



OpenView
Education
TRAINING THROUGH THEATRE

Internet Safety in Action:
Staff Training E-Pack

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1. What's New?

The internet changes so quickly, and it can be challenging to stay up to date with the most recent online trends. Please note this section will be up to date at the time of writing. (Jan 2020)

Why is it important to stay up to date?

- ★ Understanding what young people are actually doing online can help to inform our internet safety education.
- ★ This can also give us insight into the motivations of young people when they are using the internet.
- ★ Reading through some of the recent research on internet usage and online trends can also help to put the experiences of our students in a broader context.

Resources

[Ofcom: Children and parents: Media use and attitudes report](#)

The most recent Ofcom report on children and parents media use and attitudes highlights some interesting trends. One significant change is the increase in independent internet use from an earlier age, and a significant increase in the popularity of Livestreaming and YouTube with a younger audience.

[LGfL : Hopes and Streams Survey Report](#)

40,000 pupils took part in the 2018 'Hopes & Streams' Survey, this was carried out by LGfL Digisafe and NSPCC. It was possibly the largest internet safety survey ever carried out.

[HM Government: Online Harms White Paper April 2019](#)

At the beginning of April 2019, the government produced the 'Online Harms White Paper.' It outlines a new regulatory framework that will place greater responsibility on companies that allow user generated content to safeguard their users. These companies will need to show more transparency in how they are responding to potential risks to their users, and show they are investing in creating new technologies to make it easier for users to stay safe online. It is a positive step forward.

Skins in the Game – RSPH (2020)

Documents the rise in popularity of skin gambling, the effects this is having on young people. It sets out recommendations on how to respond to this growing trend.

Disrupted Childhood – 5Rights Foundation

The impact of addictive social media apps on the wellbeing of young people. Sets out advice for tech companies.

2. Challenges Facing Schools

Conduct

Conduct refers to online behaviour. In this section, we will look at the actions steps to encourage good online conduct in young people.

WhatsApp

There are lots of positives about WhatsApp. For young people, it makes it easier for them to stay in touch with friends and family. However, there are challenges associated with it.

WhatsApp is one of the platforms where cyberbullying may occur. This is often through bullying groups, this may involve a group being made specifically about a victim, for the purpose of sending them unkind comments.

Online Games

Online games have become massively popular with young people, and it's no wonder because they are easily accessible and they can be great fun. Online games can involve teamwork and communication and they can start and enrich friendships, but they can also represent challenges.

Young people may have conflict through online games which then translates into conflict at school. Online games can also be where cyberbullying happens, this can occur through the chat functions in the games or via students being left out.

Action Steps

★ Defining Cyberbullying.

A significant part of improving students' online conduct is helping students identify cyberbullying behaviour. This will help them to know if they experience it, but also if they have become involved in it in some way.

This may involve a discussion with students about how they can identify cyberbullying on the specific apps and games that they use. For example, what would cyberbullying look like on WhatsApp or on TikTok.

★ Creating an Online Agreement with your students.

Creating an online agreement about how your students think they should behave online can be very useful. Your online agreement can also include when and where in the school mobile devices can be used, and when it's expected that they will not be used.

Setting online rules will assist you in giving students accountability and providing clarity on expectations around technology usage. It may also be helpful if there is a consequence for not following the rules.

When creating your Online Agreement...

- Make sure students are actively involved in writing the rules.
- Ask them what they think.
- Get all students to sign the rules.
- Display the rules where they can be seen.

★ Talk about the impacts of gaming on our behaviour.

Games such as Fortnite are very competitive and can be frustrating. It can be useful to talk about how games can make us feel, and how this can affect our behaviour.

Discussion Points:

- How do we know when it is time to take a break from playing a game?
- How do we feel when we lose at an online game?
- Why is it important to be kind when we are playing online games?

★ Make sure students know how to Block & Report

Make sure students know about the tools they can use to respond to cyberbullying, or unwanted comments or contact. This should involve knowing how to block and report on the platforms that they use.

