

WELCOME

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LPS

DIGIPARENTS



MARK ANDERSON @ICTEVANGELIST



Technology can be...
a force for good...

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Technology can be...
a force for evil...

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30% of Year 6
children say they
use the internet
without parents
knowing



19% of Year 6
children said
they use social
networking sites



19% of Year 6
children said
they send emails
that are not
checked for
content



26% of Year 6
children said
they Skype or
FaceTime
without their
parents knowing



37% of Year 6
children said
they have
received a text
message that
upset them



22% of Year 6
children said
they have been
contacted by a
stranger when
gaming online



26% of Year 6
children said
they don't feel
their parents
know what they
are looking at
when online







A LEGO model of a gorilla, constructed from dark brown and tan bricks, stands on a black base with blue and grey horizontal stripes. A red flame-like piece is visible on the side of the base. The gorilla has a tan face with two circular eyes and a small mouth. The text "MY ONLINE COMMUNITY" is overlaid in white on a grey band across the middle of the image.

MY ONLINE COMMUNITY

A collection of LEGO Daleks, some in gold and some in black, are arranged in a semi-circle. In the foreground, a small red and white Optimus Prime figure stands facing them. The background is a plain, light-colored surface.

POWERFUL PASSWORDS



THINGS FOR SALE



SHOW RESPECT ONLINE

A green arrow pointing forward on a dark asphalt road, with the text 'WRITING GOOD EMAILS' overlaid in white.

WRITING GOOD EMAILS



PRIVATE AND PERSONAL INFORMATION



POWER OF WORDS



A glowing lightbulb with a human-like face, set against a dark background with a blue, rocky foreground. The lightbulb has a bright yellow glow emanating from its base, which forms the neck and head of a face. The face has a large, open mouth and a single, large eye. The background is dark, with a blue, rocky foreground. The text "WHOSE IS IT, ANYWAY?" is written across the middle of the image in a bold, white, sans-serif font.

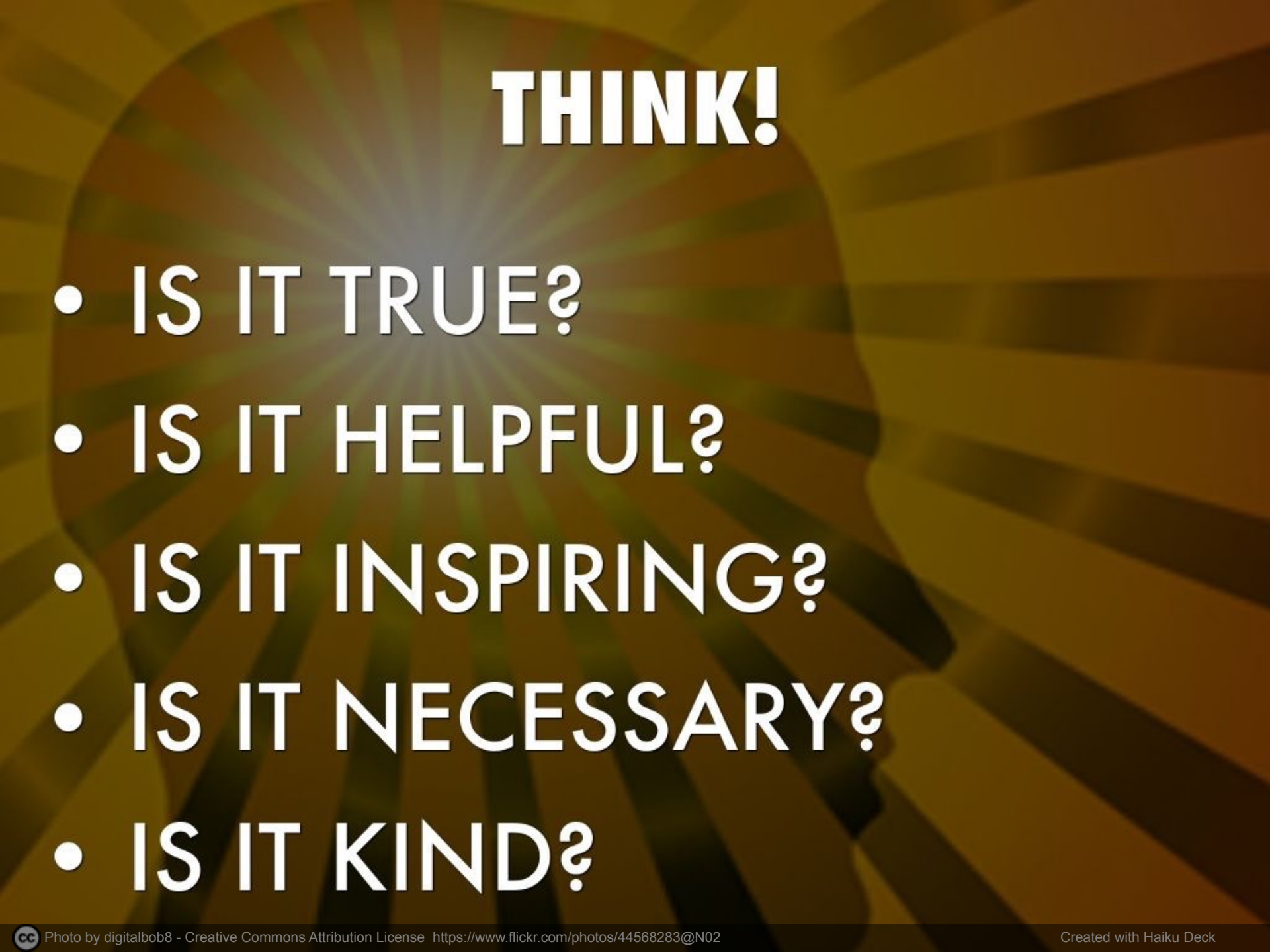
WHOSE IS IT, ANYWAY?

