#DITTO

STAY SAFE ● HAVE FUN ● REPEAT

EDITION 3 : SEPT 2016

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Foreword from **Alan Mackenzie**

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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Welcome to the 3rd edition of #DITTO.

And welcome back to a new school year!

Maybe I'm getting older, I certainly feel it, but that summer holiday period went pretty quickly. A quick holiday and then straight back into planning, creating new resources, putting together new ideas, filming, editing, the list never seems to end and I'm sure it's the same with you too.

This edition I'm really pleased that Traci is onboard who will be writing articles specifically related to special education needs and we've also a guest post from Anita Dennison who is an anti-bullying ambassador. Let us know what you think of the magazine and articles, and whether there's anything you would like us to cover in the futute using the links to the left.

Foreword

Content

In my opinion piece this edition I take a quick look at so-called internet addiction. It's not a term I have ever been comfortable with (I'm not a psychologist) yet I still find it difficult to understand how you can be addicted to something that isn't really there. Addicted to doing something online (such as gaming etc.) I'm onboard with, but I'm just not sure. Regardless of my thoughts, Dr. Mark Griffiths writes compelling work and was the first ever person to write about internet addiction many years ago.

Next we take a look at the new sexting guidance that has been written specifically for schools. It is long-awaited, but a very good read and clarifies a lot of areas where some schools have struggled in the past.

Traci Good starts her new column this edition and for her first piece she takes us through her journey at a residential school for deaf children; her struggles and initiatives.

Following Traci, we've got a wonderful guest article from Anita Dennison who is an anti-bullying campaigner and in her article she gives fantastic advice for children

Finally, the DITTO section looks at passwords. Immensely frustrating but very important, but it's also interesting that old password advice is being reported by some to be not so good advice now.

IF YOU'RE A SCHOOL

Why not share with thousands of other schools and parents some of the wonderful work you're doing with technology and/or online safety. Just contact me, let me know what you're doing and I'll showcase it.

TheOnlineAcademy
For all your staff online safety training needs:
www.theonline.academy

Tech Addiction

Opinion

Are children and young people really addicted to technology?

It's something you read about in the media all the time: children and young people (and adults) supposedly addicted to technology.

The articles are usually in relation to the amount of time people are spending in front of their screens, but you also see articles such as 'addicted to games,' 'addicted to Facebook' and 'addicted to the internet' for example.

We're only just learning, there are very few definite facts!

The problem with many theories about the use of technology and the internet is that we're only just learning, there are very few definite facts, and in this example of online addiction the scientific/academic community are massively at odds with each other.

There is plenty or research available to read and if you read just one paper, you would probably be pretty convinced of the results. Then you read another paper and you change your mind as the theory is pretty compelling.

One of the most common questions that is asked by schools and parents is in relation to screentime, in other words how much screentime is good and how much is bad.

The answer isn't as easy as you may think as there are so many factors involved such as:

- What is the age of the child?
- What time of day is it?
- What is the device (TV or iPad for example)?
- Is it a school night or a weekend?

These are just a few of the factors, but as you can see it's already complicated as there isn't a one-size-fits-all answer.

Opinion: tech addiction

Unfortunately we're not helped by the fact that some of the advice that is out there doesn't stand the test of time.

For example commonly cited advice is 2x2, which means no more than two hours a day, and no screentime for children under 2.

Is this realistic in 2016? I don't think it is; we've got schools using more and more technology for educational purposes, we use technology for much of our social, personal and professional lives. Teenagers are continually berated for being glued to their mobile phones, but if that's where their friends are, is it really a problem?

In my talks in schools with staff and with parents, I make a point of saying that behaviour isn't changing, it is simply evolving. What concerns many of us adults is that, because technology moves so fast, that behaviour is evolving at a speed that is difficult to keep up with, and I definitely agree with that because we simply don't have a good grip on the consequences of so much use of technology. Why? Because there hasn't been enough time.

Inreasingly what we are starting to see is slightly different advice - it isn't about the amount of time, it's about the content and the context.

There is an excellent article written by Dr Mark Griffiths from the London School of Economics (one of my go-to places for opinion) in regards to online gaming who, towards the bottom of the article really simplifies things for us:

It's not about the amount of screentime, it's about the content and context.

- Does it affect schoolwork?
- Does it affect their education?
- Does it affect their peer development?