Resources

Internet Matters – PDF Guides

To find a PDF guide on how to block and report on popular games and apps, check out the Internet Matters website. Use the search box to find the game, platform, or device you are looking for.

Childnet – Cyberbullying Guidance For Schools

As part of the UK Safer Internet Centre, Childnet’s guidance seeks to equip schools with best practice on dealing with cyberbullying in their school communities with an up to date guide on preventing and responding to cyberbullying.

OpenView Education – Internet Safety Video: A Healthy Balance

An interactive video to start the conversation about how games can affect our behaviour and how we can manage screen time.

OpenView Education - Internet Safety Lesson Plan: A Healthy Balance & Think Before You Click

A lesson plan and supporting PowerPoint on how to manage screen time and critical thinking online.

UK CMO Commentary on Screen Based Activities

Research produced by Kings College London about screen time, social media and the impact on mental health.

Content

Nude Selfies

A trend that has increased recently is that of taking and sharing nude-selfies. A nude selfie is a nude or semi-nude picture.

The statistics below are from research carried out by **CEOP: The Child Exploitation Online Protection Command:**

- 14% of 11 - 16 year olds, that’s 1 in 7, have taken nude and/or semi-nude pictures of themselves.
- Of these, 12% of the respondents had taken topless pictures of themselves.
- 4% had taken pictures of themselves that showed their bottom half nude.

- 3% had taken fully nude pictures of themselves.

What are the motivations behind a young person taking or sharing nude selfies?

- Young people may see a nude selfie as a normal part of a trusting relationship.
- To gain affirmation.
- Because they have been pressured or manipulated.
- As a joke or flirtation.
- A difficulty distinguishing what is ok to share and what should be kept private online.
- Not being aware of the risks of sharing images.

Legal status of sharing sexualised underaged images

Even though a young person may have shared a nude image of themselves and consequently broken the law, the police may decide that it is not in the public's interest to pursue the offence. This is known as **Outcome 21**.

The benefit of this is that the offence may be unlikely to have a long-term negative impact.

Resources

Childnet: Project deSHAME

Lesson plans, assemblies, films, workshops and resources on sexual harassment. There is also guidance for professionals working with young people. We recommend reading **this report**.

Thinkuknow – Nude Selfies Four Part Animation

Thinkuknow have many resources related to online child exploitation. There is a four part animation series called 'Nude Selfies' that provides insight into the motivations for sharing nude selfies.

Thinkuknow – Toolkit, lessons and activities

Created for students aged 11+. This resource will help you and your students make the most out of the resources available via the Thinkuknow website.

- ★ Develop confident, healthy approaches to sex, relationships and the internet.
- ★ Identify any negative behaviour they encounter, and respond resiliently.
- ★ Know where they can access advice and guidance on these issues, in their own time.
- ★ Know where to go for help if they ever feel anxious or threatened online or in a relationship.

NSPCC ‘...I wasn’t sure if it was normal to watch it...’

NSPCC carried out an online survey of 1000 young people. It explores how many young people are exposed to Pornography.

‘A quantitative and qualitative examination of the impact of online pornography on the values, attitudes, beliefs and behaviours of children and young people.’ – NSPCC

UK Council for Child Internet Safety: ‘Sexting in schools and colleges: Responding to incidents and safeguarding young people.’

Information on how to educate young people about the risks of sharing nude selfies, along with advice on how to respond to disclosures.

Filtering & Monitoring

A top concern for parents, carers and schools is students coming into contact with inappropriate content whilst online. This could be by accident, because they have been sent content by another student, or because they are curious.

No system is 100% effective, but having good filtering and monitoring in place can go a long way to prevent students accidentally coming across inappropriate content online.

Any filters you apply on your school broadband will only apply to devices connected through the school Wi-Fi. If students are using their 3G and 4G devices in schools, these filters will not apply. You would need to apply filters by changing settings directly on the device, or through the account settings with the mobile network provider.

For guidance on how to meet your filtering and monitoring requirements, check out **[this resource by the UK Safer Internet Centre.](#)**

To check your current filtering provisions against know illegal content, you can use the **[SWGFL Test Filtering tool.](#)**

Contact

Now that young people have become more independent internet users, this means greater freedom of expression, and it allows them to access information with greater ease, however it also increases opportunities for communication with strangers online.

