



Online Safety Newsletter Spring Term 2022

In This Issue



Parkland
Primary School

Learning together

We are pleased to share with you, this term's newsletter. The purpose of this newsletter is to provide you with information regarding what pupils have been learning in school as well as share some practical advice on how to keep pupils safe when online.

In this term's newsletter:

- **Safer Internet Day 2022**
- **Parkland Online Safety Group**
- **Online Safety learning this term**
- **Current Online Safety trends and how you can help**
- **Where you can get information to support your child's online safety**

Safer Internet Day 2022

'All fun and games? Exploring respect and relationships online'.



On Tuesday 8th February, pupils took part in activities to celebrate Safer Internet Day 2022. **From gaming and chat, to streaming and video, young people are shaping the interactive entertainment spaces they are a part of.** Safer Internet Day 2022 celebrated young people's roles in creating a safer internet, whether that is whilst gaming and creating content, or interacting with their friends and peers. Safer Internet Day is celebrated globally in February each year to promote the safe and positive use of digital technology for children and young people, and to inspire a national conversation about using technology responsibly, respectfully, critically, and creatively. Safer Internet Day 2022 focused on the theme **'All fun and games? Exploring respect and relationships online'.**

During Safer Internet Day, pupils took part in an assembly about staying safe online when playing games. They looked at a number of different scenarios and explored whether the behaviour observed online was safe or not and suggested ways that we could stay safe online.

If you have any queries or would like to find out more about how you can keep your child safer online, please visit the website.

<https://saferinternet.org.uk/guide-and-resource/parents-and-carers>



1 - Pupils discussing and giving advice on a number of online scenarios



2 - Year 6 completing an online safety Kahoot quiz

Internet Safety Day - 8th February 2022

LO: Do I know how to stay safe when gaming using the internet?

Can you look at our alien friends screenshots and give him some advice?

CHAT

allegem3r: WOHAI I just found a rare silver crystal! 🎉

LOOKing4Treasure: That's nothing, I've got two mega gold crystals. In fact, seeing as you're new here... I'll do you a favour. Let's trust trade.

If you send me your silver crystal, I'll give you one of my mega gold crystals. What do you think?

I would not trust this because if you trade the crystal first they could quit the game and that crystal is gone. My advice is to say no thanks I'll try get it in my own way. You could report this and block this person.

Winterwiner2: This game is for humans - not ALIENS. You should just get lost. We don't want you here.

t_will_de_silke: Yeah, all aliens are SO BAD at gaming

Pioneer10: I don't want an alien on my team. You will make me look bad.

You could change your username
You could stop block report

3 - Some of the advice given

Pioneer10: MAHAHAHA THIS SERVER SUCKS

Wall-Killax: Why don't you leave then?

Pioneer10: Bet you're all just a bunch of noobs

Wall-Killax: If you can't be nice, please leave

Pioneer10: *****

Pioneer10: *****

Pioneer10: *****

Pioneer10: LOSERS

Advice:
Report them fast and take a screenshot

4 - Some of the advice given

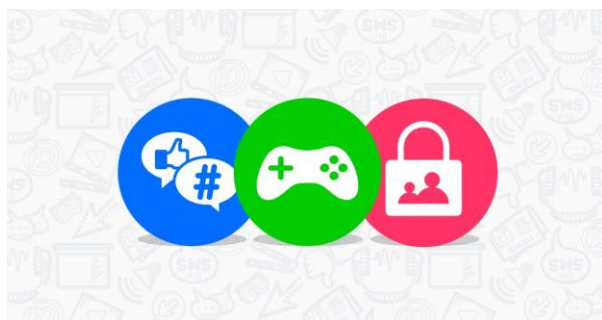


Parkland Online Safety Group

As a school, we are committed to supporting pupils understanding on how they can use technology safely and responsibly. This includes online safety. To support this, Parkland Primary School are creating an Online Safety Group. The purpose of this group is outlined below:

- To use the wide and varied knowledge of others with different skills.
- Wide range of opinions in terms of age and experience from the whole school community
- To monitor the impact of e-safety education and to identify and fill any gaps.
- To raise and manage new initiatives including annual initiatives such as anti-bullying week and Safer Internet Day.
- To monitor and review trust policy.
- To monitor incidents and establish the best way of dealing with them.
- To engage the community so that we are working together to benefit all.