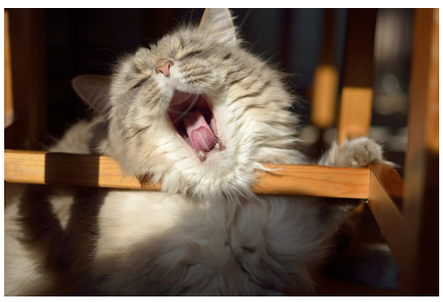
If the answer to all of the above is no, then everything should be okay, but if not then perhaps it is time to re-evaluate and see what needs to be adjusted.

Although quite simplified, those three questions cover a lot of bases, but not all of them, particularly in relation to what children and young people are doing (content?), but that's the subject of another opinion piece.

Commonly one of the bigger concerns is the use of screens straight before bedtime that has been shown to have a negative effect on our body clock, resulting in poor sleep, therefore affecting our concentration the next day.

Key to all of this, until we know better, is balance.

As I write this, I'm ignoring



my own advice, I've been sat here in front of my computer for the last 12 hours writing articles and preparing resources, and I'm a long way from finished. I'm sure many of you can relate to that, but that's modern life!

Sexting

Schools

Firstly my apologies; I know I've covered sexting before but given recently released (end of Aug 2016) guidance I felt it necessary to raise the subject again.

Speaking at a conference just after Easter this year, it was clear that sexting was one of the more frustrating concerns for schools, secondary in particular.

One of the primary reasons was the lack of clear, national, standardised guidance and the schools I spoke to really felt out on a limb having to deal with the incidents, ongoing concerns and potential consequences themselves: do they report to police? Social services? Deal internally? And if so, how? Can you seize the phone? Do you have to look at the images?

I would completely agree that it has been a frustration, there's lots of reasons but principally:

- It is becoming more common, there's no doubt about that. How do you change the mindset of someone that says sexting is 'normal'?
- Over the last few months in particular there has been huge media coverage. This was mainly because of the results of an NSPCC study, but as usual the media mixes it all up, confuses the terminology and simply scares the living daylights out of people.
- As a result of the coverage, there is increased awareness, and that should be a good thing, but only if facts are balanced (and correct).
- On the flipside, many parents will be concerned about what to do and how to engage with their children, and they'll be looking to school to provide that advice and guidance.

Towards the end of August 2016, UKCCIS, which is the UK Council for Child Internet Safety, released brand new guidance for schools. It's big, over 60 pages, but it's good, and at last gives schools clear guidelines they can adopt into policies and processes.

The guidance covers lots of different areas but it is nicely split into 3 sections.

• Resources

There are lots of resources in the guidance document, but I would like to also point you in the direction of a great resource from the Welsh Police, called - Risky Pics

For primary schools, one of my favourites is from the NSPCC - I Saw Your Willy, which gets the message across in very simple but fun terms.

The first section goes into the background and context of sexting. Don't forget KCSIE states that all staff should receive regular updates, and this would be a good section to re-iterate to staff the key points in regards to sexting to keep them up to date.

The guidance has re-termed (is that a word?) sexting as 'youth produced sexual imagery.'

I like this, I've never been comfortable with the term sexting.

The next section goes into handling incidents. From a school policy and procedure perspective this is vitally important. You need to consider how this section fits your own school policies and processes. It also contains a number of case studies that can assist a school in determining its own response.

I would even go so far as saying that you can use the case studies within staff training as a way of making sure that everybody knows what to do in the event of an incident - **that inlcludes both primary and secondary schools.**

The final section concerns educating children and young people. In regards to safeguarding, this is the most important section.

There are lots of resources listed within the document for schools to use going into a whole range of areas that cover youth produced sexual imagery, including areas such as consent, peer pressure, victim blaming, consequences, legislation and more.

One thing that should always be front of mind. In the past much of the 'advice' has been around consequences, legality and such like. The prime consideration should always be the emotional health, wellbeing and support of the child.

The police (National Police Chiefs Council) have been very clear that children are children first, and police should only be involved when absolutely necessary. They too have new processes in place to prevent children from having a criminal record (under certain circumstances) and therefore affecting the long-term future of children.