This may be on social media platforms, or it may be through the chat function in online games.

This is often one of the most significant concerns for parents, carers and schools. Using the internet to communicate can be a lot of fun and can be a normal and inevitable part of using the internet, but there are some who seek to cause harm. So, what is the best way of safeguarding young people from the dangers posed from contact from strangers online?

One of the best ways of safeguarding young people is by helping them to become digitally resilient. Part of this means they are able to identify manipulative behaviour, or spot when someone online poses a potential risk.

If students are asked to do any of the following 'Red Flags' when they are online, let them know it's important to stop what they are doing straight away, speak up and tell an adult that they trust.

If they are asked to:

- Move to a different platform to chat.
- Livestream with someone who says their webcam is broken.
- Receive a gift from someone they don't know. Such as online currency.
- Send pictures or videos of any kind.
- Keep the chat secret.
- Share a lot of information.
- Move to a different part of the house.

Resources

Thinkuknow – Play, Like, Share

An animation series for 8-10 year olds. An engaging and age appropriate way of helping students to identify the red flags, and help them to communicate safely online.

Thinkuknow – Band Runner

A game that accompanies Play, Like, Share. A fun and interactive way of helping young people to become digitally resilient.

Social Media

Social media apps that allow instant messaging, like WhatsApp and Snapchat, can increase feelings of anxiety in young people.

Research shows that young people feel the need to respond immediately to messages. This gives an insight into how a young person may feel towards their device.

More visual apps such as Instagram have also been linked to negative impacts on body image insecurities. This was highlighted in a [study called 'Status of Mind'](#) which was completed by the Royal Society for Public Health.

Action Steps

- ★ Talk about responsibly using devices, and how people feel if they've been using their device for too long.
- ★ Talk about how receiving a lot of messages might make someone feel.
- ★ Talk about how using social media makes young them feel. Increase their awareness of any negative impacts it may be having on them.
- ★ Encourage critical thinking around social media. Talk about how what we see on social media is not always an accurate or realistic depiction of life.

Viral Challenges

Viral: An image, video, piece of information that is circulated rapidly and widely from one Internet user to another. "a viral ad campaign".

Viral content comes in many forms, and can spread positive messages. However, viral content can also spread panic and negative reactivity. Examples of this are the viral hoaxes that were based on the concept of 'online challenges.' In particular, the 'Momo Challenge' earlier this year.

It is important to remember that threats can often become exaggerated. If you are talking to a parent or carer about a worry they may have regarding online safety, listen to their concerns. As with any potential online risk, open and regular conversations about internet usage is key to helping young people stay safe online.

The challenges that these hoaxes caused also reminds us to be mindful about what we share and promote.

In the case that another viral internet scare occurs in the coming years, something akin to the Momo Challenge, for example. What are the steps you can take, as a school to ensure you are responding in the best possible way?

1. Establish what the viral is through a reliable source.

Much of the scaremongering came from the media exaggerating the supposed threat. Rather than sourcing information from general news sources or through social media, we recommend checking news posts from these sources:

- ★ OpenView Education
- ★ Internet Matters
- ★ Childnet
- ★ Kidscape
- ★ UK Safer Internet Centre

2. Reinforce the idea of regular, open conversation about internet usage to parents and carers.

Reassure parents and carers that speaking to their children in an open and positive way about what they are doing online is the best way of keeping them safe. Reassure parents and carers that you are taking their concerns seriously and if appropriate, go over what is covered in your internet safety curriculum. Ask parents and carers to be mindful about what they are sharing, and be careful not to share sensational articles or social media posts.

3. Reinforce key online safety messages with students.

We don't recommend mentioning the viral challenge directly to students, as this can perpetuate the situation and may result in curious students looking for it and younger children becoming frightened or worried. However, it could be a good idea to reinforce any positive online safety messages, and assure the students that if they are ever worried about anything at all online, they should speak to an adult they trust straight away.

