh, I did have a small family emergency (nothing bad) which meant I had to drive up to the highlands and back one day, followed by another trip to Plymouth and back the next day. 23 hours of driving and 1400 miles in 2 days, not something I would recommend!!

But why is it in this amazing age of technology we still spend so much time on the road? Surely there's better ways to get things done!

I might suggest to my wife that, for our next summer holiday, we do it with virtual reality headsets. Then we can go where we want and still get all the creature comforts of home, I don't have to spend most of my time driving, and it's cheap as chips. How successful do you think I'll be?

I've got quite a diverse magazine for you this half term, including a shameless plug for my new course (I have to pay the mortgage like everyone else), let's jump straight into it.

Alan

"Talk to a trusted adult."

In September I read an article on the TES website stating that few pupils would tell teachers about online risk.

Quote - *Less than half of secondary pupils would confide in a teacher if they felt concerned about something that happened to them online, according to new research -* Unquote.

It further goes on to say that the survey comes amid concern that the Department for Education's current guidance on digital issues such as cyberbullying, sexting and online safety is outdated.

Now that I would definitely agree with; we're playing a horrendous catch up game, something we (as a society who is giving all this tech to children) should have been doing 10 or more years ago.

However I don't think the 2 statements above go hand in hand. It is well known that teenagers would much rather confide in their peers than an adult; technology and what young people learn in the classroom hasn't really changed that. What is important is:

• The way that we are educating our children, including the topics that are

important to them, not just the topics we think are important.

- The avenues of support and advice that are available to them; in other words, if something is going wrong in a particular situation who and where can I turn to?

I visited a primary school recently to carry out an e-safety audit (known as 360Safe); essentially looking at their governance and leadership, curriculum, policies etc. to see if there were any gaps. One of the questions in the audit is something along the lines of, "what avenues are available to children to report concerns?"

As well as things like a worry box, open door policy etc. the headteacher told me that at the beginning of each year all the children have to draw their hand, then on each finger they have to write the name of a person they would turn to if they needed help.

I'm sure this isn't new to many teachers but it was the first time I'd heard of this and I thought it was brilliant in its simplicity.

Instead of 'talk to a trusted adult' or 'talk to a teacher' children were critically thinking about different avenues of support and who they would approach for different issues. They might be very comfortable talking to parents about certain things, but would much rather talk to a friend at school about something else; perhaps they're embarrassed or just not sure about something.

Clearly this wouldn't work for secondary students, but the point is empowering them with the knowledge that there are different avenues of help and support available.

A good example of this might be a young person that voluntarily shares a sexually explicit image online (rather than coercion which is a different matter).

All too often talks of this nature in school and at home concentrate solely on the legal and personal implications and can come across as judgemental. These aspects are important, but the way we approach them needs to be carefully considered.

Think of it this way; imagine back in your teen years, for whatever reason you shared something of this nature and all you get told is that you could be arrested (not necessarily true) and there would be severe personal consequences, not to mention a lifetime of embarrassment. Would you talk to someone or be too embarrassed or ashamed?

A much better approach is to inform young people that if they have made a mistake, or know of someone that has made a mistake, help is available to have that image removed. In this case reporting the image anonymously to the IWF (www.iwf.org.uk).

The best avenue of support is to always talk to a trusted adult, but the reality is that it is never as simple as that.

- Give children and young people options to allow them to make a critical decision.

- Give them the confidence that something can always be done.

- Give them the assurance that, regardless of the circumstances you are there to help and support them.

Opinion: Banning Pornography

Pornography has always been around, it isn't new, but what has increasingly changed over the last 20 years is the pervasive nature, the ease of access, and certainly some of the more depraved stuff that is incredibly easy to find.

For clarity, I'm talking about images and videos of adults here, I'm not talking about children or what is sometimes (and incorrectly) referred to as child pornography. In the UK and other countries around the world there is no such thing as child pornography, it is child sexual abuse.

In recent years our government has been trying to decide what to do about this as parents are quite rightly worried about the free and easy access; you can't ban outright something which is legal and you can't just stick an internet filter in front of it and be 100% certain that it will block everything (although if you're a parent I suggest you do as it can help).

