

Online Safety Information Leaflet for Parents

RGS Worcester Annual Update

Welcome

At RGS Worcester, we understand how technology has changed the behaviours of children in the 21st century, and particularly so following the Internet enabling global communication.

The World Wide Web is full of useful, engaging and informative websites which enable better, faster, easier communication. However, sometimes the technology can also be misused. Therefore, our PSHCE programme continually reinforces the 'eSafety' message. This includes educating pupils in 'think before you post', how to manage their digital footprint and protect their online reputation.

We hope that you find the information in this annual update informative and useful. We are including what we believe will be useful in enabling you to continue to have informed discussions with your children. If you require any clarification or further information, please do not hesitate to contact one of our Safeguarding and Internet Safety Ambassadors.



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Meet the team responsible for Safeguarding and Internet Safety



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Mr Stuart Davis Head of Year Seven
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Mrs Emma Faulkner Acting Head of Computing and IT
CEOP Ambassador



Dr Philip Ehlers Senior Teacher
CEOP Ambassador

News from Lower School

Year Seven “Digital Citizens”

In October, Year Seven were given an introduction to CEOP from Mr Berry, who outlined the dangers and pitfalls of using digital technology irresponsibly. The talk provided advice to pupils on how to protect themselves online.

Pupils were instructed how to find the CEOP ‘ThinkUKnow’ website and helpline. Should any situation happen where pupils feel that they need support, they have been encouraged to speak with a teacher at school or one of their parents. Pupils have also been aware that if they do not feel able to speak with someone in person, they can report abuse, seek help and report issues, using the ‘Report Abuse’ link on the CEOP website, and pupils have been given instructions on how to do this.



In November, as part of PSHCE, the Police visited to talk to pupils, about using technology safely.

Pupils then reflected on the information presented in this session to think about responsible behaviour in general.

During the Lent term, Year Seven will be further focusing on their ‘online’ behaviour as part of the Safer Internet day on 5 February.

“In the first few weeks, the Police came in to talk to the Year group about how to stay safe on line, especially with social media and gaming. They discussed the minimum age requirements for Instagram, Facebook and Snapchat. We were also warned of the risks associated with talking to strangers on line and the importance of sharing any concerns with a trusted adult.”

A Year Seven Girl

Respecting the Law in Year Eight

As part of the study programme in their Computing and IT lessons, all pupils learned about how ‘digital’ laws impacted their daily lives.

We considered how the Computer Misuse Act (1998) is used to prosecute criminals. We looked at some case studies to aid understanding. Pupils were also encouraged to consider some of the new careers opportunities in the world of CyberSecurity.

“One of the most important things about the DLP is to learn how to stay safe online. The school really helps us with this by giving frequent safety talks and advice about online sites and how to stay safe online. We also often have class discussions to share our ideas about online activity and how to stay safe.”

A Year Eight Boy

During Year Eight PSHCE lessons, pupils were reminded by one of our local Police Officers about how important it is to “think before they send” and always be respectful and careful when using social media. In particular, detailed information was given about what is meant by ‘sexting’, the consequences of it and how to deal with any inappropriate requests that may be made of them.

“We get very good advice about our online lives. We know for example that things can easily be leaked and anything posted on social media can’t be deleted completely this is why it is important to stop and think before posting”

A Year Eight Boy

News from Middle School

The three main themes are revisited and reinforced regularly throughout your child's time in Middle School;

“Digital Footprint” “When Chat Goes Wrong” “Exploitation and Anonymity”

In the first term of Year Nine, we revisit some of the challenges pupils face when using Social Media and sexting. We go on to discuss online grooming, pornography and gaming, as well as beginning to fully understand how vital it is to have a good ‘Digital Footprint’.

“In the PSHCE sessions we have learnt about our vulnerability online and how to be safer. In doing so, we have learnt the values of social media (which are sometimes hard to come by) but our teachers have aided us well.”

A Year Ten Boy

We do further work to ensure the pupils have strategies in place to protect themselves online and this work is delivered throughout the year in assemblies and PSHCE sessions. Follow-up discussions take place in Tutor Groups based on the ‘Think You Know’ materials.

