



# Online Safety Parent Workshop

**WORK HARD • BE KIND • REACH YOUR POTENTIAL**



**NOTTINGHAM  
FREE SCHOOL**



# Questions to discuss.....

- What do your children do online?
- Are your child's online friends the same as real life friends?
- When was the last time you had a conversation with your child regarding online activity?
- Have you checked your child's online privacy recently?
- Does your child know more about the internet than you?
- Do you know how to remove cyberbullying comments?
- Do you know what products are available to monitor online activity?
- How many hours does your child spend online?

**WORK HARD • BE KIND • REACH YOUR POTENTIAL**

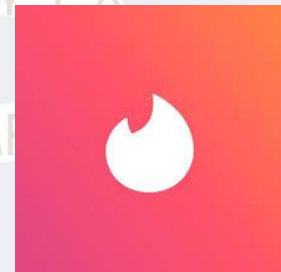
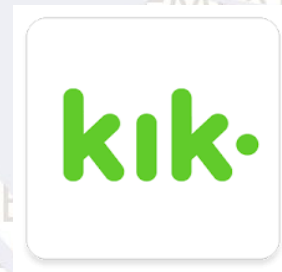
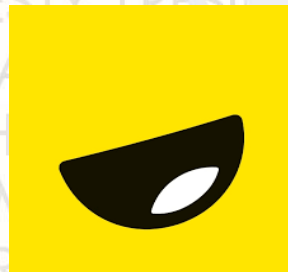
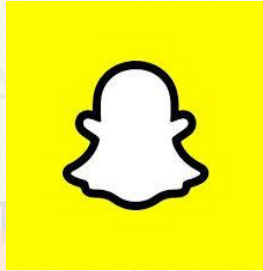
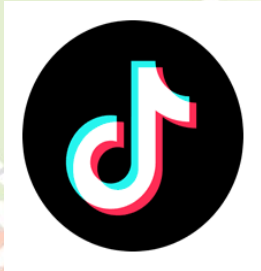


# What we will cover today

- Young people online – what are they doing?
- New apps/websites to be aware
- How popular apps work
- How to track your child's online activity
- What we have experienced as a school
- Safeguarding hot topics
- How school can support students and families
- Resources for parents
- What can you do to engage your child in conversation
- NFS support

**WORK HARD • BE KIND • REACH YOUR POTENTIAL**

# Social media quiz – How many do you know?



**WORK HARD • BE KIND • REACH YOUR POTENTIAL**



# Answers



Tik Tok



Snapchat



OmeTV



Discord



Whatsapp



Pinterest



TBH



Omegle



Yubo



Kik



Tinder



Instagram

WORK HARD • BE KIND • REACH YOUR POTENTIAL

# Popular Social Media App

- HIP – disguised as a music manager but actually hides photos, videos, text messages and other apps/Hide it Pro as well.
- TikTok
- Instagram
- Snapchat – decide on how long to share images etc
- Line – another app similar to snapchat
- Omegle – chat or video strangers (YouNow, Live.me, ChatRad, FaceFlow)
- Tinder – Rate profiles and locate people via GPS. Yubo – is a teen dating app.
- tbh – Anonymous feedback to friends.
- Kik Messenger – send videos, photos etc. No parental controls. Has been used in a variety of kidnap cases, murder and sexual assaults.
- Vora – dieting app that tracks fasting.
- Periscope – a live video app that allows you to watch and broadcast real-time videos from your mobile device or tablet.
- Discord – a voice, video and text app. No parental controls
- Anime (Hentai) – originates from Japan. Telling stories through art. Hentai website is directly linked to pornography
- Be Real – taking a picture at a designated time
- OmeTV - online video chat with strangers

# New apps and websites to be aware of

- **Sayat.me** - is very similar to ask.fm and is having some unpleasant outcomes. People can sign up with facebook, twitter or skype.
- **Whatsmock/Lets Chat** - create fake WhatsApp messages between two people.
- **Wink** - teen dating site with lots of older men pretending to be young teens. Group of men sending messages to teen boys pretending to be beautiful blonde 16 year old girl. Asking for videos of then doing things to themselves then asking for £500 blackmail or they will show the video to their friends list. They are showing the video to friends afterwards whether they pay them or not
- **Qooh.me** - allows users to ask other users anonymous questions. Individuals do not have to login to ask questions, so anyone can ask a user anything. There is also no online moderator and adult profiles are mixed in with those of teens and children
- **Tumblr** – share posts/photos etc however, they allow porn content, pro eating disorders and pro self-injury posts.
- **4Chan** – post anonymous content. Inappropriate content for children
- **Yubo** – a new dating app for under 18's.





# App Updates

- **YouTube** - parents can now use the video sharing platform, on eligible smart TVs and on other devices such as smartphones, laptops, computers and tablets as an app or through the web browser
- **Snapchat**- introduce a new parental control feature dubbed “Family Centre,” which will allow parents to see who their teen is friends with on the app as well as who they’ve been messaging with over the past seven days, and more. **VAPES being sold on this platform.**
- **Instagram** - allowing parents and guardians to view and set limits on the amount of time their teens are spending on Instagram, get updates on which accounts they’re following and being followed by, and receive notifications when they report another user.
- **TikTok** - TikTok accounts for users aged 13-15 will now default to “private”. Also, videos created by users under 16 years of age are restricted by default for download unless the settings are changed or update. “Family Pairing”, parents can link their child’s account to their own where they can control direct messages, set screen time limits, and turn on/off restricted content directly from their phone. **VAPES being sold on this platform.**