In the not too distant future you're going to be seeing more information in the media about new laws in regards to age verification. This is one of the many strands of an overarching Digital Economy Bill, and this strand was supposed to be in place by April 2018.

Essentially it means that all pornography sites and apps must verify users' ages with an industry-approved age verification standard. Any site that fails to comply will face fines and/or other measures. Enforcement will take place by the British Board of Film Classification (BBFC).

I don't want to go into too much detail in this article, but simply put across an opinion.

As it stands, the law (when it comes out) is full of holes, for example there is an exemption for any site where pornographic material makes up less than a third of content. I'd love to see the job title and description for the person/s that's got to do the counting!!

Do I think it's the right thing to do?

Yes, I do, for all its flaws it's a step in the right direction. It might be a flawed step but it's better than doing nothing, which is exactly what has happened for the last 20 years or so.

My biggest concern is that yet again little consideration is being given to young people themselves in regards to their browsing habits. I can almost guarantee that the large majority of those that view adult material don't visit individual sites where you have to pay to view, they'll use a variety of methods

and that includes the popular social media services which won't be subject to the new law because of the 'less than a third content' clause and the overwhelming number of non-commercial sites.

On a slightly different note

To enhance a point that if you ban something it just ends up elsewhere, you may be aware of a music genre called Drill. Essentially it's a style where artists often rap about violent lifestyles and often associated with gangs. In fact, recent reporting is correlating Drill music with rising crime levels (an argument for another time perhaps). In response to concerns from the Metropolitan Police, YouTube has banned a number of Drill videos.

But it's the same old story. Ban content from one place and it ends up elsewhere, this is the nature of the internet and there's no getting away from it.

In this case, some of those videos are now appearing on Pornhub (thanks to FB from Kingsmead for making me aware of this).

Pornhub is arguably the largest pornography repository online with around 81 million visits a day (in 2017) and 800 searches a second.

In the name of research (don't judge me) I went onto Pornhub and very easily found a few of these Grime videos. Whether they will be staying up there remains to be seen, but again it brings back the point that you can't ban things online, all you do is shift it somewhere else.

In the case of pornography access by young people in particular, traditional web 'sites' are a small concern within a much bigger problem

What's the solution?

There isn't one, as much as we would like to think we could curtail content such as this it's impossible. We have to come back to education and teach children and young people about safe, consensual relationships. We have to talk to them directly about pornography, not be embarrassed about it in good old British fashion and I'm really hoping the forthcoming Relationships and Sex Education curriculum takes this into account.

Alan Mackenzie

Digital Economy Bill Part 3: Online Pornography

https://www.gov.uk/government/publications/digital-economy-bill-part-3-online-pornography

Five insights to talking to children about pornography

http://blogs.lse.ac.uk/parenting4digitalfuture/2017/08/09/talking-to-children-about-pornography-five-insights/

Beware the Expert

Over the last few years the number of individuals (like myself) and companies working in online safety has grown hugely. For the most part this is great, there is so much work to do helping schools, parents, children etc. to help give clear, up to date and well-researched advice and guidance.

Every single person or organisation I work with does this job for one reason only; the children. Yes we charge for the work we do, after all we all have a mortgage and bills to pay, but children are front and centre in everything we do. And we all have one thing in common; we don't refer to ourselves as 'experts'.

> *The world of online safety is absolutely massive and growing at a rate that no-one can keep up with.*

Why? Because there's no such thing. The world of online safety is absolutely massive and growing at a rate that no-one can keep up with; there is no way any one person or organisation can be an expert. Many of us refer to ourselves as specialists, in other words we specialise in particular areas and have a good understanding in many other areas.

Sadly, common with every other profession, there are people and organisations who see online safety as a way to make lots of money. They couldn't be more wrong!

Worryingly we are also starting to see some very unethical practices too. One prime example was highlighted by the South West Grid for Learning, the lead partner in the UK Safer Internet Centre who also run the Professionals Online Safety Helpline.
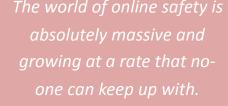
An organisation was setting up profiles on popular apps used by children, contacting them and seeing what information they share, then contacting the school on the premise of being invited in (at a cost) to deliver training due to the risky behaviour of the children.