The image features a festive, out-of-focus background with warm, colorful bokeh lights in shades of red, pink, and white. In the lower foreground, a sharp, metallic green gift bow is visible, adding a touch of holiday cheer. A dark horizontal band across the center contains the text.

YOU'VE WON A PRIZE!



PICTURE PERFECT



THINK!

- IS IT TRUE?
- IS IT HELPFUL?
- IS IT INSPIRING?
- IS IT NECESSARY?
- IS IT KIND?

**internet
matters.org**

learn about it / talk about it / deal with it



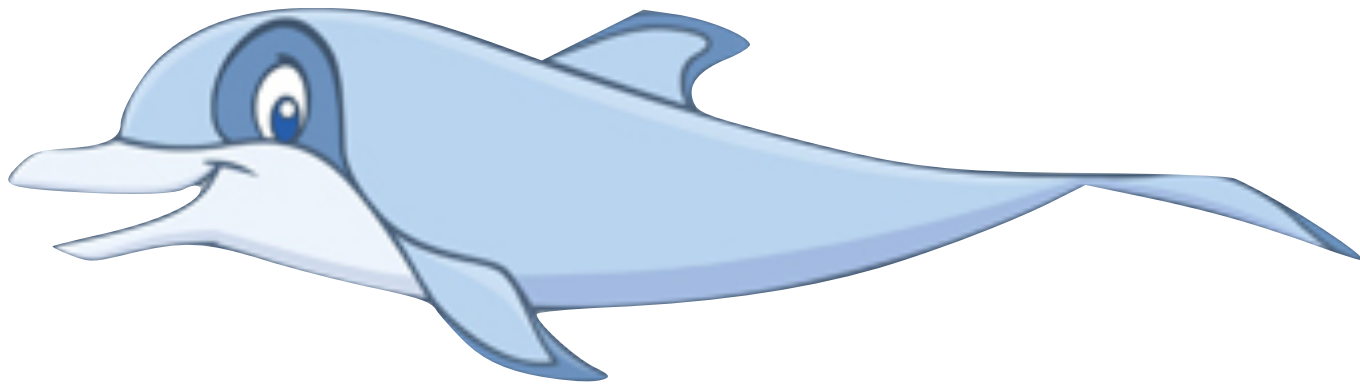
Provides safeguarding information related to activities outside the home – from after school art clubs to weekend reading groups. Helping voluntary and community organisations with safeguarding standards. -



Award-winning resources for teachers and
parents from Childnet.