**WORK HARD • BE KIND • REACH YOUR POTENTIAL**





# How Popular Apps Work

**WORK HARD • BE KIND • REACH YOUR POTENTIAL**



# Snapchat

## Parent guide to snapchat

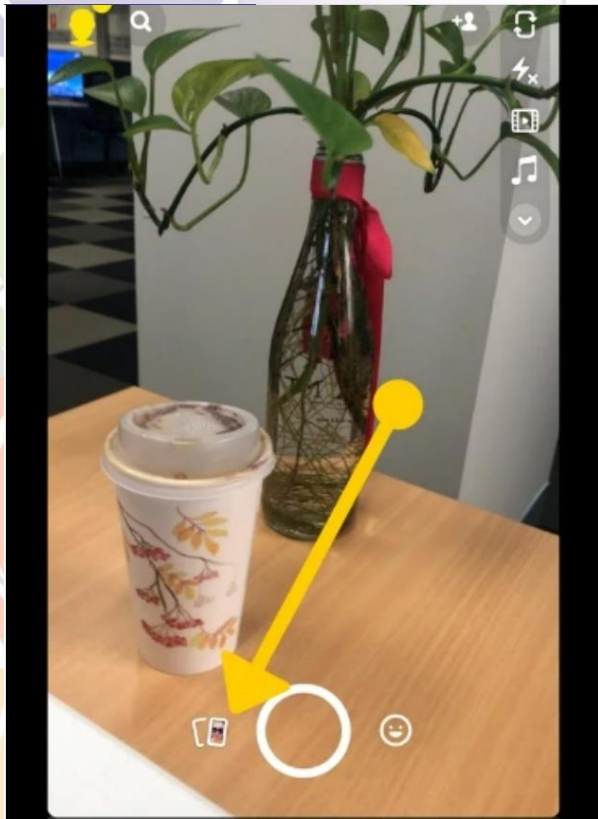
- The app's [Family Center](#) gives parents and caregivers some visibility of their child's usage, including who their child has been communicating with.
- Adults have to install the app and link their accounts by adding their child as a friend.
- Their child then needs to accept an invitation to opt in to the Family Center functionality.
- You won't be able to see specific content your child has sent or received—just their friend list and who they've sent messages, photos, or videos to in the last seven days.

Beware.....

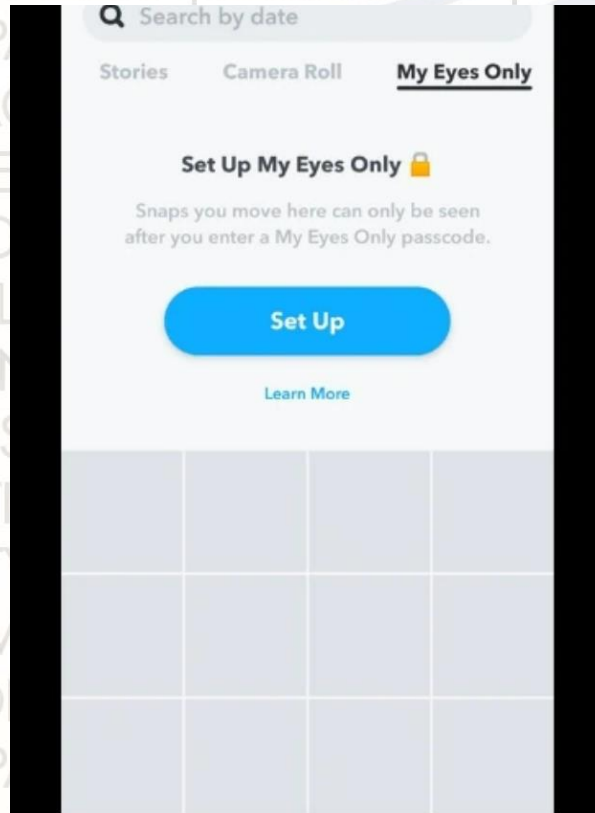
- My Eyes only – password protected folder where they can save stories and pictures.

**WORK HARD • BE KIND • REACH YOUR POTENTIAL**

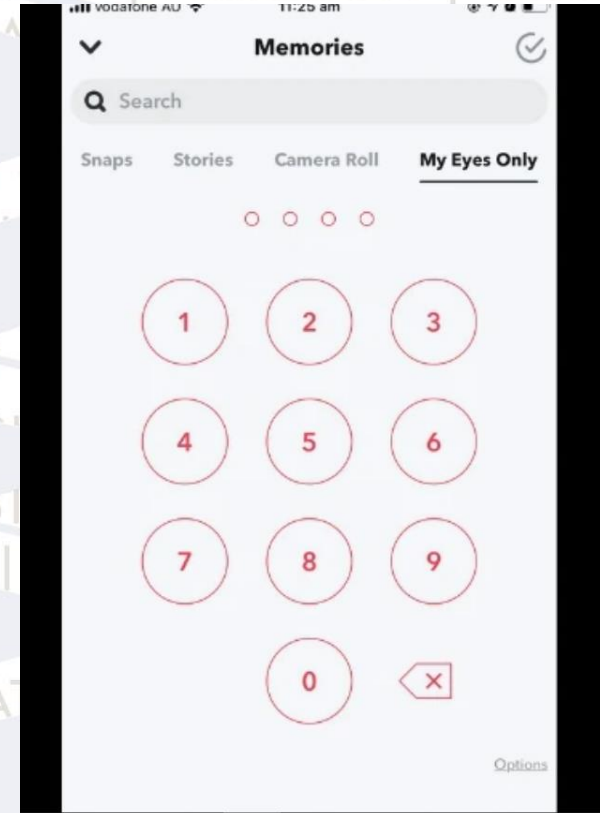
# My Eyes Only.....



