

# ONLINE SAFETY NEWSLETTER

Providing online safety  
information for professionals

*This special issue focusses on  
teaching online safety to  
young people*



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## Teaching Online Safety

There are a huge number of online safety resources available to professionals who have responsibility for teaching online safety to young people. Here are our tips to ensure your education programme is effective.

### 1. Plan your programme

Online safety needs to be regular, up to date and embedded across the curriculum as part of a wider digital literacy approach. It needs to concentrate on the **underpinning knowledge and behaviours** to help young people navigate the online world safely and confidently. In qualitative research, teenagers state they feel that rules do not apply to them; educational approaches following the 'scare stories followed by rules' model are therefore unlikely to be effective. Another research finding is that they do not trust adults to solve online problems, partly due to low confidence in our technical abilities, but mainly because young people do not believe that adults understand their world and their experiences. Wherever possible, look to have

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non-judgemental conversations in a safe space and ask the young people what they need and want. Use the **Education for a Connected World** framework in conjunction with the new **Teaching online safety in schools** guidance from the Department for Education to assist with your planning.

The new guidance for **Relationships education, Relationships and Sex education and Health education** also contains advice about teaching online safety topics, as does the **PSHE Teacher guidance: teaching about mental health and wellbeing**.

### 2. Consider the needs of young people at risk or those who have already experienced online safety issues

The more specialised needs of vulnerable young people must be considered in the planning of programmes, as they may need additional support to access learning. A one-size all approach to online safety might overlook that a vulnerable young person is carrying out self-harming behaviour as a coping

mechanism, preventing more extreme risks. Other young people might be missing the universal education due to illness or caring responsibilities, and yet others might have experienced some of the possible harms previously, so might require a different approach.

### **3. Ensure that all staff, including those with oversight, have relevant training and knowledge**

It is essential that those being expected to educate young people or deal with online safety incidents have an up to date understanding of the issues young people are facing, and can give appropriate advice to young people, parents and carers. While some technical knowledge is required, most of the understanding needed is more relating to behaviours, child development, and family and environmental context. In addition, it is important to be aware that a young person may choose to speak to a member of staff in a support role rather than a teacher. All staff that work alongside young people need to be aware of how to support a young person following an incident and the relevant procedures to follow.

Research from the South West Grid for Learning on the 360 safe online safety self-review tool shows that staff and governor training are consistently one of the biggest weaknesses for schools.

The UK Council for Internet Safety has produced a summary for governors [Online safety in schools and colleges: Questions from the Governing Board](#) to assist governors in carrying out their oversight role.

### **4. Your policies and procedures need to support and be consistent with your education and training**

It is essential that your policies and procedures for dealing with online safety incidents (such as bullying, youth produced sexual imagery or viewing inappropriate content) support young people who report these issues. If young people experience what they consider to be a poor response, they will be less likely to report future issues.

### **5. Evaluate your programme**

Like any education programme, online safety education programmes should be evaluated for their effectiveness. Seeking feedback from both the young people receiving and the professionals delivering the curriculum will provide useful information regarding the suitability of the content and delivery methods. Assessment of learners' progress should also be part of the overall design and should include a combination of self-assessment, peer-led assessment and teacher-led assessment.

## Classroom posters from Childnet

The UK Safer Internet Centre has produced free classroom posters to promote online safety. There are posters aimed at children aged 3-6, 6-10 and 11 and over. A3 sized posters can be downloaded as PDF for free or A2 posters can be purchased for £2.40 each (minimum spend £5).



[www.childnet.com/resources/a3-posters-to-download](http://www.childnet.com/resources/a3-posters-to-download)

## Online hate toolkit



SELMA has launched a toolkit to help approach the issue of online hate with young people aged 11-16. The toolkit takes a holistic approach combining social and emotional learning, media literacy and citizenship educational methodology and aims to foster a culture of mutual respect and open debate. The toolkit offers free, customisable resources and activities designed to be used by teachers, social workers and other professionals working with children.