“I’ve learnt the major risks and disadvantages of the internet. For me, I now know that people aren’t all they seem online and this is why we have to be extra safe on social media.”

A Year Ten Girl

This material is delivered on a planned basis but also addressing national peer group trends as they arise. For example, this year we had a dedicated assembly on the appropriate use of Snapchat and Instagram, and a second which highlighted the dangers surrounding the sharing of selfies.

The Year Ten PHSCE Programme includes primary and follow-up sessions on ‘Risk-Taking’ including further discussion about staying safe online.

In addition to this, there is a further session on ‘When Chat Goes Wrong’, which explores the dangers and pitfalls of social media interaction, and how to avoid them.

“The iPads are really useful as a learning tool and using them properly is really important. I have been taught how to do this and how to be careful online. The sessions have been easy to understand and useful.”

A Year Eleven boy

This work continues into Year Eleven, and this year this included an assembly on the subject of the “Digital Footprint” where pupils were reminded of their role in the ‘Digital Society’. The take home here is for the pupils to remember that it is impossible to remain anonymous on the Internet.

In addition in Year Eleven, we consider in detail how information is gathered about all of us when we use the Internet, how this can be used as a marketing tool, as well as for more sinister and illegitimate purposes and what pupils can do to protect themselves.

“Using the Internet safely has allowed me to be more confident and competent online. I am especially aware of the downsides of social media and risks when using social media websites. The programme has also encouraged me to use the Internet safely and as a learning tool for my GCSEs.”

A Year Eleven boy

News from Sixth Form



Protecting their reputation

“When online shaming goes too far”

In Sixth Form we focus further on having a good digital footprint and ensuring their online reputation gives the right impression for Universities and prospective employers, alongside, of course continually, reinforcing how to keep themselves safe online.

This year we watched an engaging TED talk and discussed some case studies, including one in which a single post on Twitter ruined a person’s career and social reputation.

Advice for parents

We think the following resource will help provide you with more information about the topic “online shaming”.

<https://parentinfo.org/article/understanding-online-shaming-a-guide-for-parents>

A survey undertaken with current pupils highlights the need for us to continue to work with parents to reinforce responsible Internet use.

41% of the pupils who responded to our survey responded with “possibly” and 9% with “highly likely” to the question:

“Do you feel you could potentially write the wrong thing on Twitter/social media, causing yourself problems?”.

Furthermore 92% agreed that it was useful to be reminded how important it is to think about what they post on social media.

“As part of our PSHCE program we watched Cyberbully, which was very thought-provoking. It was a good film and discussed the dangers that exist online.

The film looked at a number of 'on-trend' issues related to this topic, including the anonymity that exists online, the legal loopholes that enable cyberbullying and the social pressure on teenagers to partake in digital relationships, as well as the emotional impacts that bullying inflicts on its victims and families.

The film served as a reminder to stay as safe as possible online.”

A Sixth Form student.

Creating Strong Passwords

We teach all pupils how important it is to have a strong password.

Pupils are made aware that not everyone realises how important it is to have a strong password. For example, in 2018 the most common passwords were **123456** and **password**. We teach pupils the risks of using passwords that are easy to guess, the dangers of not having a strong password and the need to keep their password safe at all times. This unit of work led them to test out their current password using 'How Secure is my Password'? and all pupils were astounded by

how their password could be hacked within seconds.

So we challenge you. How secure is your online password setting? Try the link below!

HOW SECURE IS MY PASSWORD

The main tips for setting a safe password were:

- Aim for a minimum of eight digits.
- Use a variety of upper and lower case letters
- Include numbers and symbols
- Think of a phrase and just use the first letter from each word
- Make it memorable but do not make it obvious. Using your pet's name is not a good idea!
- Don't write it down in an obvious place

HOW SECURE IS MY PASSWORD?

ENTER PASSWORD

<https://howsecureismypassword.net/>



Did you know about?....

'Home Internet' Parental Settings

We ensure that our pupils are unable to access inappropriate websites and apps from the school network, and this is something you can also do at home, for free.