Click on the little icon that looks like two pictures to the left of where you would click to take a photo



If you click on the far right tab labelled "My Eyes Only" there will either be a screen asking you to set up this function or a keypad screen prompting you to enter the password to access photos.



If your child has set this up, they have something to hide and you need to have a conversation with them about it.





# TikTok and how safe is it?

## Parent guide to TikTok

- TikTok has different rules for different ages:
- Users under age 13 can't post videos or comment, and content is curated for a younger audience.
- For kids age 13 to 15, accounts are private by default. Only friends can comment on videos, and other users can't duet (explained below) with your videos.
- Only users age 16 and over can livestream and use direct messaging, and only users over 18 can buy, send, or receive virtual gifts.
- In March 2023, TikTok announced a time limit of 60 minutes/day on users under 18, requiring a password to be entered for further access to the platform.
- Parents and caregivers can also use [Restricted Mode](#) to reduce mature content
- Family Safety Mode to pair their account with their kid's account to control settings completely.



# How to track your child's online activity

- Apple Family Set up
- Google Family Link
- Circle
- Boomerang
- Qustodio – install on each device

[Best monitoring devices](#)

**WORK HARD • BE KIND • REACH YOUR POTENTIAL**



The background features a vertical column of five circular icons on the left: a purple circle with a white arrow pointing left, a green circle with a white handshake, an orange circle with a white bar chart and star, a yellow circle with a white trophy, and a teal circle with a white scales of justice. The background is also filled with a repeating pattern of the words 'COURAGE', 'HONESTY', 'RESILIENCE', 'EMPATHY', and 'AMBITION' in a light grey font.

# What we have experienced recently

- Sharing of inappropriate images
- TikTok – creating fake accounts for Nottingham Free School, strangers contacting children. Vapes being purchased.
- Inappropriate conversations via snapchat
- Snapchat – strangers contacting children to sell vape pens
- A few students requesting to follow staff on social media
- Sharing of passwords of social media accounts
- Whatsapp group accounts linked to NFS which have had some incidents of unkindness on them/discrimination.
- Students talking to strangers online and arranging to meet them
- Discord – discrimination conversations and talking to strangers
- Anime pornography
- Multiple social media accounts
- OMETV – students initiating contact with strangers

**WORK HARD • BE KIND • REACH YOUR POTENTIAL**



# Online Language Quiz

Online language	Description
SMiShing	
Phishing	
FOMO	
DuckDuckGo	
Gas lighting	
Echo chamber	
Avatar	

**WORK HARD • BE KIND • REACH YOUR POTENTIAL**

# Online Language Quiz

Online language	Description
SMiShing	The victim receives a text message that they are about to be charged for a service they never ordered
Phishing	The victim receives an email from their bank telling them that they need to update their password immediately or risk having their online banking service shut down
FOMO	Fear of missing out
DuckDuckGo	An internet search engine that emphasizes protecting searchers' privacy and avoiding the filter bubble of personalized search results
Gas lighting	<b>Gaslighting</b> is a form of psychological manipulation in which a person seeks to sow seeds of doubt in a targeted individual or in members of a targeted group, making them question their own memory, perception, and sanity.
Echo chamber	The <b>echo chamber</b> effect occurs <b>online</b> due to a harmonious group of people amalgamating and developing tunnel vision.
Avatar	An icon or image to represent a user online on social media, in video games or other services.

WORK HARD • BE KIND • REACH YOUR POTENTIAL



What do you think are the harms and risks that our students are being exposed to when online?

Harm/risks	Harm/risks
1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

**WORK HARD • BE KIND • REACH YOUR POTENTIAL**





What do you think are the harms and risks that our students are being exposed to?



Harm/risks	Harm/risks
1. Age restrictions	11. Search engines
2. Content put on online and what happens to it (digital footprint)	12. Abuse
3. Cookies	13. Challenges
4. Youth produced imagery	14. Content that incites mob mentality
5. Disinformation, hoaxes and misinformation	15. Fake profiles
6. Fake websites and scam emails	16. Grooming
7. Fraud	17. Live streaming
8. Password phishing	18. Pornography
9. Farming of personal data	19. Self image
10. Persuasion designs of apps and games	20. Reputational damage – affect future prospects



# Safeguarding hot topics

**WORK HARD • BE KIND • REACH YOUR POTENTIAL**



# Sharing nudes and semi nudes – UK Council for Internet Safety

- The sending or posting of nude or semi-nude images, videos, or live streams by young people under the age of 18 online.
- This could be via social media, gaming platforms, chat apps or forums.
- It could also involve sharing between devices via services like Apple's AirDrop which works offline.
- The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts.
- Nude or semi-nude images, videos or live streams may include more than one child or young person.
- The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents.
- Alternative terms used by children and young people may include 'dick pics' or 'pics'.