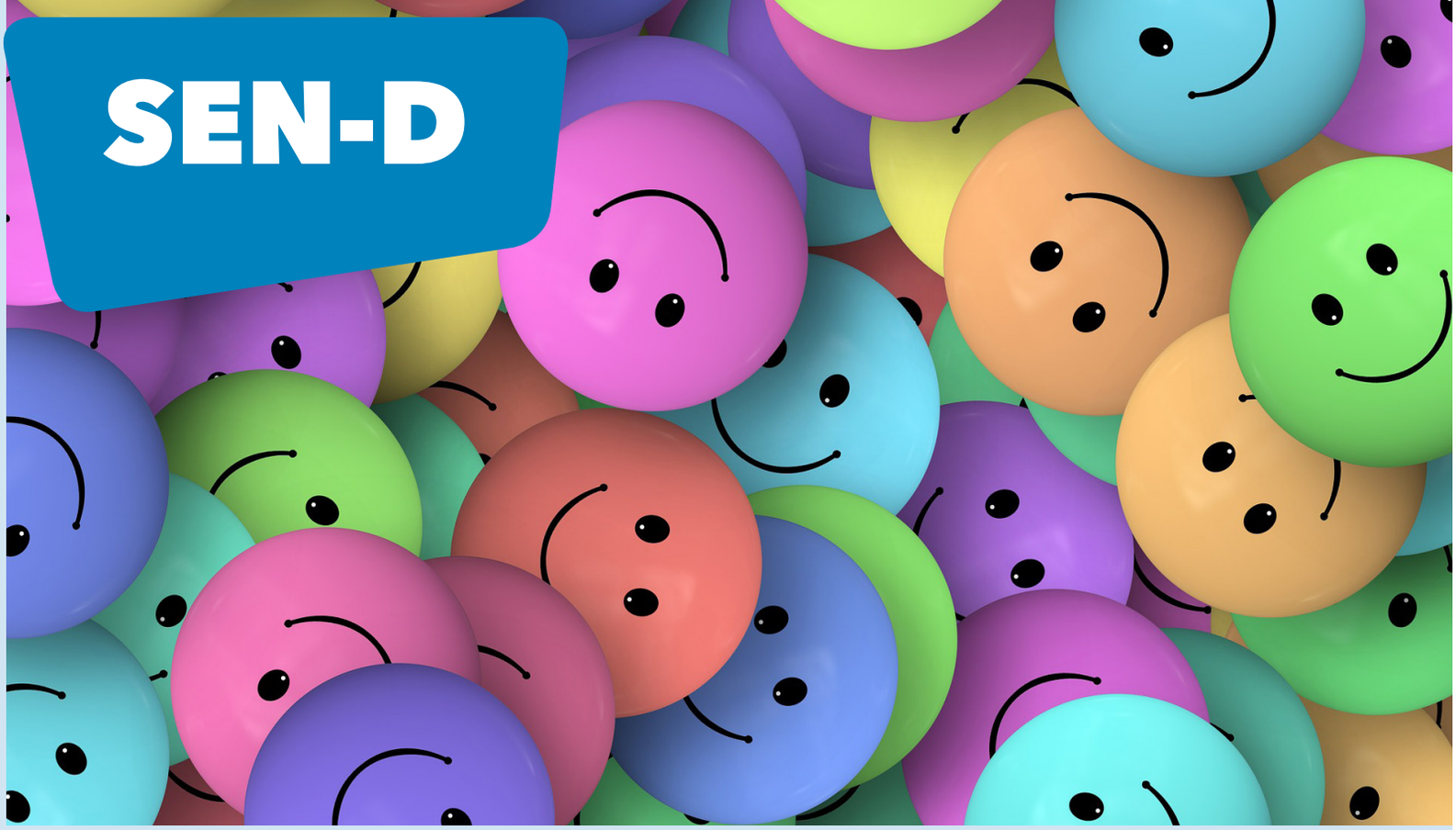
• Parents

It's really important that you talk to your children, regardless of their age, about sexting, but bear in mind that it's a word they probably won't relate to. Commonly it's called nude selfies, getting naked on cam or similar.

That conversation needs to be open, but supportive. Let them know that you are there for them if they need to talk.

They need to know that sharing images of a sexual nature is never okay; potentially there are immediate and long term consequences. If anybody asks them to do something they're uncomfortable with, they must talk to somebody as soon as possible.

