

#DITTO

STAY SAFE ● HAVE FUN ● REPEAT

EDITION 4 : NOV 2016

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Foreword from **Alan Mackenzie**

Welcome to Edition 4 of #DITTO

Alan is an independent consultant who has worked in the education sector for many years. Previously the service manager for 350 schools and also leading on internet safety, he has a deep understanding of the needs and frustrations of schools.

For the past few years Alan has worked for himself, in partnership and collaboration with many others across the country helping and advising schools, charities and other organizations with a specialist focus of online safety and in particular - enjoying the wonders of technology, safely!

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It's autumn and everything is changing. The temperature, the colours all around us, the leaves are falling off my bonsai trees, and of course daylight hours are reducing.

I've just returned from a beautiful week in the Highlands of Scotland and the colours of the landscape were incredible, so different to when we normally visit in the summer.

But it's the lack of daylight that bothers me. I'm grumpy at the best of times, but the dark mornings and evenings seem to enhance this.

Given the darker nights, it seems like an ideal time to revisit the subject of screen time, and this relates to children, young people and adults alike.





Content

In my opinion piece this edition I'm continuing the theme from last month in regards to screen time. New research is coming out all the time; some of it is helpful, some not so much.

We have a fabulous guest article this month from Conor Monk about bullying and anonymity. Conor works with the amazing Diana Awards team as an anti-bullying project co-ordinator.

Traci Good continues her new column and in this edition looks at Keeping Children Safe in Education guidelines and considers the impact of students with additional needs.

Following Traci I'm really pleased to introduce my good friend, Cathy Knibbs. Cathy is a cyber trauma specialist, working with children and young people who have experienced trauma.

WARNING - trauma is a difficult subject area as it delves into specific harm. Some readers may find the content distressing so please consider the title (this month self harm) before reading or sharing with others.

WANT TO FEATURE?

If you're a school, an individual or an organization with something useful to share with other schools and parents, drop me an email or give me a ring.

alan@esafety-adviser.com



TheOnlineAcademy

Online Safety Training for All Staff

www.theonline.academy

Screen Time

Opinion



Following on from the piece on internet addiction in the last edition of DITTO, I thought it would be worthwhile delving a little deeper into screen time, specifically because [new guidance](#) has been produced by the [American Academy of Pediatrics](#).

There has been some criticism because the guidance concentrates on much of the bad stuff online rather than being more balanced and critical. In a way I can empathise with the AAP, they are responding to widespread pressure where parents are increasingly asking for more and better advice.

That's quite understandable, but I think we're still a long way from fully understanding the true effects of digital media such as screen time, addiction, normalisation to certain content and so much more, simply because there hasn't been enough time to learn about any long term effects, either positive or negative.

Some of the recommendations within the new guidance are interesting:

A personalised **Family Media Plan** (link at the end) - this is an interactive web page where you can input the details of your children (including age) and come up with an agreed plan.

For example screen-free zones, screen-free times, curfews, showing good manners and much more. It's an interesting concept; it isn't the first time we've seen something like this and some families may find it useful. Schools adopted something similar years ago, usually called an 'acceptable use policy.' Schools and families may find it useful to share this so that the same responsible and respectful behaviour can be mirrored across the school and at home.

General guidance is given for children from 2-5 years old - that screen time should be less than one hour per day and that parents should be sitting with younger children to discuss what they are watching or doing.



Opinion: screen time

There's lots more advice within the guidance and I've included the links at the end of you would like to read a little further.

Personally speaking, one of the biggest issues I come across is in regards to time limits and parents/schools asking for very specific advice around this. The problem is that there are so many factors to consider before you can give advice, and what generally fits one child may not be appropriate for another child, but with that said I really like the clear, pragmatic advice that is given by Prof. Sonia Livingstone (link at the end) in which she advises that the actual screen time is less important, it's what you're doing

and parents should be asking themselves:

- Is my child physically healthy and sleeping enough?
- Is my child connecting socially with family and friends (in any form)?
- Is my child engaging with and achieving at school?
- Is my child pursuing interests and hobbies (in any form)?
- Is my child having fun and learning in their use of digital media?

What we don't want is children just sitting in front of

screens playing endless games or watching YouTube videos. This is fine, but within limits. Creativity and learning is vital to the development of children and young people.