**WORK HARD • BE KIND • REACH YOUR POTENTIAL**



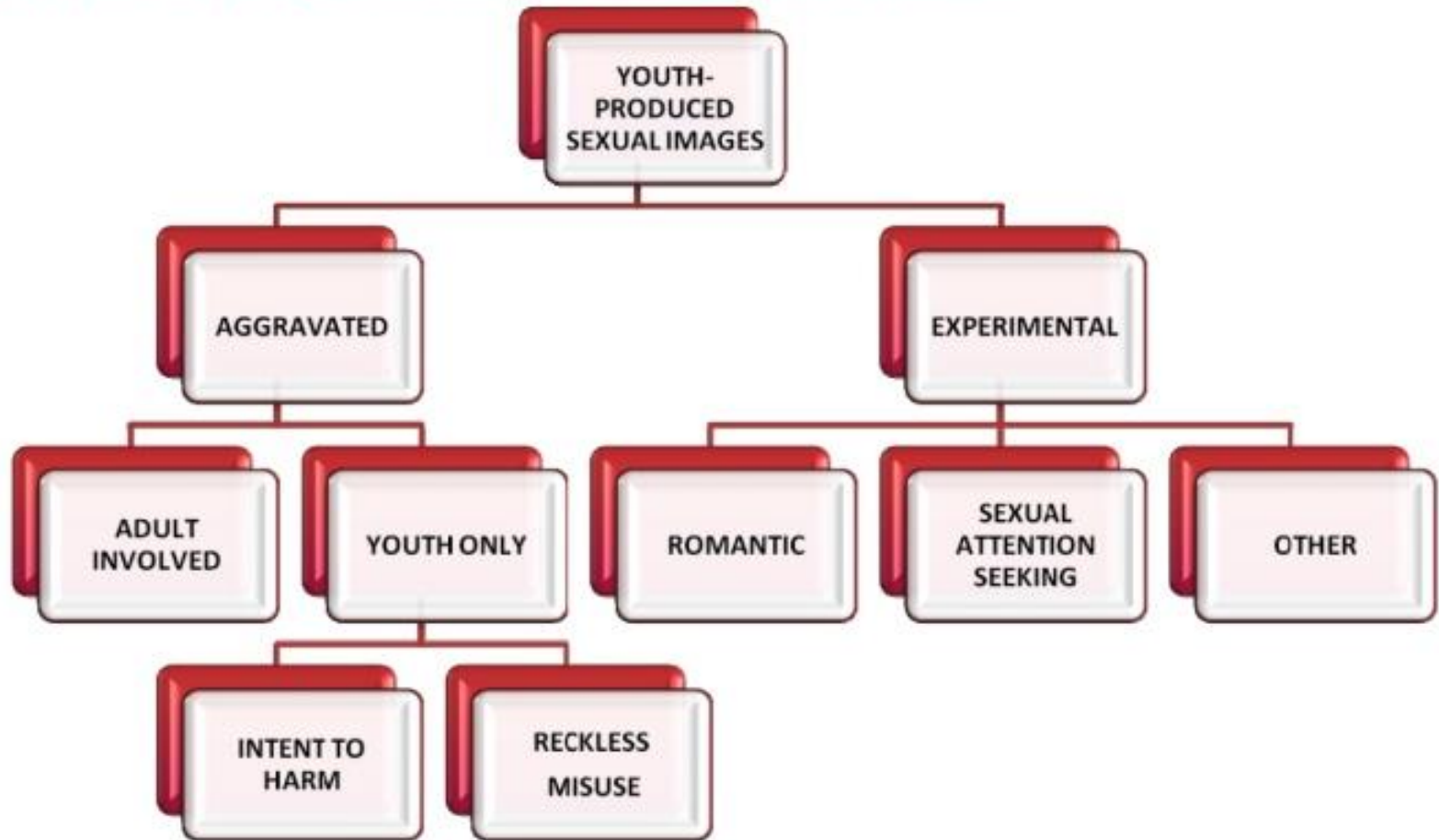
# The Law

- Making, possessing, and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18. The term 'Child Sexual Abuse Material' (CSAM) can also be used to describe indecent images of children.
- Specifically:
  - it is an offence to possess, distribute, show and make indecent images of children
  - the Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.
- Indecent imagery does not always mean nudity, however images are likely to be defined as such if they meet one or more of the following criteria:
  - nude or semi-nude sexual posing e.g. displaying genitals and/or breasts or overtly sexual images of young people in their underwear
  - someone nude or semi-nude touching themselves in a sexual way
  - any sexual activity involving a child
  - someone hurting someone else sexually
  - sexual activity that includes animals

**WORK HARD • BE KIND • REACH YOUR POTENTIAL**

# Defining an incident

Figure 1. Typology of youth-produced image cases known to law enforcement



WORK HARD • BE KIND • REACH YOUR POTENTIAL





# Sextortion – alert to all schools in the UK

- Globally, there has been a large increase in reports of children and young people being forced into paying money or meeting another financial demand (such as purchasing a pre-paid gift card) after an offender has threatened to release nudes or semi-nudes of them.
- This is financially motivated sexual extortion, a type of online blackmail often referred to in the media as ‘sextortion’.<sup>1</sup> It is a form of child sexual abuse.