My mind boggles as to how anybody would see this as good practice, it's despicable, and yet speaking to colleagues and friends it's the tip of the iceberg.

Some will use the term 'expert' for different reasons, for example they may well be an expert in a particular area or specialism, and that's fine. Others may use the term expert as it's a good marketing exercise, for example 'new resources developed by our team of experts', or 'contact our experts to find out more information'. But I would

advise caution, not to say anything is wrong, but if someone is touting themselves as an expert then you want to have proof of that before you buy into their services or share their information.

A good example is this magazine. Let's be honest, nothing is ever free but I spend a lot of time writing the articles in this magazine, as do my friends who also write their articles. However, we show our photographs, write in a personal way and share all our details. We are completely upfront about who we are, our values, our experience and what we believe in. It's a win-win; you get something for free, and hopefully some like what we write, invite us in and we get to pay the mortgage.

Whenever I'm looking at working with someone, letting them write in this magazine, sharing their information or collaborating with them, I'm very critical in my approach, and if you're a school sharing information with parents or looking for training/resources, or if you're a parent looking for valuable information I would recommend that you are critical too.

If a person or organisation is touting themselves as an expert be wary:

Look on their website. Who are they, what is their experience, what are their values, do they share good, up-to-date information or is it just re-hashed information you could copy and paste from anywhere? What makes them an expert?

It may sound like I'm touting for business or I've got sour grapes. I'm not, myself and many others are genuinely worried about some of the things we are seeing, some of the appalling, out of date and quite frankly dangerous advice that is being given and people seem to be blindly accepting it.

Beware the expert!

Alan Mackenzie

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The course is delivered by Alan Mackenzie and is being held at a range of venues.

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London - 3rd December
Manchester - 10th December

For more information:

http://www.esafety-adviser.com/onlinesafetypro

The impact of violent and graphic media.

A plea for help.

Catherine Knibbs

Mum, author, Clinical PhD Researcher and Consultant. Cybertrauma Theorist. MSc Dual Child/Adult Trauma Therapist UKCP, BACP (accred)

Web: www.cybertrauma.com
Twitter: @nibzy

In 2011 I was looking to present at a conference for Counsellors and Psychotherapists that was happening in 2012 (I know I sound highly prepared; however I was attempting to find the material to support my application). I was happily browsing the internet for my research and training and to find an example for one of the slides I was developing, when I happened upon material that left me feeling ill, confused and asking a question that is now often denoted as three letters (or four in extreme circumstances). This being WTF.

I remembered an incident where my children, who were at secondary school at the time, were discussing recent internet material and I decided to coin the phrase Cybertrauma.

Since then I have developed a theory regarding this issue and I am currently writing about this in a forthcoming book (1 of a series of 4) and hopefully this will be a new chapter in how we understand children and technology and more importantly how to help them. It is not an e-safety book; it's one that synthesises my work with the technology. Hopefully I'll have it finished soon, I'm almost there.

Meanwhile, this month's article is a little different, in so far as rather than me writing to educate I am asking you to educate me, and going forward help educate others. I believe that shared information results in a more coherent narrative around a topic area. So let me introduce my reasoning behind this.

I have been actively researching children and their use of cyber space and the impact it has on their wellbeing, emotions and development in several areas for over 8 years, and interested in this area for over 20 years. This has resulted in a strong passion and desire to produce worthy pieces of writing and research in Academia to assist parents and professionals. And, whilst I write my books I am currently now invested in a PhD and herein lies my

seeking your help around this topic.

I am looking at the impact of graphic/ violent media on children and young people, and whilst I already know from years of working with children in therapy what this impact is, how it affects them and the interventions that are helpful in supporting children and young people, I need a peer reviewed thesis in order for this work to really be recognised.

My PhD is currently self-funded, which means that I am paying a university to conduct this piece of research as there is no actual funding for me to use, in turn this hints at the deficit of knowledge or perhaps even concern in this topic area?

I need your help!