3. Online Reputation

It is really important that our students know how to stay safe online, but also as professionals working with young people, it's important that we protect our own online reputation too, and through this set a good example to our students.

Below are four simple action steps you can take to protect your online reputation.

1. Search your name

If there are any posts or pictures that you feel don't show you in the way you want to be seen, consider taking these down, or asking whoever posted them to remove the photos.

2. Ask First

It's easy to upload pictures without consideration. It's always best to ask before uploading pictures of other professionals you work with. Some people may not be on social media, and may not be aware of the pictures being on the internet. Check with them first.

3. Be an Online Role Model

We consistently speak with young people about the importance of thinking carefully before they upload pictures online. The same should go for us.

We often say to students: *'Before you upload an image online, ask yourself - Would this be appropriate for my teacher to see?'*

We should ask: *'Would this be appropriate for my students to see?'* and this can help us to make a good decision.

4. Check Your Privacy Settings Regularly

The default setting on many social media platforms is for your content to be public. If you don't change your account to 'private' anyone can see your pictures.

These platforms do change and are regularly updated, so it's good to check regularly what is visible on your profile.

As a teacher or a professional working with young people, it can also be a good idea to go by an alias or use a different name on social media, this helps you to keep your profile private. Make sure to also comply with your school or organisation's social media and online practice policies.

Resources

[UK Safer Internet Centre & SWGfl – Social Media Checklists](#)

The UK Safer Internet Centre and SWGfl have created Social Media Checklists, so you can check up on your privacy settings and ensure you are up to date.

[Internet Matters Search – PDF Guides](#)

Use the Search bar to source a PDF guide for a popular game or app.

4. Effective Internet Safety Education

In February 2018, The UK Council for Child Internet Safety (UKCCIS) created 'Education for a Connected World' which is a framework for internet safety education.

The idea of it is to map out the skills that young people need in order to navigate the internet safely, and to know what to do if something goes wrong.

'The framework aims to support and broaden the provision of online safety education, so that it is empowering, builds resilience and effects positive culture change.' – UK Safer Internet Centre

The framework covers learning outcomes for:

1. Self-image and identity
2. Online relationships
3. Online reputation
4. Online bullying
5. Managing online information
6. Health, wellbeing and lifestyle
7. Privacy and security
8. Copyright and ownership

The learning outcomes are up to date and are appropriate for the way young people are currently using the internet. This is a really useful document to help us know if we are on track with our internet safety education, and if there are any areas we are overlooking. Check out the resource [here](#).

Now let's look at some key ideas around how we can make our internet safety education effective for our students.

Make it Current

We want to make sure our internet safety education uses content that is current and up to date. This will make it relevant to our students.

A useful question to ask is:

'Are we addressing the games, apps and technologies that young people are actually using?'

A great way of staying up to date is with a good Newsletter. We send an update every two weeks with the most recent research, resources and developments in internet safety and safeguarding news. Sign up [here](#) – All you need to do is scroll down to the bottom of the homepage and enter your details.

Internet Matters - [Newsletter](#)

Childnet - [Newsletter](#)

Consistent Message

It is a great idea to visit the topic of internet safety on a regular basis. This is a great way of increasing our own confidence in teaching the topic, reinforcing the key messages and staying in touch with what students are doing online.

One way of doing this would be to have a weekly check in where students have the opportunity to speak about their online experiences that week, we recommend doing this on a Monday.

During this time, you could pose questions such as:

- ★ How long did you use the internet for at the weekend?
- ★ Did anything happen that worried you on the internet?
- ★ What did you use the internet for?

This will help you to identify any patterns of online behaviour in certain students, and it also allows a specific time in the week where students can talk about their online experiences.

Reporting a Safeguarding Concern

If you do have a safeguarding concern about a young person, this could have come up in the weekly check in, during a conversation or it may be something you have overheard. It is useful to remember that the steps to take if you receive a disclosure relating to internet usage, are the same as the steps you would take for a non-internet related disclosure.