**WORK HARD • BE KIND • REACH YOUR POTENTIAL**



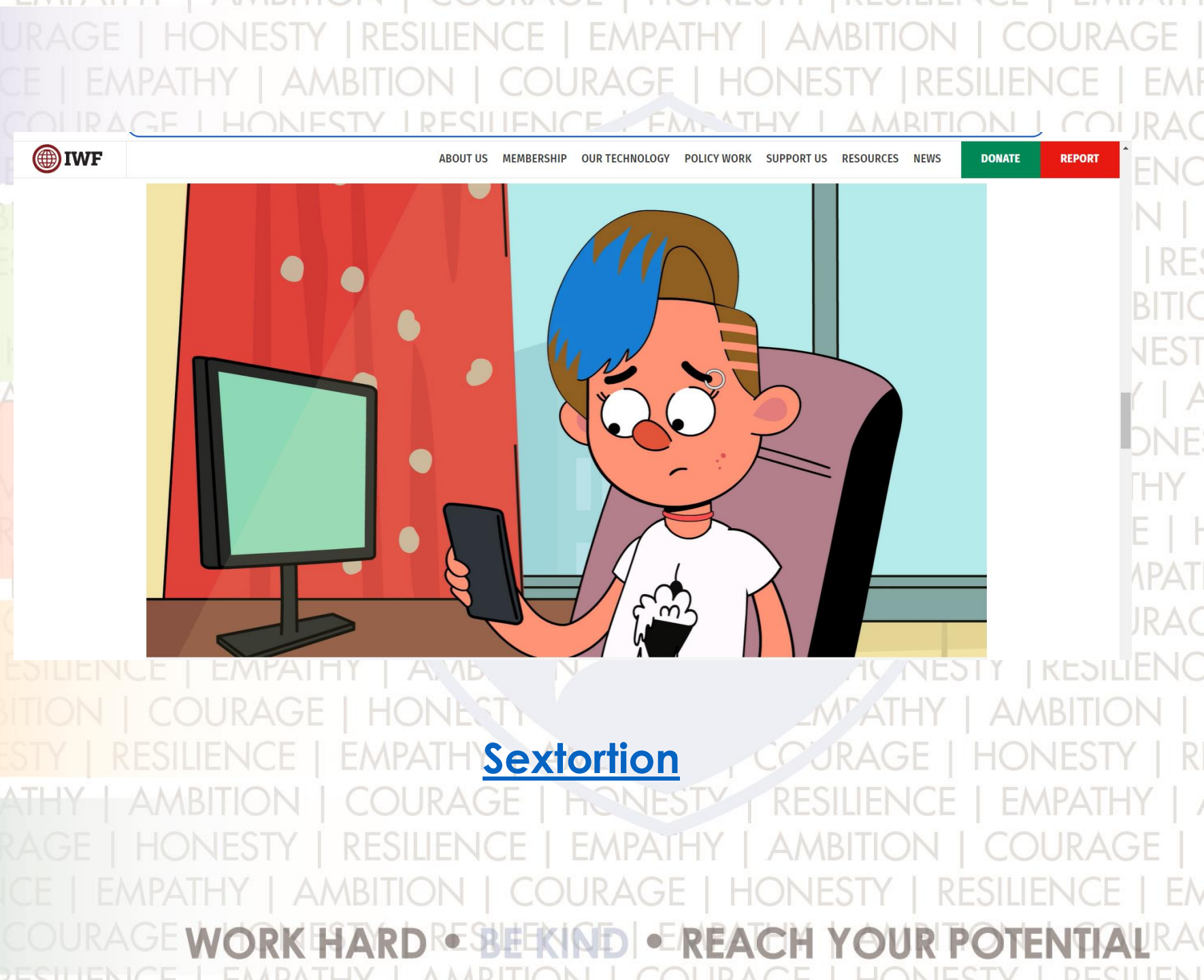


# WHAT IS SEXTORTION?

Financially motivated sexual extortion is usually carried out by organised crime groups (OCGs) based overseas who are typically motivated by money. These groups target all ages and genders however, a large proportion of cases have involved **male victims aged 14-18**.

Be aware that OCGs may target multiple children and young people within an education or wider social setting, as it is more likely that a child or young person will accept a friend request or communicate with someone they don't know if they believe they are a **'mutual friend'**.

**WORK HARD • BE KIND • REACH YOUR POTENTIAL**



## Sextortion

**WORK HARD • BE KIND • REACH YOUR POTENTIAL**



# What does it look like?

- Contacted by an online account that they do not know but appears to be another child or young person. They may also be contacted by a hacked account of a child or young person they do know and the communication feels unfamiliar •
- Quickly engage in sexually explicit communications, which may include the offender sharing an indecent image first
- Moved from a chat on social media, an online platform or game to a private messaging app that is an end-to-end encrypted chat platform
- Manipulated or pressured into taking nude or semi-nude photos or videos
- Phishing emails – lying about accessing personal emails.
- Told they have been hacked and the offender has access to their images, personal information and contacts (whether this is true or not) •
- Blackmailed into sending money or meeting another financial demand (such as purchasing a pre-paid gift card) after sharing an image or video, or the offender sharing hacked or digitally manipulated/AI-generated images of the child or young person and making the threat of sharing them wider

**WORK HARD • BE KIND • REACH YOUR POTENTIAL**



# WHAT DO YOU DO IF YOU THINK YOU ARE BEING GROOMED TO SEND A NUDE OR SEMI NUDE IMAGE?

- Stop responding to the messages
- Talk to a trusted adult
- Don't pay, stop contact and block
- Avoid deleting anything
- Report to the police or CEOP

**WORK HARD • BE KIND • REACH YOUR POTENTIAL**

# WHAT DO YOU DO IF YOU HAVE BEEN GROOMED TO SEND A NUDE OR SEMI NUDE IMAGE?

- Don't pay, stop contact and block
- Avoid deleting anything
- Report to the police or CEOP
- Report any images or videos that you have shared
- Use [REPORT REMOVE](#)
- Use [TAKE IT DOWN](#) (Facebook, Tik Tok, Instagram)
- Report directly to the platform that it has been shared on.