We currently have one parent who has joined the group. **If you would be interested in joining this group and sharing ideas on how we can support our families online, please contact the school office.**



Online Safety Learning This Term - Managing Online Information



This half term, pupils will be learning about managing online information. This involves learning about search engines and how information is shared. Pupils will also learn about trust worthy sources and if everything that is online is accurate. Below outlines what each year group will learn.

Managing Online Information		
Year 1	Year 2	Year 3
<ul style="list-style-type: none"> I can give simple examples of how to find information using digital technologies, e.g., search engines, voice activated searching). I know / understand that we can encounter a range of things online including things we like and do not like as well as things which are real or make believe / a joke. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. 	<ul style="list-style-type: none"> I can use simple keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g., home, forward, back buttons; links, tabs and sections). I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g., Alexa, Google Now, Siri). I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. I can explain why some information I find online may not be real or true. 	<ul style="list-style-type: none"> I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain how the internet can be used to sell and buy things. I can explain the difference between a 'belief', an 'opinion' and a 'fact' and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.
Year 4	Year 5	Year 6
<ul style="list-style-type: none"> I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. I can explain what is meant by fake news 	<ul style="list-style-type: none"> I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I aim presented with e.g. voice-activated searching giving one result. I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. I can explain key concepts including information, reviews, fact, opinion, belief, validity, reliability and evidence. I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers). I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others. I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful. I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share. 	<ul style="list-style-type: none"> I can explain how search engines work and how results are selected and ranked. I can explain how to use search technologies effectively. I can describe how some online information can be opinion and can offer examples. I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). I understand the concept of persuasive design and how it can be used to influence peoples' choices. I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important. I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. I can describe the difference between online misinformation and dis-information. I can identify, flag, and report inappropriate content.

Current Online Safety Trends

TikTok, Snapchat and Whatsapp

We have had number of incidents over the school year involving TikTok, Snapchat and Whatsapp. The legal age for these social media apps are 13+. While we understand that it is a parent's responsibility to decide whether their child can use this platform or not and we want to be able to provide you with information to ensure that you can support your child to make safe choices online. As a school, we will continue to monitor incidents that happen and provide education on keeping pupils safe when using a range of media platforms, this includes teaching to make them better digital citizens.

Please click on the images below to find out about these learning platforms and how you can support your child to be a better digital citizen.

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to help inform conversations about online safety with their children. Should they feel it is needed. This guide focuses on one app of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guidance, links and tips for adults.

What Parents & Carers Need to Know about SNAPCHAT

AGE RESTRICTION 13+

Snapshot is a photo- and video-sharing app which also allows users to chat with friends via text or audio. Users can share images and videos with specific friends or through a story (documenting the previous 24 hours) visible to their entire friend list. Snapshot usage rose during the pandemic, with many young people utilising it to connect with their peers. The app continues to develop features to engage an even larger audience and emulate current trends, including pit forms such as TikTok and Instagram.

CONNECTING WITH STRANGERS

Even if your child only connects on the app with people they know, they may still receive friend requests from strangers. Snapshot's link with apps such as WhatsApp and Instagram has increased this possibility. Accepting a request means that children are then exchanging personal information through the story, SnapMap and Spotlight features. This could enable predators to gain their trust for sinister purposes.

EXCESSIVE USE

There are many features that are attractive to users and keep them scrolling about the app. SnapMap encourages users to send snaps daily. Spotlight Challenges give users the chance to obtain money and online fame, and the app features a lock screen. Videos makes it easy for children to spend hours watching content.

INAPPROPRIATE CONTENT

Some videos and posts on Snapchat are not suitable for children. The challenges used to engage content are determined by the poster, so an incorrect search term could still yield inappropriate content. Snapchat's function lets users tap on through snippets of news stories and trending articles that often include adult content. There is currently no way to turn off this feature.

SEXING

Sexing continues to be a risk associated with Snapchat. The app's 'disappearing messages' feature makes it easy for young people (users in particular) to share explicit images or videos. While these pictures do disappear – and the sender is notified if it has been screenshot – first users have found alternative methods to save images, such as taking pictures with a separate device.