Firstly I would like to know what your thoughts and experiences are of children and young people seeing this type of media?

I will hopefully be looking into this as part of my research (after ethics are granted) and may well conduct a survey or interviews with parents/professionals, however I am tentatively looking around at the adults in these children's lives and questioning what they know, have heard, experienced or indeed are aware of? So please do take the time to email me with your thoughts about the area of graphic/ violent media (maybe a few paragraphs) and what effects you think this may have on children and young people. Please, if you have any direct experience of this do let me know what happened and how this was resolved (or not) and what effects this had on the child, parents, school or any other setting you may work in. I would be interested also to know where you are in the country (or world) and lastly what you think will happen to children and young people if/when they see this content.

All of your emails will be treated with the strictest confidence and conform to data protection principles, and whilst this is not a part of my PhD this is important for me to gain a deeper understanding of adult views and also to add into the 4th book in a series of 4 regarding childrens use of the internet/cyberspace and the why behind their behaviours.

If you are happy for me to contact you to have a discussion about your email for the book please indicate this on the email also.

Secondly, yes this is the plea part.

Please do visit my website to donate towards the university fees and more importantly I will be offering free therapy to the study participants and this also is coming out of my financial pocket.

There is a donation button a little way down the first/home page and if you feel this topic area is important, which I can tell you it is far more than is currently understood, then please do help me help the children and young people.

Thank you for taking the time to read this I am very humbled by the emails I receive regarding my writing and it has been lovely to meet some of you at conferences.
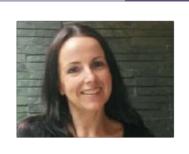
As always, warmly,

Cath

Fostering an ethos of online safety

Lynn Findlay is the e-safety specialist, trainer and social worker for The Foster Care Co-operative (FCC). Lynn has over 20 years' experience as a social worker, with the previous 10 years in fostering. Lynn delivers training on online safety, digital parenting and safer caring, and writes a monthly blog called 'Understanding Your Child's Digital World'.

Web: www.fostercarecooperative.co.uk
Twitter: @lm_findlay

One of my roles is to support and train foster carers with issues around online safety, digital parenting and professional identity online. This involves keeping up to date with what's new with e-safety and digital citizenship, as well as understanding the complexities of the digital world when caring for vulnerable children, children who have experienced harm (possibly online) and when the consents and decisions needed about a child's online life and identity cannot always be made easily due to the nature of the fostering task. This is now coupled with being GDPR compliant with data.

I break my training course down into three main areas; the current landscape with regards to online life covering digital trends, technology and of course social media, issues with digital parenting and maintaining a professional identity online with foster carers own online presence and confidentiality.

These are my top tips:

1. Keep up to date and show an interest in your child's online world. You can never understand everything and as soon as you do it changes (think Musical.ly now Tik Tok) or your child has moved on to something new. Ask questions that show a genuine interest in what a child is doing and/or may be asking to do online.

2. Keep an old phone or tablet that you can use to test out apps and learn more. I have an email account I use solely for training and download apps onto an old tablet. I then explore the app and see what it does. It may not be quite the same without 'friends' but it certainly helps with the lingo. Also test out how easy it is to delete and leave.

3. Set up a neutral email address for your child that they can use for social media accounts. You can retain the password and, depending on the age of the child,

you can both log in via your devices and share notifications. This protects your personal email address and allows the address to be portable and non-identifying; also some platforms only let you create one account with each email address.

4. Think about your values and approach to being a parent and reflect on whether this is the same in your role as a digital parent? Are you stricter online? Or maybe more strict offline? Speak with other parents and find out your style. Are you confident in your approach with your child? Children pick up on vulnerabilities and so can other adults using the internet.

5. Do you regularly search for yourself online? This is not about **not** being found; but having a positive online footprint and modelling this for children. Reflect on what is your approach to sharenting? Always ask the child's permission to share; they tend to have strong views as they get older, and in the case of a child where parental responsibility is shared consultation and agreements with all should be had in advance.