**WORK HARD • BE KIND • REACH YOUR POTENTIAL**



# How does Nottingham Free School respond to Harmful Sexual Behaviours

- We take a whole-school approach to developing a culture where all kinds of sexual harassment and online sexual abuse are recognised and addressed.
- We create an environment where staff model respectful and appropriate behaviour, where children and young people are clear about what is acceptable and unacceptable behaviour, and where they are confident to ask for help and support when they need it.
- Sequenced RSE programme, specific focus on sexual harassment and sexual violence including online. Open discussion for example of consent and nudes.
- Training for staff
- Record keeping focused on analysing patterns and intervene early.
- Behavioural approach which is focused on sanctions to reinforce that it is not tolerated.
- Work with agencies to support approach
- Training for all staff including Governors on the definitions of sexual harassment and sexual violence, including online abuse, identify early signs of sexual abuse, consistently uphold standards in response to sexual harassment and sexual violence





# How do you keep your child safe?

- Talk about it regularly
- Go online together
- Know who your child is 'friends' with online
- Set rules and boundaries
- Use parental controls
- Check content is age-appropriate
- Ensure your child understands privacy setting and how to report it

## NSPCC

- G** – Get to know the platform
- A** – Ask open questions
- M** – Master the basics together
- E** – Explore privacy settings and safety settings



# How school can support

- Many opportunities taken for raising the profile of online (assemblies, units of work etc) in every year group
- Year 7 have a unit of child on child abuse and consent in September
- PHeW (**P**upil **H**elp and **W**elfare)
- SEIO's – PC Ruth Holmes (mentoring, assemblies)
- CAMHS
- Safer Internet day 6th February
- B U Notts
- Supporting Families
- MHST
- School Nurse
- Student Voice groups each term to give us an insight as to what is happening online and in school.

**WORK HARD • BE KIND • REACH YOUR POTENTIAL**



The background features a repeating pattern of the words 'COURAGE', 'HONESTY', 'RESILIENCE', 'EMPATHY', and 'AMBITION' in a light grey font. On the left side, there are five circular icons: a purple circle with a white arrow pointing left, a green circle with a white handshake, an orange circle with a white bar chart and star, a yellow circle with a white trophy, and a teal circle with a white scales of justice. A large, faint blue silhouette of a hand holding a shield is centered in the background.

# School policy to online safety

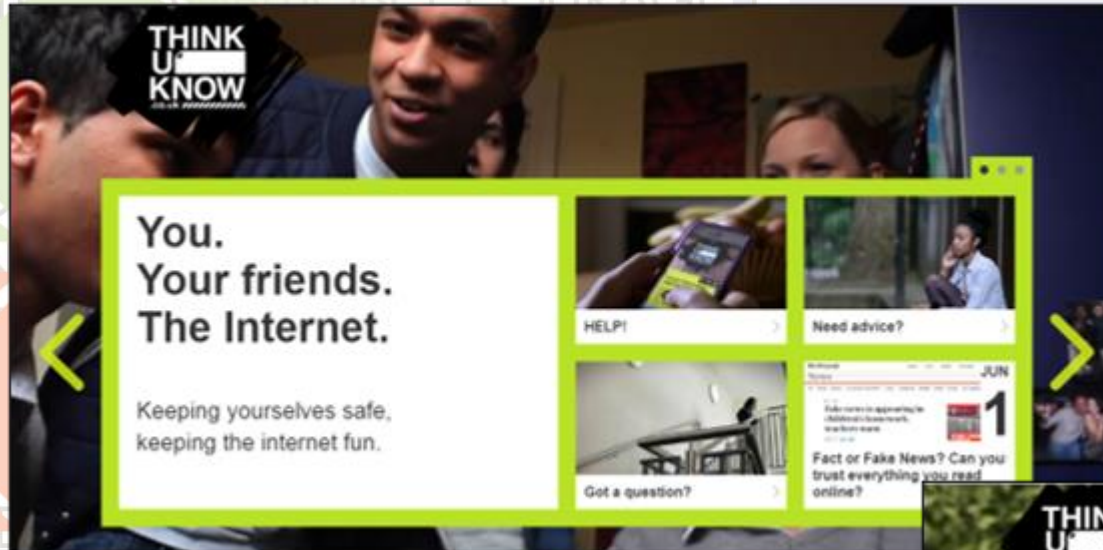
- 'Not seen, not heard, not used' - mobile phones
- As per Keeping Children Safe in Education, school has jurisdiction over online conduct if it relates to students from our school.
- The behaviour policy applies to these incidents outside of school and we will sanction where necessary.
- Take screen shots for evidence.

**WORK HARD • BE KIND • REACH YOUR POTENTIAL**

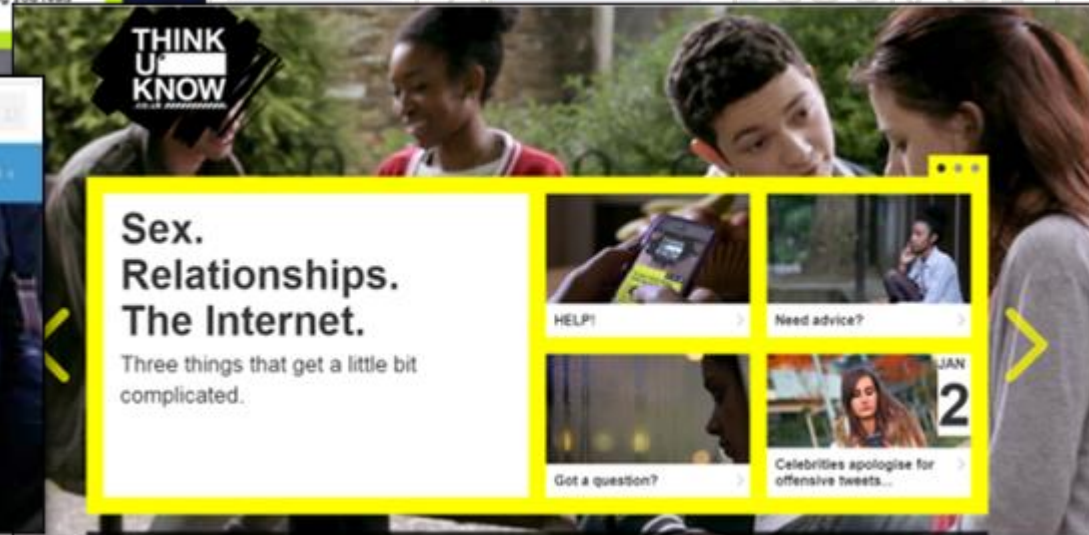




# Resources for parents



ThinkUKnow Teen websites



WORK HARD • BE KIND • REACH YOUR POTENTIAL

# Resources for parents



I am a child or a young person ▼ You can change who you would like to see information for here