SEN-D



I took a call from the Education Team at CEOP asking if I would deliver Online Safety training to the staff at a residential school for deaf children. It was a little out of my comfort zone as I didn't know any sign language, but with the help of interpreters I delivered 2 sessions to a large staff team.

After the initial training I was invited back to the school to help support them further on a full time basis for 6 months, this was a great opportunity for me to work closely with SEND students. Research shows that children with disabilities are at a much higher risk of being abused, and this is echoed when we look at online exploitation and abuse.

I was able to work closely with staff, students and parents around online safeguarding and it really raised my awareness of the complexities faced by additional needs students and those that support them when using new technologies.

Around 90% of the students didn't have English as a first language, with British Sign Language (BSL) the most widely used form of communication. This meant that any training and resources I provided had to use clear and appropriate language which could be signed using BSL.

Initially I struggled to find any resources which were appropriate for deaf students. There were a few CEOP films that were subtitled and signed using BSL, but these were out of date and showed young people using apps, such as MSN, which are now obsolete. Whilst we could work around this, the Deaf community felt isolated when it came to up to date information around Online Safety and, recognising that their young people were particularly vulnerable, I felt that we should address this.

We set up an Online Safety group at school and it was supported by staff, parents, local police, our network manager and students. As part of the group we looked at some of the films that were available for mainstream students and one of our parents subtitled these for us so that we could use them during PSHE lessons.

Deaf Students with complex needs

Of course a significant number of staff were deaf or had a hearing impairment and so resources here also needed to be adapted. The National Deaf Children's Society were quick to provide updated resources for staff to use in the classroom and also guides for parents around how to support their children. Our school used Facebook and Twitter to keep parents informed of new apps and how to keep children safe whilst using them, a simple yet effective way of reaching and engaging parents.

The students that I supported really embraced mobile technologies and were able to use Skype, FaceTime and Oovoo to stay connected with other deaf students as these platforms enabled them to use BSL to converse with each other. As a school we were aware of how socially isolating deafness can be, so we embraced the opportunities that these apps offered and set about ensuring that students could use them safely. Students were taught how to use the privacy options so that they knew the people that were on their contact lists when using these apps. This is particularly important as students with additional needs can be very trusting and often don't understand the risks of talking to strangers. This is magnified when the dialogue is being webcast and, as a professional, I am aware that offenders will utilise the trusting nature of SEND students to groom and in some cases abuse young people by exploiting their vulnerabilities.

Students had access to several reporting routes if they had concerns. As well as being able to confide in a staff member we also had locked 'postboxes' around the school and residential houses where students could write down their concerns rather than have to tell someone face to face, which some may find very daunting.

On the school website there is also access to 'SignVideo' which is a link to the NSPCC where students can use BSL to sign their concerns to a trained worker who can then provide NSPCC support. Previously I had the CEOP 'Report Abuse' button installed on the school website but, as English is not the first language for most of the students, it was sometimes very difficult for them to make themselves understood in this way. 'SignVideo' has proved to be invaluable for our students and there are plans to set up a video booth in school so that we can also capture other issues in this way.

TOP TIPS

- Ensure that the resources you are using are appropriate in both language and level of understanding for the students you are working with and don't be afraid to adapt them.
- Share SEND online safety resources freely with other schools - safeguarding is everybody's business, if you have something great, please share it!
- Ensure you have got appropriate reporting procedures in place that are accessible to all of your students. Remember that students are not always willing to speak face to face about something they have done online.

I am currently building a bank of SEND resources to host on my website, if you have any that reflect good practice and are happy to share them please email me and I will credit the authors of all work.

Traci Good

good@esafetytraining.co.uk

Online Bullying

Hi, I'm Anita Dennison, I'm a 20 year old undergraduate student at Queens University, Belfast.

In November 2012, I decided to take a stand against bullying following my own experiences on and off line which lasted for 3 years. Throughout my bullying experience I knew that I was fortunate enough to have fantastic support around me but I also knew that not many people believe that they have support or where they could look for it.

Doing my best to put my tough times behind me, I created an anti-bullying campaign online to help other young people and their families known as (@bully_dont) which has over 6,500 followers. Since creating my campaign I have been able to help thousands of young people and their families from across the world.