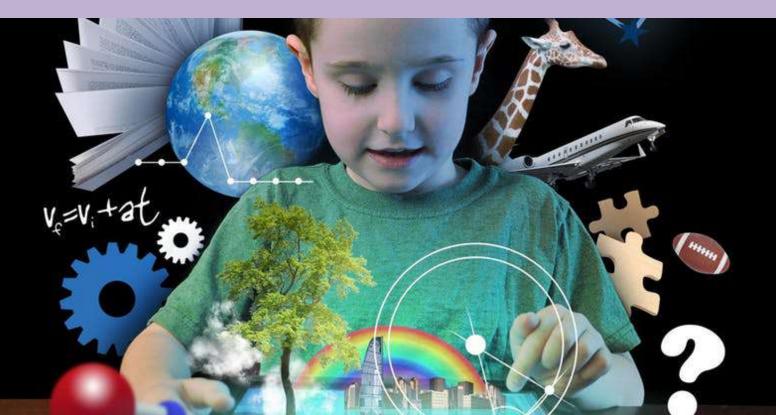Are you are interested in finding out more about fostering and online safety?

The Foster Care Co-operative are hosting our very own fostering conference on Safer Internet day, Tuesday 5th February 2019, at the Carlton Park Hotel in Rotherham, South Yorkshire.
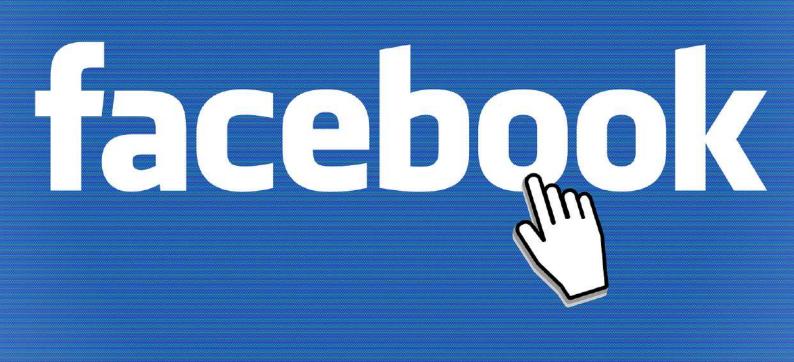
The conference, called **'Understanding Your Child's Digital World'**, is a showcase of good practice in fostering and the online world and we are delighted to welcome Cath Knibbs (a DITTO regular) as our Keynote speaker.

This is a not for profit event, under the ethos of the cooperative, and tickets are on sale via Eventbrite here (https://t.co/EySYrfvFcO)

If you have any questions please email

lynn@fostercarecooperative.co.uk

facebook

Facebook getting in on the musical.ly act?

I don't have anything specifically new for you this month in relation to apps, but I wanted to make you aware of something that is coming.

Last month I spoke about TikTok, which is the old musical.ly app rebadged. It now appears that Facebook are trying to get in on the act.

Facebook have been losing younger users for years, instead these teens and tweens have been opting for less complicated, fun apps of which Instagram and Snapchat still retain the highest and most engaged users.

So it isn't a surprise to see Facebook copying other popular apps.

You can already 'go live' within Facebook but it looks like the take-up, particularly with younger users, has been very low.

Called Lasso, it is being reported as essentially the same as the other live streaming, lip-sync apps, and as you'll know if you read the last version of DITTO, there are really big concerns regarding live streaming and child sexual exploitation.

It's worth keeping your ear to the ground for this. I don't know when it's going to be released and there isn't a huge amount of talk about it at the moment, which suggests it's a way off yet, but remember a really important point, the app is irrelevant, it's the behaviour that's important. Regardless of the app, games, site or whatever remember 3 things:

CONTENT

CONTACT

CONDUCT

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

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

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

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

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

#DITTO Junior
Written by children and young people, for adults.

I'm hugely grateful to the schools and students that take time out of their busy schedules to write something for this magazine. The opinions of children and young people matter so much; it allows them to shape our thinking about hugely important topics.

Parents/schools, please do feel free to submit your own articles, based on your experiences, frustrations, or even positive stories with advice that may help others.

Suggested article themes for the next edition.