The four big internet providers in the UK – BT, Sky, TalkTalk and Virgin Media - provide their customers with free parental controls, which can be activated at any time.

They have come together to produce these helpful video guides which talk you through how to download and set-up the controls offered by your provider.

<https://www.saferinternet.org.uk/advice-centre/parents-and-carers/parental-controls-offered-your-home-internet-provider>

Apple Families

How are Apple supporting families?

If you are not already aware, Apple recently launched IOS12 on mobile devices, which contained some noticeable additions. This operating system now includes a tool for limiting screen time.



The link below contains simple guides for the following:

- Setting screen time limits
- Limiting certain app use at specific times
- Tools for limiting specific websites
- Managing in-app purchases
- Setting up 'ask to purchase' apps in the app store

<https://www.apple.com/families/>



Family Sharing

Did you know that Family Sharing makes it easy for up to six people in your family to share each other's iTunes, iBooks, and App Store purchases, without sharing accounts.

Each person in the group needs an Apple ID and there is no age restriction on who can have an Apple ID.

In particular it enables you to do the following:

- Pay for family purchases with the same credit card
- 'Approve' any purchases from your account before they are processed
- Share photos
- Share a family calendar

The health impacts of screen time

There has been a lot of press coverage recently about how, while viewing a screen is not damaging in itself, too much 'screen time' when children are free to access materials of their own choosing can have a detrimental effect on our young people's mental health.

Particular emphasis has been placed upon the impact of social media use during the crucial stages of adolescence. Monitoring 'screen time' is something we very much advocate here at RGS, alongside, of course, monitoring what young people are actually viewing, with whom they are communicating and what they could be seen to be associated with. We appreciate how difficult this can be for parents and that there is the potential for conflict, not least as your sons and daughters often feel under pressure from their peers and begin to assert their right to privacy. The added difficulty of reconciling all of this, with ensuring that they are equipped to navigate Twenty-First Century life, cannot be underestimated.

We have put some links that we think you may find useful on the Safeguarding section of the Pastoral Care area on our website: [Useful links](#)

In particular, we think that you may find the sensible advice on this page of the 'parentzone' website useful: [5 things parents should know about screen time](#)

There is also a useful guide for parents from the Royal College of Paediatrics and Child Health: [The health impacts of screen time](#)



It may be useful for parents to be able to highlight to their children that RGS very much supports the advice given and the expectation is that parents should limit 'screen time' and monitor access and use.

The DLP at RGS entirely justifies parents monitoring their children's access to iPads since it is emphasised that they are a learning tool, and so please do reinforce this to your children at home and know that we support you in monitoring your child's use of all electronic devices.

We particularly advise that family electronic devices are recharged overnight in a central location in the home, and that children should not have access to electronic devices overnight in their bedrooms. We encourage a period of 'down time' between screen access and going to bed to aid healthy sleep patterns

"The school is very supportive and proactive in helping us stay safe online. We know the dangers of giving out personal information for example. We also know what to do and who to talk to if we are ever worried."

A Year Eight Girl

Top tips and tools to manage children's screen time

Internet Matters has created a range of resources to support families around screen time.

Things you can do

Set a good example

- Children tend to do what you do, not necessarily what you say so it's important to model the behaviour that you'd like to see in them.

Agree device free zones

- Make the most of family time by creating a no-mobile zone at the dinner table or even in the car. Removing the temptation to check notifications mid-conversations can help take away distractions and encourage everyone to be present in the moment.
- Also, banning phones from the bedroom at night is advised for children to get better sleep as they'll be less likely to chat to friends into the night and the blue-light from mobiles phones can disrupt their sleep cycles.

Get the whole family to unplug

- Take a break from screens as a family to encourage children to learn to strike a balance between time on and offline early on. You can use Apps like the Forest App which builds beautiful forests the longer you stay off devices.

Use tools to set digital boundaries

- Make use of parental control tools on their devices and the platforms they use to set digital boundaries together to ensure they get the best out of their screen time.
- Switch off notifications on their phone to limit the distraction this can cause when they are doing other activities.