Themes include:

- What is hate speech?
- What's my role and what can I do?
- How can we effect change in our community?

<https://hackinghate.eu>

## StepUp SpeakUp from Childnet

Online sexual harassment is unwanted sexual conduct on any digital platform and it is recognised as a form of sexual violence. This toolkit from Childnet for young people aged 13-17 specifically focuses on peer-to-peer online sexual harassment taking place between young people. Activities include lesson plans, a peer led workshop, films and an assembly presentation. Comprehensive guidance is provided for professionals.



[www.childnet.com/resources/step-up-speak-up](http://www.childnet.com/resources/step-up-speak-up)

## Digital resilience from Childnet

Digital resilience is a key skill that young people need to develop. Whilst going online can be incredibly fun and enjoyable, there can also be times when a young person can feel upset, not good enough or left out. A lesson plan to help young people aged 11-14 manage their lives online and to help others.

[www.childnet.com/resources/digital-resilience](http://www.childnet.com/resources/digital-resilience)

## Articles about Sharing nudes from



ThinkUKnow have written a new article for teens to help them deal with nudes being shared. It aims to help them understand that it's wrong to share a nude image of someone else, and what to do if an image is being shared around. Click [here](#) for article

The above article is accompanied by information for parents, 7 questions parents ask about nude selfies. Click [here](#) for article

## Stop, Speak, Support



Stop, speak, support was developed with the Royal Foundation Taskforce on the Prevention of Cyberbullying. It is aimed at 11-16 year-olds who are 'bystanders' of online bullying – it helps them think about how they respond to it and what they can do to stop it spreading.

This school pack contains suggested activities and resources that teachers of key stages 3-4 can use with their students. Activities can be adapted for use in a lesson, assembly or with a school council.

The sessions aim to encourage pupils to be good digital citizens and equip pupils with the skills to know what they should do if they encounter bullying online.

<https://learning.nspcc.org.uk/research-resources/schools/stop-speak-support-school-pack/>

## Updated STAR toolkit from childnet

The STAR toolkit consists of practical advice and 15 teaching activities to help educators explore online safety with young people with autism spectrum disorders in Key Stage 2 and 3. The sections consist of Safe Sharing, Trust, Action and Respect.

All sections feature the concept of friendship and have a focus on finding the balance between online and offline interaction. Most of the activities are not complete lessons but starter activities or similar. The Safe Sharing module has been updated in June 2019 and updates to the other modules are expected soon.



[www.childnet.com/resources/star-sen-toolkit](http://www.childnet.com/resources/star-sen-toolkit)

## How SSCT can support your online safety education and training

### Reviewed Educational Resources

SSCT has reviewed a selection of free online safety education resources from reputable providers. Resources are available from Early Years Foundation stage through to KS3+ and there is a specific section relating to youth produced sexual imagery, CSE and other sexual material.

A list of the resources containing a description and links to the resource can be found at <https://www.dorset.police.uk/help-advice-crime-prevention/safety-in-your-community/ssct/online-se/>.

### Policy and Education Advice

If you are looking for advice on your online safety policies or on educational resources to use with a specific person or group, please contact our Internet Safety Officer on the email below.

### Online Safety Newsletters

Our PDF newsletters for parents and professionals are produced towards the beginning of each school term in January, April and September. Parents newsletters may be emailed to parents, put on your website or printed. We would ask that the Professionals' newsletters are only circulated to relevant staff within your organisation. The newsletters can be downloaded from the SSCT website [www.dorset.police.uk/ssct](http://www.dorset.police.uk/ssct), where you can also sign up to receive these by email as soon as they are available.



Dorset Police



**Safe Schools and Communities Team [ssct@dorset.pnn.police.uk](mailto:ssct@dorset.pnn.police.uk)**

Have a look at our online safety information - sign up for our newsletters, book education or look at our guide to educational resources

<https://www.dorset.police.uk/ssct>