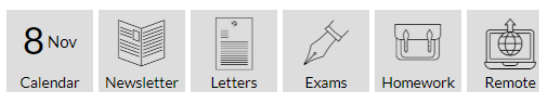
**What happens when I report?**

- a parent
- a worried friend
- a concerned adult

WORK HARD • BE KIND • REACH YOUR POTENTIAL



# Student & Parent Portal



## Student Wellbeing

- [Introduction](#)
- [Safeguarding](#)
- [E-Safety](#)
- [Bullying](#)
- [Mental Health](#)
- [Pupil Help & Welfare](#)

## E-Safety Information and Advice

[Home](#) > [Student Wellbeing](#) > E-Safety Information and Advice

The internet is an integral part of lives and an important and useful resource for all of us. With the development of new technology its availability and easy access has become a normal part of the lives of children and young adults. It is vital that we do all that we can to ensure the safe use of the internet and all work together on the issue of e-safety.

### E-safety in school

Our personal development curriculum allows our students to discuss key themes on a regular basis. Each year group has a focus:

**Year 7** - Pupils learn what a digital footprint is and consider online reputation. Pupils learn vocabulary alongside being safe online. Pupils look at privacy settings and why they are important.

**Year 8** - Pupils consider the effects of cyber bullying. Pupils also learn about the dangers of using online chat rooms and social media, there is a focus on the more sinister side of the internet and 'grooming'. Pupils also learn about the inappropriate use of 'sexting' and how it is against the law. Pupils learn to assess the reliability of the internet and learn definitions such as copyright, ownership and plagiarism.

**Year 9** - Pupils revisit grooming but also look at coercion, gaming and sexual harassment online. Pupils also learn about online gambling and to be aware of the 'hook'. Pupils also look at trolling and bullying online. Pupils will also look at support sites, helplines and about whistle blowing.

**Year 10** - Pupils learn how their online activity might impact on their future aspirations and review online laws. Pupils review how the internet can affect expectations on relationships. Pupils learn about gaslighting and satire, looking at fake news and how to identify it.

## Related Downloads

[TAG NFS Safeguarding Policy \[PDF\]](#)

## November 2023

M	T	W	T	F	WE
		1	2	3	4
6	7	8	9	10	11
13	14	15	16	17	18
20	21	22	23	24	25
27	28	29	30		

[View the calendar in full](#)

## Latest News

[UKMT Bronze Medallist](#)  
 Samuel Earns Bronze Medal in UKMT Junior Olympiad (Whole School - 22/09/2023)

[Nottingham Free School Students Celebrate GCSE Success](#)  
 Students at Nottingham Free School Celebrate GCSE Success



# Family Agreements

## Examples

Suggested ideas for an agreement with younger children.

### We agree to...

*I will use my tablet for \_\_\_\_\_ mins a day*

*We will make sure the children's favourite games are bookmarked for them to get to easily*

Who is responsible for this?

*Isabel and Phoebe*

*Mum and dad*

Suggested ideas for an agreement with pre-teen children.

### We agree to...

*I will tell mum and dad when I see something that worries me*

*We will put parental controls in place but review it as the children grow up*

Who is responsible for this?

*Jack and Tom*

*Mum and dad*

Suggested ideas for an agreement with teenage children.

### We agree to...

*I will make sure all my social networking sites are private and that I only accept requests from people I know*

*We won't post photos of our children without their permission*

Who is responsible for this?

*Jane, John and Ben*

*Mum and dad*



[www.childnet.com/have-a-conversation](http://www.childnet.com/have-a-conversation)

## Things to consider...

### Keeping safe

- How safe is our personal information?
  - Do we have strong passwords? (e.g. capital letters, numbers etc)
  - Do we all have usernames that don't reveal our full names?
- Have we considered parental controls which would be right for our family?
- Have we discussed online friendships and whether we can trust them?
- Do we need a family email address?
- Who will we talk to if we feel uncomfortable about something we have seen or heard online (e.g. on a mobile phone or gaming device)?
- When is it okay to download files, games or apps?
- Have we checked the reviews and ratings for apps and games?
- Which websites are okay for us to use?
- Should we spare links from people we don't know?

### Social networking

- Do we know the age requirements to be on social networks?
- Who can I post photos of online?
- Do I know why it is important for my accounts to be private?

### Gaming

- Which age rated games can I play?
- Am I aware of why PEGI is important?
- Can I play online with people I don't know?

### Positive online behaviour

- How can I be a good friend on the internet?
- What will I do if I receive frightening or bullying messages?

### Healthy lifestyles

- How long can we spend online?
- Do we spend the same amount of time enjoying our offline activities?
- Where can we use our devices around the house?




[www.childnet.com/have-a-conversation](http://www.childnet.com/have-a-conversation)



WORK HARD • BE KIND • REACH YOUR POTENTIAL



# Conversation Starters



NOS National Online Safety  
#WakeUpWednesday




## Conversation starters for parents and carers: ONLINE CONTENT

Trying to start a conversation about online safety with children can be a daunting task. There are many reasons why children may not want to talk to adults about it. One might be that they don't think you'll understand or that you won't know how to help if they came to you with an online problem. It can also be hard to start a conversation about something that you might have limited knowledge about. However, with screen time increasing during the lockdown, it's important now more than ever, to be talking to children about what they are accessing online.