Put a family agreement in place

- Establish a family agreement together to manage expectations of how screens and online platforms should be used and why.

Give them a varied media diet

- Together find apps, websites, and games that will help give kids a way to explore their passions, enhance their skills and discover their identity in a safe way.

Conversations to have

Building critical thinking

- Encourage them not to accept everything they see online at face value and to be aware that not everyone they talk to online is who they say they are.
- Share with them that apps/ websites are designed to keep you watching and on the platform so it's important to take active steps to stop when it feels like they've had too much.

Managing their wellbeing

- Discuss the signs to watch out for to assess if their device use could be having a negative effect on their overall wellbeing.
- Encourage them to think about when and where they are using their devices and when it would be better for them to unplug and focus on other activities.

How to recognise when screen time is 'too much'

- Often a sign that a child is spending too much time on screens is when they may feel anxiety or stress if they are disconnected or separated from their phone.
- Lack of sleep and exercise and no willingness to visit friends may be a sign they need to take a break from their device.

Virtual Private Networks (VPN)

One of the settings on an iPad enables the iPad user to create a VPN.

What is a VPN?

You may find the information and guidance on this website useful:

<https://parentinfo.org/article/what-are-virtual-private-networks>

Why would pupils use a VPN?

Firewall settings both at school and home allow us to control which website can be accessed. Technically-savvy young people will try to use a VPN to circumvent these controls and view material that we think is inappropriate. In school, our systems prevent a VPN from being used. If a pupil attempts to use a VPN, the system alerts us and the pupil will receive a sanction.

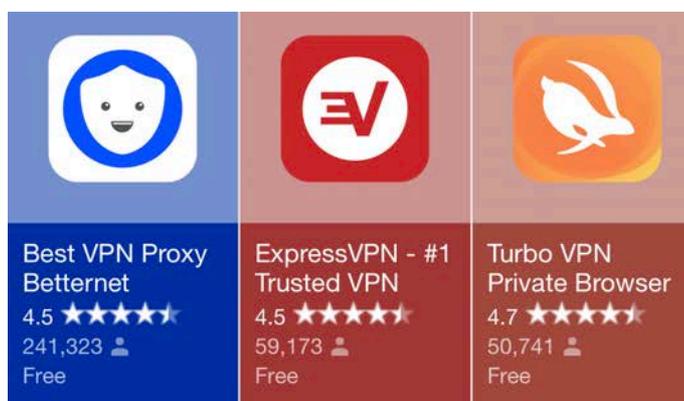
“At RGS Worcester, the online use of our iPads play a huge role in assisting with our learning. RGS are extremely good at setting down the rules of the use and apps on our iPads. They do this by taking us through a digital learning course showing each individual pupil how to stay safe whilst online and in school. There are many different ways that the teachers can check our iPads to make sure we’re not doing anything inappropriate on them e.g. they use an app called Classroom which is in our iPad settings which means the teachers can see what we’re doing whilst in their lessons. Teachers are always approachable and have a guide given to parents not familiar with the digital learning policy. All in all, eSafety is very good at RGS Worcester and we are always encouraged to use our iPads sensibly inside and outside of school. “

A Year Seven Girl

Parents need to be aware that if they see a connection to a VPN as shown in the image below, that their child is possibly trying to access inappropriate content.



Please also be aware that you need one of the apps below to use a VPN. It is therefore best to ensure that these cannot be downloaded when you put in place your parental controls on your child’s device.



CEOP Thinkuknow

Thinkuknow is a website hosted by the National Crime Agency's CEOP Command.

Since 2006, Thinkuknow has been keeping children and young people safe by providing education about sexual abuse and sexual exploitation.

THINK U KNOW
.co.uk

Welcome to Thinkuknow

Thinkuknow is the education programme from CEOP, a UK organisation which protects children both online and offline.

Explore one of the six Thinkuknow websites for advice about staying safe when you're on a phone, tablet or computer.

Are you...

- 5-7?
- 8-10?
- Parent/Carer?
- 11-13?
- 14+?
- Children's workforce?

Fact or Fake News? Can you trust everything you read online?

It's easy to tell the difference between a real news story and a made up one, right? Maybe not.