If you would like to read in a little more depth, click on the links or copy the links into your web browser:

Huffington Post - <http://huff.to/2frTCh9>

Prof. Sonia Livingstone - <http://bit.ly/2fmE7IB>

AAP - <http://bit.ly/2fmEBhG>

Family Media Plan - <http://bit.ly/2frWN8x>



Bullying and Anonymity



Conor Monk works for The Diana Awards Anti Bullying Campaign as a Project Coordinator.

He is currently working with ASKfm, the Question and Answer social network, to provide young people across the UK and

Ireland with the information and support about online anonymity and cyberbullying that they need in order to stay safe.

You can find videos, resources and more information about this project at:

[ASKfm](#), [Anti Bullying Pro](#)

or get in touch with him directly at

conor.monk@diana-award.org.uk

Anonymity as a tool.

Let's make it clear from the outset, anonymity is nothing new. Arguments over how people act when they think no one is watching go back to Plato and throughout history anonymity has been used for good and ill.

It's important to remember this in the 21st century because it's easy to get swept away in the belief that anonymity is a new and dangerous terror. Certainly the internet has made it simpler to create an online alter ego, but anonymity is a tool and like any tool it cannot be intrinsically good or bad; it is the user who determines whether it is employed positively or negatively.

At our anti-bullying campaign we've been working with ASKfm, the Question and Answer social network that allows the use of anonymity, to ensure that teachers, parents and especially young people are aware of the benefits and possible risks of using online anonymity.

What is the issue with anonymity?

Anonymity has always been a core part of the internet, in the early days of Usenet (messaging boards that predated the World Wide Web) many users had elaborate pseudonyms which allowed them to communicate free of hang-ups about their identity or place in society.

The result was a broadly positive community of people interacting on an equal basis with one another. It enabled them to share their true feelings online and it's the same amongst young people today.

They've told us that they value anonymity because of the freedom it gives them; they can take part in conversations without prejudice and can protect their personal information.

However it is clear that a minority of young people are misusing anonymity as a cover to harass and bully others. One of the most common ways of doing this is through creating social network accounts with pseudonyms purely for the purpose of bullying others.

The impact of this can be twofold; firstly it can undermine the victim's confidence and well-being (particularly if they are already vulnerable). Secondly online anonymity has its limit and if the perpetrator of malice is found it can result in them having a 'rude awakening' both on and offline.

Bullying using social network accounts is particularly prone to being uncovered because whilst perpetrators may be unknown to the victims, the social networks will know exactly who they are thanks to IP address tracking and other tools. With social networks and police forces working closer together than ever, and a strong focus from government on tackling online abuse there is a strong potential for young people to make life-changing errors in a way there hasn't been before.

What is the answer?

The best way to prevent online anonymity being misused is through education. In the short term it is important that young people, teachers and parents/guardians have practical guidance on what steps they can take if they or someone they care for is being targeted by anonymous bullies as well as somewhere they can go for advice.

We have answered this need by developing advice leaflets that give a clear overview of anonymity as well as straightforward advice that those affected can use immediately.

In the long term it is important to ensure that young people and adults that look after them are aware of the beneficial opportunities provided by online anonymity as well as the potential consequences of negative actions for both their victims and themselves.

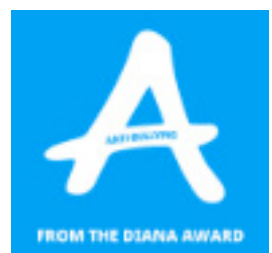
Through delivering an assembly programme to schools as well as short video-based modules that teachers can pick up and run in the classroom we are ensuring that young people and teachers have access to the relevant information they need to make positive choices.

We can't expect young people to intuitively understand the right and wrong way to use online anonymity, but we can educate them so they are able to make informed choices about their future.

Top Tips for using anonymity online:

Remember that all activity online leaves behind a trace and if you break the law, even anonymously, you can be found and held to account.

1. The comments you post online can have real-life consequences for others and yourself, try to act positively when online whether anonymous or not.
2. As with all online communication, only give your personal information to people who you know and trust.
3. If you feel uncomfortable online at any time, or if someone is targeting you anonymously, make sure you tell someone you trust such as a parent/guardian, teacher, friend or charity.



