Advice for Parents

Be involved in your child's online life. For many of today's young people there is no boundary between online and offline worlds. Young people use the internet to socialise and grow and, just as you guide and support them offline, you should be there for them online too. Talk to them about what they're doing, if they know you understand they are more likely to approach you if they need support. Remember, most social media has a minimum age restriction of age 13 and these restrictions are in place for a very good reason.

Privacy Settings

Most social networking sites, like Facebook, now give your child a lot of control over what they share and who they share it with. Through a site's 'privacy settings' you are able to control:

- **Who can search for you** – this means that when people search your name on a site, your profile does not come up.
- **Who sees what** – this means that you can control the information you share, like your photos or wall' posts. You can usually restrict this to friends only, friends of friends, certain groups of friends, or everyone. We would recommend that for young people it is restricted to friends only.
- **Who can post information about you** – some sites enable others to 'tag' photos of you or share other information about you, like your location. Many sites enable you to restrict people's ability to do this.

It is important that you stay up-to-date with the privacy settings that your child uses and help them stay in control of their profile. All modern social network sites have privacy settings which should be used. For more information about privacy settings in Facebook: www.facebook.com/help/privacy

Keep up-to-date with your child's development online. Be inquisitive and interested in the new gadgets and sites that your child is using. It's important that as your child learns more, so do you.

Set boundaries in the online world just as you would in the real world. Think about what they might see, what they share, who they talk to and how long they spend online. It is important to continue to discuss boundaries so that they evolve as your child's use of technology does.

Know what connects to the internet and how. Nowadays even the TV connects to the internet. Your child will use all sorts of devices and gadgets; make sure you're aware of which ones can connect to the internet, such as their phone or games console. Also, find out how they are accessing the internet – is it your connection or a neighbour's Wifi? This will affect whether your safety settings are being applied.

Consider the use of parental controls on devices that link to the internet, such as the TV, laptops, computers, games consoles and mobile phones. Parental controls are not just about locking and blocking, they are a tool to help you set appropriate boundaries as your child grows and develops. They are not the answer to your child's online safety, but they are a good start and are not as difficult to install as you might

think. Service providers are working hard to make them simple, effective and user friendly.

Parental Controls

As a parent or carer it can be difficult to monitor what your child is up to online. Most parents and carers trust their children online, but it can be easy for a child to stumble across things that might upset or disturb them. Filtering and moderation packages are a good way to stop the majority of inappropriate and harmful content coming into your home. They are a tool to help you set and change online boundaries in line with your child's development. There are some great packages out there, some are free and some come at a cost. Make sure you get one that suits your family's needs and budget.

How can this help me?

Every parental control package is different, but most provide services such as:

- **Filtering** – content to restrict access to particular sites, such as pornographic websites.
- **Time limits** – restrict the amount of time your child can be online, or set periods of time where your child can access certain sites.
- **Monitoring** – where you are informed of certain sites that your child is attempting to gain access to.
- **Reporting** – where you are provided with information about what sites your child has used.

Where do I get them?

There are three main levels for applying parental controls.

- Internet Service Providers (ISPs). These are the organisations that pipe the internet to your home (like Virgin Media, Talk Talk, Sky and BT). All of the major ISPs provide parental control packages. These can allow you to apply controls across all of the devices that access the internet through your home connection – such as laptops or games consoles.
- Devices that connect to the internet. Most computers, mobiles and games consoles now come with parental controls that can be applied. For example, within Windows and the Mac operating systems, there are parental controls that can be set for individual devices.
- Software. There are a wide range of packages available to buy or sometimes download for free – always look for reputable companies and check out reviews online.

Does this make my child safe?

Parental controls will never make the internet 100% 'safe'. They should not be used as a substitute for communicating safety messages to your child. Make sure that you talk to your child about their behaviour online and remember, your home is not the only place they will be accessing the internet! (Look at navigation bar). Never ask your children to set these settings, if you are not confident in putting these in place ask a family friend or the shop assistant to help.