Thinkuknow is unique.

It is underpinned by the latest intelligence about child sex offending from CEOP Command. Thinkuknow aims to ensure that everyone has access to this practical information – children, young people, their parents and carers and the professionals who work with them. Alongside the Thinkuknow website, the programme provides educational resources, including films, cartoons and lesson plans to help professionals raise young people's awareness.

The Thinkuknow resources are used with all pupils and help the pupils to see potential dangers within the context of their lives. They are guided to the website and the content. The film 'Play, Like, Share' really engages pupils and allows them time to discuss and reflect on aspects of their own lives.

Live Streaming advice for parents

<https://www.thinkuknow.co.uk/parents/articles/live-streaming-responding-to-the-risks/>



Safer Internet Day 2019

Tuesday
5 February

Together for a better internet

Every year the RGS family of schools mark the 'Safer Internet Day' by encouraging all pupils to reflect on their safety 'online'.

2019 was no exception. This year, falling on 5 February, all year groups approached the question of how this year's theme of 'consent' impacted pupils' wider use of social media.

In Year Seven, during a PSHCE lesson, pupils considered the potential impacts on their personal reputation and mental health, should someone post something online without their consent. We discussed the meaning of 'consent' and especially in relation to the laws around GDPR, the consequences of posting anything online without permission.

The 'UK Safer Internet Centre' website provides a range of resources for our pupils to interact with discussions and reflect on this year's theme. Therefore, after our discussions, pupils were challenged to create a dance, poem or song about 'consent', which has enabled peer groups to communicate the central message through this engaging media.

"The School's eSafety advice is really good, and they always make you feel protected. They will safely educate you on dangers in society, and provide life lessons. It is hardly scary, however. The staff are incredibly supportive and will help out in uncertain situations."

Two Year Seven Boys

Below are some sample questions from the '[SaferInternetday.org](https://www.saferinternetday.org)' website questionnaire. You could use these to continue the discussion about the 'Safer Internet Day' at home.

Obviously, 'A' and 'C' are the correct answers, but this exercise is more about discussing the pitfalls of the other options.

Question 1. You update one of your profile pictures online and after two hours no one has liked it. What do you do?

- A. Keep using the picture anyway. You chose it because you really liked it.
- B. Delete the picture straight away. It can't have been that nice if no one seems interested.
- C. Message your friends and tell them they have to like your picture immediately!

Question 2. You are playing an online game and someone you don't know wants to add you as a friend. What do you do?

- A. Add them, it's really nice to have more friends.
- B. Let your parents or carers know, so they can check who it is.
- C. Ask the unknown person a few questions first to get to know them.

Digital Leaders

We have an active and enthusiastic group of Digital Leaders who represent all years of the Senior School, who meet with Mrs Emma Faulkner, eLearning Coordinator, on a regular basis. Their role is essential in feeding back to us about how we can further improve our DLP and support pupils at school. If your child is not a Digital Leader, encourage them to find out more and maybe get involved.

NSPCC



Year Seven pupils raise money every year for the NSPCC.

A major aspect of the NSPCC's work is supporting children and their families in keeping themselves safe online.

For further information, please visit the NSPCC website:

<https://www.nspcc.org.uk/what-we-do/>

In-game Chat: What you need to know

In-game chat refers to the game's own built-in chat function which lets the entire group of people playing together, friends and strangers, talk.

We think this link from the ParentZone website is very useful in helping to understand the impacts of in-game chat and online grooming.