DAMAGE TO CONFIDENCE

Snapshot's filters and lenses are a popular way for users to enhance their 'selfies', games, entertainment or anime. The beauty filters on photos can set unrealistic body image expectations and create feelings of inadequacy. Comparing other Snapchat users could threaten a child's confidence or sense of self-worth.

VISIBLE LOCATION

My Places lets users check in and search for popular spots nearby – such as restaurants, parks or shopping centres – and recommendations from their friends. The potential issue with a young person consistently checking in to locations is that Snapchat is that it allows other users to view their current location and where they regularly go.

Advice for Parents & Carers

TURN OFF QUICK ADD

The Quick Add function prompts people to find each other on the app. This function works based on your child's friends or whether someone's number is in your child's contacts. Explain to your child that this feature could potentially reveal their profile visible to strangers. We recommend that your child turn off Quick Add, which can be done in the settings (accessed via the cog icon).

CHOOSE GOOD CONNECTIONS

Encourage your child to think about the importance of maintaining connections with people they actually know well, as opposed to those they only know through the app. Encourage connections with users they really communicate with, to maintain their online safety and privacy.

TALK ABOUT SEXING

Encourage your child to think about the importance of not posting explicit images or videos. Discuss the potential impact of sexting, as well as the potential emotional impact. Emphasise that your child should never feel pressured into sexting – and that if they receive unwanted explicit images, they should report them straight away.

CHAT ABOUT CONTENT

Talk to your child about what is and isn't appropriate to post on Snapchat. Encourage them to think about the consequences of posting inappropriate content. Explain that if they post explicit images or videos, or digital identification details like their school name, address, phone number or email address, the creator loses control over where it might end up – and since Snapchat's 'disappearing messages' feature has a 24-hour timer, they don't have the opportunity to remove it. Encourage your child to think about the consequences of posting inappropriate content.

KEEP ACCOUNTS PRIVATE

Private accounts are private by default, but children may make them public to gain more followers. Your child can send SnapMap to friends, but Stories can be shared with anyone. Encourage your child to change the settings if they use SnapMap, their profile picture, or their name in their profile (in the settings). It's prudent to emphasise the importance of not posting explicit images or videos. This is particularly important with the addition of My Places, which allows other Snapchatters to see the places your child regularly visits and checks in to. Encourage your child to think about the consequences of using this information to engage in conversation and attempt to meet in person.

BE READY TO BLOCK AND REPORT

If a stranger does connect with your child on Snapchat, encourage them to think about the consequences of downloading their content. The majority of these interactions are harmless, but if your child can't refuse the three dots menu, they should report and block. There are options to state why they are reporting that user (e.g. inappropriate messages, spam, or misquoting as someone else, or sexting).

Meet Our Expert

Dr Claire Rutherford is a children's safety consultant, educator and researcher who has developed and implemented safeguarding and cyber safety policies for schools. She has written various national reports on child safety and cyber safety, and is a member of the government's Internet user and sexting behaviour of young people in the UK.

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What Parents & Carers Need to Know about TIKTOK

AGE RESTRICTION 13+

TikTok is a video-sharing social media app which lets people create, view and download looping 15-second clips. Typically, these are videos of users lip-synching and dancing to popular songs or soundbites (often for comic purposes), accompanied with filters, effects and text. Designed with young people in mind, TikTok skyrocketed in popularity in 2019 and has featured near the top of download charts ever since. It now has around a billion users worldwide.

AGE-INAPPROPRIATE CONTENT

Most videos appearing on a child's feed are light-hearted and amusing. However, some clips have been reported for featuring drug and alcohol abuse, themes of suicide and self-harm, or young teens setting in a sexually suggestive way. The app has also been criticised for inappropriate content – and since TikTok Jump's introduction in mid-2021, users can view third-party content outside the app.

HAZARDOUS VISIBILITY

Connecting with others is simple on TikTok – including commenting on and downloading their content. The majority of these interactions are harmless, but because of its abundance of teen users – TikTok has experienced problems with predators contacting young people.