• Resources - for more information about resources or an assembly programme:

Click [HERE](#) to visit Anti-Bullying Pro or email Conor at conor.monk@diana-award.org.uk

SEN-D



This is part 2 of my introduction to S.E.N. and D students and a general overview of SEND and online safety.

In this issue we look at the new Keeping Children Safe in Education guidelines and consider the impact of students with additional needs.

The new Keeping Children Safe in Education guidelines came into force on September 5th 2016 and Online Safety was finally recognised within the framework as being a Safeguarding issue and that we, as professionals, should take steps to ensure that those

we have responsibility for are safeguarded effectively whilst being allowed to discover the wealth of exciting possibilities that are available online.

We should monitor and filter - but not over block, we should have a good understanding of sexting, cyberbullying and gender based violence and where appropriate treat this as peer on peer aggression as opposed to 'banter' or 'part of growing up' - and we need to know where the boundaries are so we can support and report where needed.

For S.E.N. and D students a focus is also now placed on ensuring that we are actively looking for any warning signs that may lead us to believe that a student is at risk, for example not attributing certain behaviours as being part of a young persons disability, i.e. 'they have always behaved that way,' but actively taking a step back and re-evaluating their behaviour. Could they

be displaying warning signs that they are being groomed, bullied or exploited online? We need to be more alert to warning signs and act promptly if we have concerns.

So, how do we do this?

There is greater emphasis on education and training, both for students and staff as part of the new KCSiE guidelines. As always we should not overlook the importance of parents and carers and the reinforcing messages they can give at home, and if we can engage and educate our parents as we go along then that is great.

Working with young people that have additional needs around online safety can be really complex as we don't have a 'one resource that fits all'. We need to be clear about the vulnerabilities of our students and ensure that a learning package is tailored to suit. This could mean a

Keeping Children Safe in Education

different approach for every young person in the classroom – and that is a tall order!

For me the big difference should be how often we revisit this learning. For S.E.N. and D students we need to reinforce online safety messages far more frequently and ensure we check understanding as we go along.

S.E.N. and D students, just as mainstream students, need to understand the potential risks of being online and be taught about what is appropriate to share – and what isn't. We need to impress on our most vulnerable (and often trusting) students that people online are not always who they say they are. This can be particularly difficult for students who have the natural instinct to trust everyone and everything.

Depending on the age and understanding of the students I like to use the CEOP film 'Lee and Kim' which is freely downloadable and comes with classroom resources that can be modified to ensure they are appropriate for your students.

As always, ensure you are aware of the content of any film clips or resources you use and the potential impact this could have on your students before you use them, and always have a safe space so that students can withdraw from the session if it becomes too much – even as a visitor in school I have received disclosures so it is vital to have support systems in place prior to a learning event taking place.

What about staff?

KCSiE now states that Online Safety should be part of the overarching safeguarding training for all staff. Lunchtime supervisors and caretakers often have more relaxed relationships with students which allows a free dialogue and if students are talking about what they are doing online with these key members of staff they need to know when they should be passing information on to the DSL.

Safeguarding is everybody's business and we need to ensure that all of our staff know how to safeguard young people's online lives. Invest in good quality training – maybe take a look at www.theonline.academy, it's a great resource!



Staff need to be comfortable with online safety, the potential risks and how they can support young people. If they don't understand the risks we can't expect them to safeguard our students from them.

In the next issue I am going to focus on Autism where we will be considering what advice, information and resources are available for ASD students and parents (and yes I mean parents with ASD!)

If you have developed any resources or good practice that you would be happy to share with our readers please email me using the details below.

Traci

good@esafetytraining.co.uk

Warning: trauma is defined as a deeply distressing or disturbing experience. These regular articles will cover topics which some may find upsetting. Please consider the title of the article before reading yourself and before sharing with others who may find the topic distressing or disturbing.



Catherine Knibbs is a Child/Adult Trauma Therapist and Author. (BSc, MBACP (Accred) UKCP Adult Psychotherapeutic Counselling).

She is the leading researcher on cybertrauma in the UK, specialising in online abuse in all

forms and provides consultancy, education and training on this topic.