Over the past four years I have received two awards for my anti-bullying work; a Princess Diana Award and I was shortlisted for the Spirit of NI award also. I have had the privilege of speaking at various events including TEDxOmagh, Cycle Against Suicide and a Diana Award event in Stormont.

In October this year I will be speaking at an event with 10,000 students at the RDS in Dublin, as well as doing live TV and radio interviews for BBC and UTV on cyberbullying.

Many of you may be of the "non social media generation", so when you hear statements like "cyberbullying is at an all time high." you may think, what is cyberbullying? Can it happen to my son/daughter?

To answer your queries I am writing this article to keep you informed of the different ways bullying occurs online and more importantly how YOU as a parent can look out for possible signs of cyberbullying.

To continue writing this article I believe it is only right to explain to you all what exactly 'cyberbullying' is. Cyberbullying can present itself in any of the following 10 ways;

Parents

- Sending threatening messages to a mobile phone.
- Making hoax or abusive calls.
- Taking embarrassing images or videos.
- Posting embarrassing images/videos online.
- Leaving hurtful/threatening messages online.
- Stealing someone's online identity in order to cause them trouble.
- Deliberately excluding people from online groups.
- Setting up hate pages against an individual.
- Voting for someone in an insulting online poll.
- Sexting, a form of text that tries to pressure an individual into sexual acts.

Online-Bullying

I don't want that definition to scare you, although it is normal to startle those who may be unaware of what cyberbullying is.

Many of us say to ourselves, cyberbullying won't come to my door, I hear it on the news but that's it.

If you are thinking this way, STOP!!

Unfortunately cyberbullying can happen to ANYone at ANYtime. Cyberbullying came to my door, the reason I am writing this article is because I didn't know if my parents knew what cyberbullying was or how they could deal with it. Here is a brief outline of my own experience of cyberbullying;

After an incident which occurred at my school (which was dealt with superbly) I was singled out by cyberbullies who callously launched a campaign of hate against me lasting a year. I never did find out who set up the anonymous accounts on Facebook which were then used to post taunts about me. Neither to this day do I know why I was singled out for the abuse. I had amazing support and it did come to an end. It started out of nowhere with people setting up fake accounts and writing about me online. It made me feel really down about myself. I was only 16 when all of this occurred.

The signs I recommend that you look out for are;

- Your son or daughter suddenly spends much more or much less time on social media or on their mobiles than usual. Any rapid change could be an alarm bell.
- After using social media or their mobile phones they suddenly become withdrawn or upset.
- A sudden lack of enjoyment for formerly enjoyable situations.
- They are frustrated, upset or simply act out more.
- Any sudden change that you witness in your child could be an alarm bell.

My advice on what you should do if you discover that your son or daughter is being bullied online or offline:

Listen to your child without getting angry or upset (human reaction to protect our loved ones). Children are more open when they see that their loved ones aren't getting upset.

Ask them how they would like this situation brought forward, give them control. Put them in the driving seat.

Constantly reassure your child that it is NOT their fault.

Encourage your child to be themselves at all times. Try role play in order to get your child to feel confident within their own skin again.

Constantly reassure them that you ARE THERE. Might seem like nothing but this has such a vital importance to many people out there.

I hope this post was of some help to you. If you need further advice for your young person or even for yourself, tweet **@bully_dont** and I'll do my best to help you out.

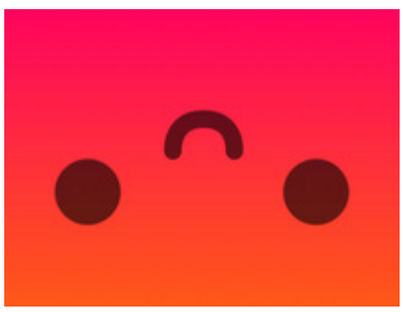
Anita

Thank you to Anita for this wonderful article; you can read more here:

https://antibullyingblogger.wordpress.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 are using.

APPS



Name: Lifestage

Age: 12+ (in app store)

Web: N/A

What is it?

Described as "easy and fun to share a visual profile of who you are with your school network." Essentially it's an app for 13-21 year olds to connect and share with others from their school.

It will only show you other people once 20 people from your school have joined, so it will be interesting to see how quickly this becomes popular, if at all.

Once unlocked you can see others from your school and also the wider school community.