1. If you have a concern about a young person talk to someone about it straight away.
2. Don't promise confidentiality to the young person, let them know you may need to speak to other people.
3. Use the exact words when reporting.
4. Become familiar with how to report at your school, speak to the relevant person. E.g. Your safeguarding lead.

Engaging Delivery

The old messages around internet safety often made use of scare tactics. This strategy is shown to be less effective, as it may cause young people to be less forthcoming in speaking about any negative online experiences.

- ★ *Is our approach to teaching internet safety relevant and relatable?*
- ★ *Are young people engaged in a positive way when we deliver this content?*

To counter this, having a positive approach to internet safety can be very beneficial. Our goal is to enforce messages that will help young people stay safe online while still promoting the positive opportunities that the internet can bring.

Below are some simple ideas to embed internet safety in other areas of the curriculum, and make it fun:

- ★ Writing Stories about Internet Safety
- ★ Quizzes
- ★ Posters
- ★ Performances and Presentations

The main thing is that you feel confident in delivering this topic in your own way.

Peer Mentor

Students may talk to their peers about their online experiences, but not always their parents or carers. This could be for a few reasons, it may be because young people think their parents or carers don't understand the internet, or they may be worried access to their device or the internet will be restricted.

One way of finding out about online safeguarding concerns is through a peer route.

A peer route is when a student will inform an adult or member of staff about a potential risk posed to one of their peers. It is useful to do what we can to support students in doing this.

Below are some questions that we can think about when creating peer-based systems:

- ★ *Can the students help to deliver the messages around internet safety?*
- ★ *How can we empower students to take more responsibility to help keep each other safe?*
- ★ *Can we use peer-based systems to make internet safety more engaging and enjoyable?*

Some ways schools have used a peer-based system to support their internet safety education are:

- ★ More capable students leading a lesson/presentation on how to block and report.
- ★ Certain students becoming Internet Safety Ambassadors.
- ★ Students delivering a presentation or performance for parents and carers about internet safety - This is a great way of increasing parent and carer engagement in internet safety.

Resources

Childnet – Digital Leaders Programme

The digital leaders programme from Childnet International is a great way to help students to be proactive in learning how to be digitally resilient and to educate their school community about internet safety.

Project Evolve from SWGFL

Lesson plans and resources to help you reach the learning outcomes identified in Education for a Connected World.

Teaching Online Safety in Schools DFE

Guidance that outlines how schools can ensure their students know how to stay safe online

5. Internet Safety Policy

When creating a policy of any kind, the discussion that occurs as part of the policy creation can be one of the most valuable parts of the process.

A discussion with parents and carers, governors, students, teachers, support staff and any other relevant groups in your school community, can be incredibly beneficial.

Policies are more effective when students are significantly involved. We can learn from students about what they are doing online, and make our policy relevant to their real experiences.

Including all these parties will help the policy to be owned by the whole school community. As internet safety is an area that changes rapidly, it is recommended that internet safety policies are reviewed annually, or more regularly if you are required to respond to a specific incident or changes in your students' technology habits.

Schools that have had good results from the process of creating their internet safety policy talk about carrying the messages through the whole school community, and modelling the behaviour they want to see in their students.

Other ideas for supporting your internet safety policy are:

- ★ An internet safety council made up of students. Schools that have facilitated an Internet Safety Council recommend it being made up of students of all ages, with varying abilities.
- ★ An internet safety committee, made up of staff, parents, governors, and the internet safety council.

The purpose of these groups is to assist in a proactive approach to internet safety education, and create an opportunity to respond to any new challenges. Regular meetings with these groups will also provide the opportunity to ensure your internet policy is up to date, and allows the whole school community to contribute ideas.

Resources

[UK Safer Internet Centre – 360 Degree Safe](#)

A free internet safety review tool from the UK Safer Internet Centre. It can provide a comprehensive picture of online safety at your school. The resource guides you through a step by step process to make sure you have covered all the bases in your internet safety policy.

It provides:

- ★ Ideas and information that can help with policy creation and good practice.
- ★ A process for identifying strengths and weaknesses.
- ★ Opportunities for commitment and involvement from the whole school.
- ★ A way of schools to generate ideas on how they can continue to improve and develop their internet safety provision.