She is a consultant for an AI online safety robot called Oyoty, writes for Internet Matters and other organisations and in her spare time is completing a dual MSc in Child and Adult Psychotherapy. Cath can be contacted at:

www.cybertrauma.com

Self Harm. How does this fit with online safety?

A topic that can bring about many different feelings including fear, disgust and denial.

This topic can almost seem too distant from the day to day activities of young people who are using cyberspace.

However, Alan mentioned in his last newsletter about the way in which Psychologists like to identify issues about/around addictions and recently

this has included one such issue as "Internet addiction disorder".

As a child trauma therapist I am always very interested in behaviour and emotions and how they tie together and personally I dislike terms like disorder as it seems to label people and forget that there is a person underneath the diagnosis.

For anyone that's interested there is a very large book that gives diagnoses for mental health issues called the DSM-V and this is where this is to

be found; its also very heavy and expensive however the issue is actually called Internet gaming disorder and relates to the addictive personality and behaviour characteristics that are found in people who are diagnosed with this disorder who play online games.

Addictive behaviours are always about the release from pain, a stressful situation and/or a release from anxiety. There are always underlying reasons why someone becomes addicted to something, however Im not going into this subject in this article. I am however now going to link the self harm behaviours that I introduced as another way that people,

in this case children and young people use this as a self-soothing strategy that they can then become 'hooked on', 'dependent upon' or 'addicted to' using. You see, self harm comes in many formats and the most obvious one is in general the most feared and that is where a young person will self injure by cutting.

Now if you have read the previous articles in Alan's magazine you will have seen the fabulous piece about cyberbullying and the different formats this can appear in.

What I know from working with many young people who experience this issue (among other cyber related ones) is that the feelings associated with being bullied are sometimes so hard to deal with that children and young people need to find a way to cope. This is where they may choose to self harm. They may also feel shame and embarrassment and this is one of the reasons for hiding it.



So why do you need to know about this?

It may be something you encounter in conversation at home, school or even at a friends house or you may know a child who is doing this. My advice here is the same as I give clients and parents and this is THE most important aspect.

It is not about attention seeking in most cases (remember the bit about shame?) and it is a child/young persons way of coping with an issue that might

be related to cyberspace. It is most definitely not something that children think about straight away, it is usually mentioned by someone or talked about on the internet. This is where you as parents, carers, teachers

and adults can help.

Ask the child about whats happening, rather than the "why are you doing that" question, try to recognise that the child/young person is doing it for a reason and your job is to become a detective and find out why.

Once you can help a child in this way, invariably the self harm behaviour stops. In short this is a way of coping with something that they are not coping with. It really does make sense for them. They are not stupid, they are struggling and trying to communicate this in the only way they know how.

Cathy

www.cybertrauma.com

Each month we'll take a look at one of the more common apps that children and young people are using. Always talk with your child about the apps they use.



Name: YouNow

Age: 18 (13 with permission)

Web: www.younow.com

What is it?

Described as "the best way to discover talented broadcasters, watch live streams and video chat live with people from around the world."

Essentially it's live video streaming and chat, you can sign in with your Facebook, Twitter, Google or Instagram accounts, and by doing so you are verifying that you are at least 13 years of age. (You don't have to sign in to view streams).

You can interact online via the web, or via mobile apps from the Apple App store and the Google Play store.

APPS

Risks:

Live streaming and chat is hugely popular across all age groups; as with any of these types of services it doesn't take long to find content that would be concerning for any parent, not only in terms of the age of some of the children but also what is being discussed in the chat window in terms of what chat users are saying to the live streamer.

Because the video streaming and the chat are in real time, the natural 'take time to think about it' element is stripped away, and users can impulsively share personal or revealing information.

As with many of these services there is a financial element. Users can purchase currency called 'bars' in order to tip the live streamers

Advice:

As with the DITTO advice on the next page, discuss with your children the services they are using and whether you feel that it is appropriate for them. If they mention something you're not familiar with, then go online together and take a look. Re-iterate the importance of not revealing personal or private information to people they don't know.