<https://parentzone.org.uk/>

Useful websites

Parental guide to apps

<https://www.internetmatters.org/advice/apps-guide/>

Sharing safely on Social Media

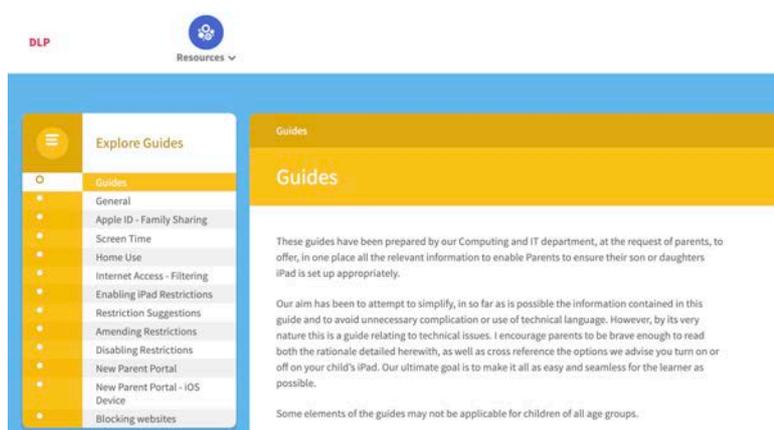
<https://www.internetmatters.org/advice/social-media/>

Parental controls and privacy settings

<https://www.internetmatters.org/parental-controls/>

Netaware - a site useful for finding guides about websites being used by children.

<https://www.net-aware.org.uk>



Parental guidance to understanding online shaming

<https://parentinfo.org/article/understanding-online-shaming-a-guide-for-parents>

Help and Support

If you require any further advice or guidance, please do get in touch with your child's Head of Year, Head of Section, or Dr Andrew.

There are some useful information guides for parents about managing your child's iPad on the [DLP website](#), including one on [Screen Time](#).

If you require technical assistance, please visit the [IT RGS Help site](#) and submit a request to the RGS IT Technical Support Team.

Internet and Social Media Awareness and Safety

Presentations and Training Provided for Pupils and Parents at RGS Worcester

Lower School

Presentations to Parents

Trinity Term (*Second Half*) of Year Six

Year Seven: Introduction to DLP.

Michaelmas Term

Year Seven: Parents' Evening – Introduction to Child Exploitation and Online Protection (CEOP) Education at RGS.

Year Eight: Guiding and protecting your child to be safe online.

Presentations to Pupils

Michaelmas Term

Year Seven: Introduction to CEOP and sensible use of internet in PSHCE

Year Eight: CEOP online safety and sensible use of images assembly.

'Trust me' Assembly with the Head of Year.

PSHCE Topic

Michaelmas Term

Year Seven: Using iPads safely

Year Eight: Developing critical thinking of online content.

Cyber bullying – what is it and where can you get help if you need it.

Lent Term

Year Seven: Your Digital Tattoo and things you see online that can negatively impact on your self-esteem, and a critical understanding of the nature of online friending and avoiding risky behaviour online.

Presentations to Parents

Michaelmas Term

Year Nine: Parents' Evening – Sexting, what you need to know and the addictive nature of online gaming.

Year Ten: Parents' Evening – Teenage Brain Development and Promoting Wellbeing with Mr Hugh Sykes.

Year Eleven: Parents' Evening – Making sensible choices at A Level with Mr Richard Houchin.

Lent Term

Year Eleven: Parents' Evening – 'Preparation for GCSE and Minimising Examination Stress' with Mrs Liz Kilburn.

Presentations to Pupils

Michaelmas Term

Year Nine: Sexting and Snapchat Assembly with Head of Middle School.

Legal consequences of Sexting Assembly from Local Police Officer

Year Ten: 'Your digital footprint' Assembly.

Year Eleven: 'Safer Internet Use' Assembly.

Trinity Term

Year Nine: Follow-up from police on legal consequences of sexting.

PSHCE Topic

Michaelmas Term (First Half)

Year Ten: Understanding the risks of chatting with strangers online and sources of help.

Year Eleven: Awareness and understanding of sexual understanding online and how to protect yourself.

Lent Term

Year Nine: Selfies exposed – develop young people's understanding of why some people take selfies and the possible long-term consequences.

Sixth Form

Presentations to Parents

Michaelmas Term

Lower Sixth: Parents' Evening – Revisiting considerations for your child's 'Digital Footprint' beyond RGS.

Presentations to Pupils

Michaelmas Term

All Sixth Form: "Safer Internet Use reminder" Assembly.

PSHCE Topic

Trinity Term

Lower Sixth: Conducting financial transactions safely online.

Upper Sixth: Is pornography healthy?