EXPLICIT SONGS

TikTok primarily revolves around videos of users lip-synching and dancing to music. Inevitably, some featured songs will contain explicit or suggestive lyrics. Given the app's young userbase, this is a risk that children may view older users' videos and then be inclined to imitate any explicit language or suggestive actions.

ADDICTIVE NATURE

Like all social media, TikTok is designed to be addictive. It can be highly addictive, as well as the punchy nature of the short video format. The app's ability to auto-play and its algorithm means that what's coming next means that you can watch a 15-minute video in 10-minute story.

TIKTOK FAME

The app has created its own internet culture of memes and 15-second clips. For example, users are encouraged to go viral and become 'TikTok famous'. While most creators are hoping to be the next big thing, it's difficult, because most in turn don't want to go to even more drastic lengths to get noticed.

IN-APP SPENDING

There's an in-app option to purchase TikTok coins, which are then converted into digital rewards or sent to content creators that use them. Prices range from 10p to one-worthing £99 bundle. TikTok is also connected with Shopify, which allows users to buy products through the app.

Advice for Parents & Carers

TALK ABOUT ONLINE CONTENT

Assuming your child is above TikTok's age restriction, it's important to discuss why they shouldn't give out personal details or upload videos which reveal information like their school or home address. In the long run, teaching them to think critically about what they see on TikTok could help them to become social-media savvy.

MAINTAIN PRIVACY SETTINGS

The default setting for all under-18s' accounts to private. Encourage them to set their account to private, meaning that only users who your child approves can watch their videos. The 'Who can interact with your videos' (which lets users upload clips from other people's videos into their own) and 'Duet' (where you build on another user's content by recording your own video alongside the original) features are now only available to over-18s. This might mean that your child's ambitions of social media stardom, but it will fortify their account against predators.

LEARN ABOUT REPORTING AND BLOCKING

With the correct privacy settings applied, TikTok is a relatively safe space. However, if your child knows how to recognise and report inappropriate content and get their name to you about anything upsetting that they've seen, TikTok gives users a report option. Encourage your child to report anyone who blocks individual users through their profile.

ENABLE FAMILY PAIRING

'Family Pairing' lets parents and carers link their own TikTok account to their child's. Through this feature, you can control your child's safety settings remotely – including limiting screen time, monitoring their ability to exchange messages (and with whom) and enabling a set of age-inappropriate content. TikTok's Safety Centre provides advice on how parents and carers to support online safety among families. These resources can be found on their website.

USE RESTRICTED MODE

In the app's Digital Wellbeing section, parents can filter out inappropriate content. Specifically, the 'Restricted Mode' (which lets users instantly using 'Restricted Mode', this can then be turned on with a PIN. You should encourage your child to set a PIN. This content isn't totally appropriate – so it's wise to stay aware of what your child is watching.

MODERATE SCREEN TIME

As entertaining as TikTok is, you can use Digital Wellbeing to set a limit on how long your child can spend on the app. In increments of 15 minutes, you can limit the daily permitted time on the app (in increments of 15 minutes, up to 60 minutes to one hour). This means that your child can't spend more than that every day, your child can get their regular dose of TikTok without the app.

Meet Our Expert

Parveen Kaur is a social media expert and digital media consultant who is passionate about internet digital literacy for parents and children. She has extensive experience in the social media arena and the benefits of digital literacy that helps parents and children thrive in a digital world.

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What Parents & Carers Need to Know about WHATSAPP

WhatsApp is the world's most popular messaging service, with around two billion users exchanging texts, photos, videos and documents, as well as making voice and video calls. Its end-to-end encryption means messages can only be viewed by the sender and any recipients that even WhatsApp can read them. Updates to its privacy policy in 2021 (involving sharing data with parent category Facebook) caused millions to leave the app, but the new policy was widely misinterpreted – it only related to WhatsApp's business features, not to personal messages.

UK AND EUROPEAN 16+
RESTRICTED TO OVER THE AGE OF 16

WHAT ARE THE RISKS?

SCAMS
Fraudsters occasionally send WhatsApp messages pretending to offer prizes or money. They often ask you to click on a link to win. Other common scams involve receiving someone who says to get WhatsApp app. Scammers often use the same name and profile picture as the person they are trying to scam. They often ask you to transfer money to help with an emergency.