For regular links and to keep up to date you can follow me on Facebook
<https://www.facebook.com/esafetyadviser>



DOING IT TOGETHER

Ages and Online Services

#DITTO

Many online services require us to submit our age or date of birth for various reasons when you sign up for an account. One of the most common reasons is in regards to the terms and conditions of many social networks under the requirements of COPPA (Children's Online Privacy and Protection Act) which is a law in the United States - from 1998 - which requires parental permission for personal data to be collected in order for that data to be used for the purposes of advertising.

Loosely translated, this means that children under the age of 13 cannot use many online services (commonly social media) as the terms and conditions of the service provider state that the individual must be over the age of 13 (sometimes older).

The requirement is as old as it is unrealistic and unworkable; the 'safeguards' are at best laughable and at worst non-existent.

I know personally this is an area that parents really struggle with for a multitude of reasons: some parents will not know what services their children have signed up for (how can you keep up?), some parents may have signed up their children for certain services, and more, but it's the latter that I want to highlight here, where parents (or children themselves) may

have signed up for services.

There was a recent re-post on social media (apologies, I can't remember who sent it originally to credit the source) which serves as a good reminder for all of us.

Let's say your child set up a social media account when they were 8, and as part of the sign-up process indicated they were 13 in order to satisfy the age-verification process. Now, 5 years later, that 13 year-old appears as 18 on the site.

There are a couple of things here: not only will the targeted advertising change on some of these sites, but much more seriously, if your child is targeted by an online groomer they person could argue that they thought they were talking to another adult.

ADVICE: It is hugely important to keep the conversation with your child going, regardless of their age. Discuss the sites and services they use and go through those services together (particularly social media) and get those ages or dates of birth checked.

This is also an ideal time for a bit of housekeeping; get those old accounts and services that are no longer used deleted.



Resources and Links for Schools



Award-Winning eCadets

One of the, if not the best resource for online safety to students.

Empowering and engaging, it's all about the students teaching other students and taking responsibility.

<http://bit.ly/2bTngd7>



Anti-Bullying Week

Anti-bullying week takes place between 14th-18th November 2016.

If you're stuck for ideas, have a look at the resource from Anita Dennison who was featured in the last magazine.

<http://bit.ly/2fmsdOR>



Governors

The UK Council for Child Internet Safety have released a series of questions regarding online safety in schools and colleges.

These are specifically for governors to ensure that standards are being met.

<http://bit.ly/2eoJwN7>



Online Safety for all school staff.

Brand new e-learning training for all school staff. The training is differentiated to your role in school and can be completed over a 12 month period. Upon successful completion, and passing a short test, staff are awarded a certificate.

<http://bit.ly/2bYjB3Q>

For more regular links and to keep up to date you can follow me on Facebook
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Resources and Links for Parents



YouTube for Kids

This link will take you to a YouTube video I created in May 2016.

It's basically a short, 10-minute review of the app to give a balanced opinion and my personal view of the app.

<http://bit.ly/2bUfFzM>



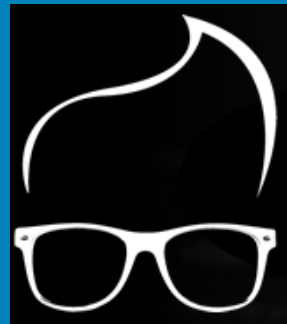
Challenging

Behaviour

A thought-provoking video:

Dr. Stuart Ablon of Massachusetts General Hospital and Harvard Medical School challenges the conventional wisdom about what causes challenging behaviour..

<http://bit.ly/2f4oibh>

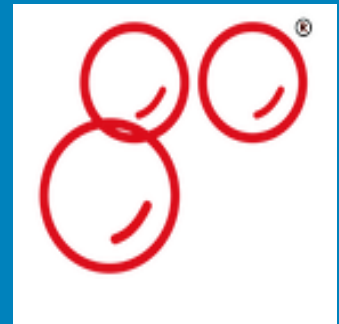


Yellow App

A blog post from my good online friend, Wayne Denner, who highlights a new app called 'Yellow'.

Yellow makes it easier to find friends on Snapchat, it's becoming quite popular, yet the age requirements are 17+

<http://bit.ly/2eaWFy7>



Go Bubble

A social network designed specifically for children under the age of 13, this is a brand new initiative from the award-winning eCadets.

It is **FREE** for schools and is well worth checking out.

<http://bit.ly/2fnLoKF>

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