For secondary students:

1. Should mobile devices be banned in school? Why? Should we ban due to disruptive behaviour or find a better way of empowering appropriate use?
2. Does what you see on social media (e.g. Instagram/Snapchat) have an effect on your real life, e.g. body image, relationships, your behaviour?

For primary students:

3. When you watch your favourite YouTubers, do you think they influence you? If so, how? For example, it could be to buy things, do things, or behave in a certain way (e.g. challenges).
4. Carry out a poll: how many of you have live streamed? Was this just once or lots of times? Which app did you use to live stream?

The digital leaders from Hasland Junior School in Derbyshire carried out a short survey to look at the more popular apps used amongst the children, comments and age ratings in games, and opinions why some children might ignore age ratings.

Thank you to the wonderful digital leaders for providing this very useful information.

Year 3 and 4

The most popular apps were **Roblox** and **Fortnite**. Children said Roblox was fun and cool and they liked to make friends. Comments on Fortnite were it's a fun, cool game and children like to play it and comments were made that they liked killing people.

Year 5 and 6

The most popular apps were **Snapchat**, **Instagram** and **Musically**. Comments for Snapchat were it has cool filters for your face that are fun, good to keep in touch with friends and family. Instagram is fun and its good to keep in touch with people. Musically children like to contact people from different countries and listen to music, it has cool songs and there are lots of people to follow.

Comments regarding games such as Fortnite and Grand Theft Auto and their age ratings:

- Not overrated as some games include swearing.
- GTA is not overrated as there are some inappropriate things in it. Fortnite is overrated as there is no blood when shooting or inappropriate things in it.
- The games are not overrated as people can be rude on them.
- Fortnite DEFINITELY is overrated. Just because it has guns doesn't mean it's a 12+!
- GTA has a right to be 18+ because there is blood and swearing.

Comments regarding why children think people ignore age ratings:

- Because they don't care about the age rating they just want to play the games.
- Ignored so they can play instead of waiting ages.
- People sometimes ignore ratings as they are peer pressured and they want to be included with their friends.
- Children ignore because it is fun for them and other friends play on it.
- Ignore because the games are cool.
- Ignore because they want to try something new.

Year 9 students from East Bergholt High School in Colchester have written some thought-provoking articles in relation to a recent article in TES. Published on 20th September it was titled - 'Few pupils would tell teachers about online risk. Pupil survey raises concerns that classroom e-safety education has little relevance to children's use of technology."

The original TES article can be found online here:
https://www.tes.com/news/few-pupils-would-tell-teachers-about-online-risk

Written by: Emilie K - Ben F - Luke S

After reading the TES article that features the statistics regarding children's likeliness to report unacceptable behaviour online, our group felt that these figures were reflected in our school too. Pupils are reluctant to talk about their online occurrences for a variety of reasons. These include the fear of teachers, as children may view them as hostile and not someone that they could confide in if they are in trouble. Also, they worry about getting in trouble for even speaking to strangers or making e-safety mistakes in the first place. In our opinion, most young people are likely to ignore the situation, or just block whoever is bothering them instead of escalating it.

Modern children have different worries that are regarding the internet to those who were growing up 10 or even just 5 years ago. Current statistics show that over a third of children under one use devices often, and that the average child under nine spends over 2 hours a day looking at screens daily. With so many of our young people spending so long online and learning all about technology before they can properly read or decipher hidden messages and scams, I would agree that children around the age of four need to be educated on e-safety and social media. In addition, the influence of parents constantly using social media and posting pictures of their children, young people may feel pressure on their appearance, or begin to want a social media presence themselves. With this in mind, we agree that e-safety lessons don't relate to our lives because they cover things that are repetitive and too obvious. We believe our current online education curriculum drills in that we should block , report and talk to an adult but doesn't cover the deeper side of living online. In many cases, our lives revolve around the internet, with the majority of our communication being done online, as well as most of our free time being used online too. Seeing as homework/schoolwork is being set online or presented to us online we don't even have an escape from it in school.