Specific advice for parents and carers. There are links to several websites which have additional resources and support for all age groups.



A free online learning resource for children 2-9
years of age with parental advice.



Promoting digital citizenship and managing
personal information.



Developed with leading parenting website The Parent Zone and tested extensively to ensure it builds parents' confidence.

Their magazine, Digital Parenting is also available online.



Here you can find out how you can help prevent age inappropriate content being accessed online on computers in your home.



The PEGI system for games' age rating. PEGI advice and guidance is available on their site.

There are real advantages in maintaining an open dialogue with your child about their internet use. Not sure where to begin? These conversation starter suggestions can help.

1 Ask your children to tell you about the websites and apps they like to use and what they enjoy doing online.

2 Ask them about how they stay safe online. What tips do they have for you, and where did they learn them? What is OK and not OK to share?

3 Ask them if they know where to go for help, where to find the safety advice, privacy settings and how to report or block on the services they use.

4 Encourage them to help someone! Perhaps they can show you how to do something better online or they might have a friend who would benefit from their help and support.

5 Think about how you each use the internet. What more could you do to use the internet together? Are there activities that you could enjoy as a family?

5 SMART RULES for Primary age children

S **Safe:** Keep safe by being careful not to give out personal information when you're chatting or posting online. Personal information includes your email address, phone number and password.

M **Meet:** Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present. Remember online friends are still strangers even if you have been talking to them for a long time.

A **Accepting:** Accepting emails, messages, or opening files, images or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!

R **Reliable:** Someone online might lie about who they are and information on the internet may not be true. Always check information by looking at other websites, in books, or with someone who knows. If you like chatting online it's best to only chat to your real world friends and family.

T **Tell:** Tell a parent, carer or a trusted adult if someone, or something, makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.

Basics to consider...

The 4 C's



Conduct:

Children need to be aware of the impact that their online activity can have on both themselves and other people, and the digital footprint that they create on the internet. It's easy to feel anonymous online and it's important that children are aware of who is able to view, and potentially share, the information that they may have posted. When using the internet, it's important to keep personal information safe and not share it with strangers. Discuss with your child the importance of reporting inappropriate conversations, messages, images and behaviours and how this can be done.



Content:

Some online content is not suitable for children and may be hurtful or harmful. This is true for content accessed and viewed via social networks, online games, blogs and websites. It's important for children to consider the reliability of online material and be aware that it might not be true or written with a bias. Children may need your help as they begin to assess content in this way. There can be legal consequences for using or downloading copyrighted content, without seeking the author's permission.



Contact:

It is important for children to realise that new friends made online may not be who they say they are and that once a friend is added to an online account, you may be sharing your personal information with them. Regularly reviewing friends lists and removing unwanted contacts is a useful step. Privacy settings online may also allow you to customise the information that each friend is able to access. If you have concerns that your child is, or has been, the subject of inappropriate sexual contact or approach by another person, it's vital that you report it to the police via the Child Exploitation and Online Protection Centre (www.ceop.police.uk). If your child is the victim of cyberbullying, this can also be reported online and offline. Reinforce with your child the importance of telling a trusted adult straight away if someone is bullying them or making them feel uncomfortable, or if one of their friends is being bullied online.



Commercialism:

Young people's privacy and enjoyment online can sometimes be affected by advertising and marketing schemes, which can also mean inadvertently spending money online, for example within applications. Encourage your children to keep their personal information private, learn how to block both pop ups and spam emails, turn off in-app purchasing on devices where possible, and use a family email address when filling in online forms.