BEHAVIOURS FOR LEARNING – LEVEL DESCRIPTORS

BfL 1	BfL 2	BfL 3
You are a highly self-motivated student who takes responsibility for all aspects of your learning.	*You are a motivated student who takes a keen interest in your learning and is determined to achieve.*	*You are a conscientious student who takes an interest in your learning and tries to achieve.*
Typically you will demonstrate the following behaviours:	Typically you will demonstrate the following behaviours:	Typically you will demonstrate the following behaviours:
• **Personal organisation is of the highest standard:** you are always punctual to lessons and arrive properly equipped; classwork and homework tasks are always completed conscientiously, with enthusiasm, and often with extra attention to detail	• **Personal organisation is of a high standard:** you are always punctual to lessons and arrive properly equipped; you show a commitment to fully completing tasks and handing in your work	• **Personal organisation is of a good standard:** you are punctual to lessons and properly equipped; tasks are completed to a good standard and work is usually handed in on time
• **You make a substantial contribution to class learning and your engagement in lessons is excellent:** you always show interest and enthusiasm when asking and answering questions; you always play an active role in group work and class discussions where you readily share your ideas	• **You display a commitment to class learning and are engaged in lessons:** you show interest and enthusiasm when asking and answering questions; you readily share your ideas when participating in group work and class discussions	• **You make a contribution to class learning and remain focussed throughout lessons:** you show interest in your work and make contributions in class; when prompted you share ideas by participating in group work and class discussions
• **You are highly conscientious and self-motivated to work independently:** you always use your own initiative to develop new ideas; you are flexible and adaptable in your approach when asked to solve problems	• **You are a conscientious student who takes a keen interest in working independently:** you show interest in your learning by taking an active role when solving problems and developing new ideas	• **You are motivated to work independently:** you listen when new ideas are presented and use this information in your own work; with guidance you show the ability to solve problems and develop new ideas
• **You are always considerate to others and actively support team members in lessons:** you always show respect through appreciating different points of view; you provide constructive support and feedback to others through collaborating with teachers and fellow pupils	• **You show consideration to others and offer your support to team members in lessons:** you show respect by listening to teachers and fellow pupils; you provide useful feedback to others by appreciating different points of view	• **You show consideration to others:** you show respect through sharing equipment and resources; you listen to different points of view

BEHAVIOURS FOR LEARNING – LEVEL DESCRIPTORS

BfL 4	BfL 5	BfL 6
You have the potential to achieve but you do not always take full responsibility for your learning.	*You lack motivation and rarely make use of opportunities to develop your learning.*	*You are unprepared to learn and your poor attitude affects your own learning and that of others.*
Typically you will demonstrate the following behaviours:	Typically you will demonstrate the following behaviours:	Typically you will demonstrate the following behaviours:
• **Personal organisation is inconsistent:** you are punctual to lessons but sometimes not properly equipped; classwork and homework tasks are usually completed but do not always reflect your ability and on occasions deadlines are missed	• **Personal organisation needs improvement:** you may not always be punctual to lessons and often arrive improperly equipped; you lack the focus necessary to successfully complete class and homework tasks and deadlines are missed	• **Personal organisation is poor:** you may not always be punctual to lessons and usually arrive improperly equipped; class and homework tasks are frequently incomplete and deadlines rarely met
• **You make some contribution to your learning but at times lack focus in lessons:** although you show some interest in your work, you need to make more effort to ask and answer questions in class; with encouragement you are able to share ideas but you need to participate more actively in group work and class discussions without being distracted	• **You lack focus in your work and need to make more contributions in class:** you are often inattentive and easily distracted; you only make contributions when asked; you rarely make use of the opportunities presented to you to develop your learning	• **Your lack of focus in lessons is having a negative effect on your learning:** your unwillingness to participate in activities and lack of motivation means that you have not acquired the skills to develop your learning
• **You are developing as an independent learner:** although you have the ability to work independently, you need to be more consistent in taking responsibility for your own learning	• **You show little evidence of independent work and often rely on teacher direction:** although you have the ability to work independently, you lack the motivation to complete tasks on your own and need to take more responsibility for your own learning	• **You show no interest in working independently:** you are unwilling to complete tasks on your own and rely heavily on direction from others
• **You show some consideration for others:** although you share equipment and resources, you need to be prompted to communicate ideas and listen to different points of view	• **You show little consideration for others:** you need to make more effort to listen to teachers and to support pupils by listening to their different points of view	• **You lack consideration for others**: through your unwillingness to listen in class and to support team members