It is a positive thing that we cover online safety so many times throughout our lives , but we believe that the content needs to be updated often, and the work needs to differ from just worksheets and drilling in how bad the Internet is for us. Online safe places and websites where we can talk about our feelings and encounters online anonymously, are good for us because they eliminate the fear of judgement whilst still giving us the feedback, reassurance and answers we need to live safe and happy online lives. Also, peer mentors are a helpful resource because we feel less judgment when confiding in other young people but the mentors can still pass on our worries to adults who can help us get to the bottom of it.

In conclusion, pupils recognise the importance of e safety and reporting our problems, we just wish that the curriculum would be updated, so that the work is more relevant to our current lives, and that some of the barriers we face like the fear of judgment would help to be removed.

Written by: Benjamin W - Jake A - Eadie A-J

Many young people don't tell adults about their cyber-bullying issues because they don't know how to connect. The age gap often doesn't help as social media and the online presence is still thought to be a bad thing to have. Parents and teachers are not as influenced from social media, therefore children and young persons feel uncomfortable talking about problems online.

Much of the content that we are exposed to is often racist and sexist towards different genders, meaning that we as a generation are not sure what is acceptable to project onto social media and others. Some people often see things online and think that it is alright to do it in reality.

If we were shown how social media can impact our views and change who we look up to, young adults would feel more comfortable to be themselves on and off the screen. Adults are not often aware of how things can impact us as children, meaning they are not able to help us. People are often bullied or exposed to inappropriate things on many different platforms: Instagram, Twitter, Facebook, Snapchat, Twitch, Reddit, Pinterest and Tumblr.

Written by: Eloise F

In our school we have a e-safety champions emails so if we are having a problem online we can send an email to the e-safety champions email online for help. Personally we think this is a good idea as some students wouldn't want to say it face to face or they would do nothing. By doing this they can send screenshots of the messages without no hassle. Also we think that other schools should do this because it's another way to communicate to your teaches and students about your problems. I also think that primary schools should start to do it because the younger generation are starting to have phones and social media at a younger age and are having the same problems as teenages and don't know how to deal with the situation.

About 30% of pupils said they would not speak to school staff but the other 29.6% saying they didn't know what they would do in the situation.

But we asked our class out of 25 what they would do in this situation; an e safety problem online that's more than you can deal with yourself

e-Safety Champions Email	Tell a teacher in person	Nothing	Don't know
6	6	10	3

12 people (48%) would tell a teacher and 10 (40%) wouldn't. 12% don't know. Of the 48% of people that would tell a teacher, half of these would use the e-safety champions email.

This shows that the email and telling a teacher is quite popular in our school this shows we focus on e-

safety and is very important to us. And we think as students that it's good to tell a teacher or do something about it instead of keeping it inside of you to get some advice or help on what to do about the situation you're in.

These are some quotes from the people who chose the option of the e-safety champions email when we did our survey; "If I talk to a teacher face to face I feel like they would judge me and like i've made a mistake but over the email it's easier and makes me feel more comfortable"

Overall, more schools should use the e-safety champion email because they should be more aware of the online safety issues.

Written by: Olaf G - Oscar S - Alexander S

Why some students don't like talking to teachers

As a student, I know that I would approach a teacher, if I wanted to report a concern, but some people would not as some students don't feel comfortable or trust a teacher enough to go to them for help. At East Bergholt High School we have E-Safety champions that you can go to without being worried about what you say, also there is an email that you can write to about your problems. Even with these measures put in place to help us, we don't feel the need to talk to others about our problems sometimes because we may think it is less serious than in reality, which it really is, and is often cause to talk to a figure of authority.

E-Safety Champions

The East Bergholt High school E-Safety Champions do a great job of helping students who have problems online as they can trust that they will keep it confidential and only tell the teachers who need to be involved also the students can trust that something will be done about it.

As it is sent by email, people feel more confident when sending a concern into them. If students do not have a way of accessing the Internet, they may use the computers in the Library or any other computer room and go on there private account and email provided by the school if they still don't feel like talking in person.

Thank you again to all the students of Hasland Junior School and East Bergholt High School for their thought-provoking articles.

If you would like to get your students involved you just need to decide on a topic or topics and email the article to me (alan@esafety-adviser.com). Please make sure your school is happy with the articles before you send and first names of students only please.

Alan

www.esafety-adviser.com