Risks:

Those who know me know that I am a strong believer that technology is, by and large, neutral. Technology doesn't cause problems, but used incorrectly it can be a factor.

As with many of these apps, used correctly it looks like it could be a lot of fun. But as we know, there is that small element that won't use it correctly and spoil the fun for others.

Again as with many of these apps, the security and privacy is woeful. It's touted as an app for persons 21 and under, and yet all you have to do is enter your year of birth, in other words just make it up, which gives access to both older and younger persons.

Advice:

This is only available in the US at the moment, but as it's owned by Facebook you can guarantee it's going to be everywhere else fairly soon.

I'm highlighting this now so that you can keep your ears and eyes open, as this is one of these that comes round every now and again where there is potential for all manner of inappropriate behaviour.

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

DOING IT TOGETHER

#DITTO

Password Security

Online safety is a huge subject area, which is why you see so much emphasis, but as in real life there are a few basic but very important principles that, if we all adhere to them, will go a long way to keeping us, our children and our data safe.

One of these is passwords. A historic message that is told to younger children is to treat your password like your toothbrush: keep it to yourself and change it often.

In principle that sounds very simple but what does a good, strong password look like?

The industry standard for years has been at least 8 characters (letters and numbers) which should be a mixture of upper and lowercase.

Some sites won't allow you to access their services unless you have a horrendously complicated password. Can you imagine if you had to do this for every single site you use? Have you ever counted up how many passwords you use? Would you even want to?

There's a fairly good chance that if you have to use lots of different sites and services, you're using the same password across some of them.

Guidance on password usage is starting to change, telling us that the old advice is bad advice. The trouble is, if you have to change your password often, there's a good chance you just make a small change to your existing password.

In these modern tech times, one of the very best ways is to use a password manager. This creates all your passwords for you, and then stores them in an app which you access with a single, very strong password.

It's really important that children learn these fundamentals from a young age so it might be a good idea to go through with them the sites and services they use. Do they use the same passwords? Do they change them often? Are they easy to remember (password123) and therefore easy to compromise?

Here's a great link giving a more thorough explanation and examples of good passwords. If you're reading from a paper copy o fthe magazine just type the following link into your web browser:

http://bit.ly/2c4MfuG

Resources and Links
for Schools

Award-Winning eCadets

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

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

http://bit.ly/2bTngd7

Sexting resource for younger teens.

Not an easy area to engage and tackle in school, but thankfully there is an excellent resource you can use. Called 'Risky Pics' it has a video plus a number of talking scenarios that you can use in the classroom.

http://bit.ly/2chWL6q

NPCC Sexting Statement

There has been much media coverage in regards to the police dealing with sexting incidents that are reported by schools. The National Police Chiefs Council make their viewpoint very clear in this article.

http://bit.ly/2cdsi7Y

Online Safety Training

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
https://www.facebook.com/esafetyadviser

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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 2017.

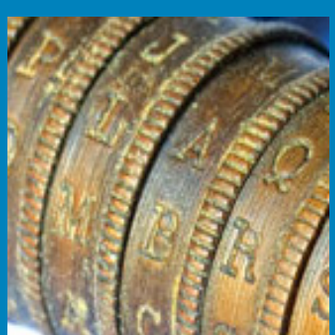
It's basically a short, 10-minute review of the app to give a balanced opinion and my personal view of the app.

http://bit.ly/2bUfFzM

I Saw Your Willy

This is a great little video produced by the NSPCC that both parents and schools can use with younger children to discuss sharing explicit images/videos.

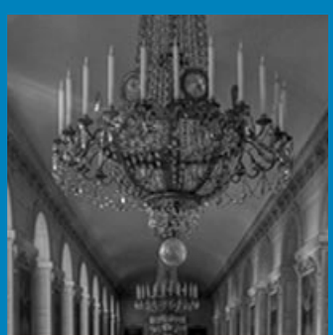
http://bit.ly/2cGomz2



Passwords

Setting parental controls on the devices your children use can (under some circumstances such as age) be a good way of making their online experience safer. This link takes you to some great, simple guides.

http://bit.ly/2c4MfuG



Anti-Bullying Blog

Following on from Anita's article in this magazine, you can read more of her wonderful and inspiring articles here.

http://bit.ly/2c8xO8A

For more regular links and to keep up to date you can follow me on Facebook
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