### 1 ASK THEIR MOTIVATION

Sometimes it's easy to assume we know why children choose certain games or apps. It can seem obvious, like the child interested in football will be enthusiastic about the new FIFA game. But sometimes it can be more subtle than that. It could be that it's an outlet for their creativity or it might be that they like the look of the main character. Learning their motivation and knowing why they like it can help advising them on how to use it safely and help you discuss the pros and cons.




### 2 CULTIVATE A BLAME FREE CULTURE

Children can often blame themselves if they come across something that scares them or makes them feel uncomfortable. There will be times when your child has gone against something that you have forbidden. However, most children do not intend to put themselves at risk. Therefore, it's important that your child is able to come to you with a problem and won't be blamed for it. Try to understand what happened and why and warn them of the dangers once more. Engaging in a 'bold you' or dialogue or suggesting they are in trouble for not listening may deter them from reporting any future concerns.




### 3 SHARE PERSONAL EXPERIENCE

Starting a conversation by sharing something that you've seen or that has made you feel uncomfortable can be a great opener. Talking about your own feelings can help children realise that it's not just them – adults can be affected too. You can then go into how you coped with it therefore indirectly giving children advice on how they can also cope in uncomfortable situations. You can also explain that the reason that you've chosen to talk to them about it is because talking helps. Children with hopefully be able to see the parallels in the experiences and mimic your behaviour in future.




### 4 TALK ABOUT THE NEWS

Asking children what their response is to news stories around online safety can be revealing. For example, there has been a recent survey conducted by the BBC, who are currently comparing the application of age ratings and content warnings on video sharing platforms. What do they think about this? Can they think of a time when this would have helped themselves or someone they know? Are they against the idea? If so, why? Could they be accessing something they shouldn't be?




### 5 ASK FOR ADVICE

It could be that you really do have a friend at work who is debating whether or not to let their child do something online, or it could be that you're banding the truth slightly, but hopefully the outcome would be the same. Don't be afraid to ask others for advice. Not only why they should let the child use it, but also what would they tell the child to be aware of. What are the risks? This will help you understand the risks yourself and what to look out for in future.




### 6 MAKE TIME TO LISTEN

When your child can't wait to tell you about their new game, always try and listen to what they say. We always have a lot on our minds, so it's easy for us to shift off onto other things which may be more important. However, try to stay involved and ask them more details about aspects of the game/apps. Children will appreciate your interest and the more questions you ask, the more you can find out. If you are uninterested, then they are less likely to tell you about it again in the future.




### 7 ASK THEM TO BE THE TEACHER

Showing an interest in what children are accessing online is a great opportunity for you to learn something new as well. Children on the whole love sharing their experiences so by asking them to teach you how to use an app or play a game is not only a great way to bond, but you will also feel more empowered to talk about it. It is easy to shy away from conversations when the child perhaps knows more about the subject content than you do. This can help to turn this around.




### 8 USE SCHOOL MESSAGING

It might be that your child's school has sent out a message about the Childline number or to remind children to use the CEOP button to report content. Ask the children what they learned about these at school. When would they use the Childline number? When would they need to use the CEOP button? What does it look like? Asking the children why the school thought that the information was so important that they sent out a message about it reinforces what they learnt whilst at school.




### 9 ASK ABOUT THE RISKS

Many children may know what online risks are and will happily explain the potential dangers. Listen and try not to be overly shocked if they tell you something that disturbs you. This can lead nicely into you asking the question about what steps they are taking to look after themselves or what help they could seek if something goes wrong. Sometimes it's just nice to know that your children know the dangers and have taken steps to help reduce the risk for themselves – this is the ultimate goal.




### 10 ASK ABOUT RESPONSIBILITIES

Try asking open ended questions about roles and responsibilities online. Who is in control of the internet? Who is looking after you whilst you are online? Who decides what is appropriate for children to see? This can reveal a lot about a child's perception about who is responsible for their online safety. If they believe that it is up to everyone else to keep them safe, then you know you need to have a conversation about how they can reduce their own risk.




### 11 ASK ABOUT SCHOOL ADVICE

Sometimes it's hard to know what to warn children about. If there is a new app or game that your child has come across recently, ask them what they think their teacher would say about it. What advice would school give them? What have they



**Meet our expert**











Heather Cardwell is a practising Online Safety Lead and senior school leader who is passionate about safeguarding children online and educating them around online risks. She has over 10+ years as a



WORK HARD • BELIEVE IN IT • REACH YOUR POTENTIAL



## Safeguarding Team 2023-24

				
<b>Susan Seymour</b> Safeguarding Officer Student Welfare	<b>Kay Gray</b> ADSL/SDL/Deputy Head	<b>Tracy Marks</b> Assistant Head SendCo	<b>Phil Cleverley</b> DSL	<b>Amanda Doyle</b> DSL
DSL/Deputy DSL	Prevent Lead Drugs Lead	LAC/PLAC Medical Needs	P16	Behaviour Coordinator
				
<b>Joel Tomasevic</b> Assistant Head DSL	<b>Meika Leivars</b> DSL/Head of Year 4	<b>Jo Simpson</b> DSL (Oct)	<b>Sally Coulton</b> Chair of Governors	<b>Jacqueline Callaghan</b>
PD	Behaviour Coordinator	Staff allegations	Allegations against HoS	Safeguarding Governor

**WORK HARD • BE KIND • REACH YOUR POTENTIAL**





# Any questions?

- [contact@nottinghamfreeschool.co.uk](mailto:contact@nottinghamfreeschool.co.uk)

**WORK HARD • BE KIND • REACH YOUR POTENTIAL**