SWGfL – School Online Safety Policy Templates

Policy Templates from SWGfL, containing statements that reflect good practice for all schools, academies and SEND schools. The templates are designed for you to remove/add statements most relevant to your organisation.

Keeping Children Safe in Education, DFE

This document sets out the legal duties you must follow to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges.

Data Protection

Department for Education - 'Data Protection: A toolkit for schools.'

A GDPR toolkit to provide tips and guidance for your school. They also have an annual data protection checklist.

6. Resources & Support

Internet Safety Teaching Resources for young people with SEND:

[Childnet International – SEN S.T.A.R Resource](#)

Created by Childnet in 2019: Some fantastic activities and lesson plans.

[Thinkuknow – Kim and Lee: Animal Magic](#)

An animation and supporting resources for students with SEND aged 5 – 7

[Thinkuknow – Know Your Friends with Josh and Sue](#)

An animation and supporting lesson plans for students aged 11 – 13 with SEND.

[UK Safer Internet Centre – Internet Safety Films for 5 -7](#)

Films created by the UK Safer Internet Centre.

[Childnet and The National Deaf Children’s Centre – Be Safe and Smart Online](#)

Resources designed to help deaf learners and their parents and carers to stay safe online.

[eSafety Commissioner – Cybersmart Access](#)

Created by the Australian Government, ‘Cybersmart Access’ is a selection of internet safety lesson plans and an interactive internet safety game. These resources are suitable for students with SEND.

[Safe Surfing - Videos](#)

A two year project, with various films created for adults and young people with SEN. Promoting awareness around risks they face online.

Guidance and Research:

[The Anti-Bullying Alliance – Cyberbullying and students with SEND](#)

The Anti-Bullying have produced research on cyberbullying and how it can impact students with SEND and possible solutions.

Cerebra - Learning Disabilities, Autism and Internet Safety: A Parent's Guide

Advice for parents for students with Autism.

UKCCIS Education Group - Online safety in schools and colleges: Questions from the Governing Board (2017)

The UKCCIS Education Group has developed guidance for school governors to help governing boards support their school leaders to keep children safe online. The document includes examples of good and outstanding practice, as well as identifying when governors should be concerned.

Mencap - Learning Disabilities, Autism and Internet Safety – A Guide for Parents

An outline of some suggestions for how parents can keep their young people safe online at home.

Appendix

What's New?

[Ofcom: Children and parents: Media use and attitudes report 2018](#)

The most recent Ofcom report on children and parents media use and attitudes, highlighting significant trends.

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NSPCC ‘...I wasn’t sure if it was normal to watch it...’

NSPCC carried out an online survey of 1000 young people. It explores how many young people are exposed to Pornography.

Filtering and Monitoring:

UK Safer Internet Centre: Appropriate filtering and monitoring.

Guidelines on what you should be confident your filtering and monitoring systems cover.

Contact:

Thinkuknow – Play, Like, Share

An animation series for 8-10 year olds, helping them to communicate online safely.

Thinkuknow – Band Runner

A game to help young people become digitally resilient.

Social Media:

Status of Mind: Royal Society for Public Health.

A study exploring the impacts of social media on young people's mental health.

Online Reputation

UK Safer Internet Centre & SWGfI – Social Media Checklists

Social Media Checklists, check up on your privacy settings and ensure you are up to date.

Internet Matters Search – PDF Guides

Use the Search bar to source a PDF guide for a popular game or app.

Effective Internet Safety Education

UKCCIS: Education for a Connected World

A framework for Internet Safety Education, with up to date learning outcomes.

OpenView Education Newsletter

Scroll down to the bottom of the home page and enter your details to receive our newsletter.

Childnet Newsletter

Internet Matters Newsletter

Childnet – Digital Leaders Programme

Helping students to be proactive in learning how to be digitally resilient and to educate their school community about internet safety.

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Great Job!

Thank you for reading, we aim to provide the best possible resources for professionals and young people. We would love to hear your feedback:

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