DISAPPEARING MESSAGES
Users can set WhatsApp messages to disappear in 24 hours, 7 days or 90 days by default. Photos and videos can also be restricted to disappear after the recipient has viewed them. These files can't be saved or forwarded. If your phone is hacked, someone could steal your messages. It would be difficult to prove any evidence. However, the sender can take a screenshot and save that as evidence.

ENABLING FAKE NEWS
WhatsApp has unfortunately been linked to disinformation in the past. In 2018, some politicians shared false information in WhatsApp groups. Some politicians have been reported by some organisations being shared on the app. WhatsApp must have been used by people to spread false information. It is important to be aware of the danger of spreading fake news.

Advice for Parents & Carers

CREATE A SAFE PROFILE
Even though someone would need a child's phone number to add them as a contact, profile settings to restrict who can see their photos and posts. In the privacy settings, everyone, my contacts and nobody – choosing nobody is the safest. However, your child's profile is better protected.

EXPLAIN ABOUT BLOCKING
If your child receives spam or offensive messages, you or their friends can block the sender. Blocking someone does not remove them from your child's contact list, so they also need to be deleted from the address book.

REPORT POTENTIAL SCAMS
Young people shouldn't engage with any message unless they are sure it's from a friend. If you receive a message from an unknown number for the first time, they'll be giving you a link to report it to us. If the sender claims to be a friend, you should report it to us. If it's someone trying to trick your child.

LEAVE A GROUP
If your child is in a group chat that is making them feel uncomfortable, they can leave the group. They can also be removed from the group. If your child is in a group chat that is making them feel uncomfortable, they can leave the group. They can also be removed from the group.

THINK ABOUT LOCATION
If your child needs to use the 'live location' feature to share their location with others, they should be aware of the risks. If your child is in a group chat that is making them feel uncomfortable, they can leave the group. They can also be removed from the group.

DELETE ACCIDENTAL MESSAGES
If your child posts a message they want to delete, WhatsApp will give them the option to delete the message. They should be aware of the risks. If your child is in a group chat that is making them feel uncomfortable, they can leave the group. They can also be removed from the group.

CHECK THE FACTS
You can now fact-check messages. If you receive a message that you think is fake, you can report it to us. If the sender claims to be a friend, you should report it to us. If it's someone trying to trick your child.

Meet Our Expert

Powerful Kaur is a social media expert and digital media consultant who is passionate about keeping children safe online. She has worked with the UK's leading charities in the social media space and has a wealth of experience in helping parents and children thrive in a digital world.

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At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to help informed conversations about online safety with their children, should they need it. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, tools and tips for adults.

10 Top Tips for Respect Online: A DIGITAL WORLD FOR EVERYONE

Even before lockdowns informed the situation, one in every five 10- to 15-year-olds was experiencing bullying online: abusive messages, being rumoured spread about them or being excluded from group chats. For example, through smartphones and tablets, we're used to being able to communicate from anywhere, at any time – but digital devices have become commonplace as quickly as they've caused a problem as a society. We haven't properly adjusted to how different they've made life. Our tips can help you to build positive relationships online and avoid some of the potential issues.

WHAT IS NETQUETTE?

Netiquette is a set of rules to help us interact with others, like a code of respect. People have this code every day (usually without even thinking about it) and it can help us to be respectful to others. It's the same, except it's designed to help us interact with others online, which is sometimes a whole different ball game.

- SEE THE OTHER SIDE**
Mostly when we're online, we can't see the other person's face. It's easy to forget that the person on the other side of the screen is a real person. Think about how you would feel if you were the other person. Try to think about how you would feel if you were the other person. Try to think about how you would feel if you were the other person.
- HIT THE PAUSE BUTTON**
Without a person physically there in front of us, it's easy to send something that we regret. Before we're ready to type, think about whether it's helpful or kind. Just because we can do things quickly doesn't mean we should do things that are unhelpful or simply reacting.
- MIND YOUR LANGUAGE**
People have invented loads of different words to describe how we feel. Some of these can be confusing to other people. Think about how you would feel if you were the other person. Try to think about how you would feel if you were the other person.
- BE SURE BEFORE YOU POST**
On social networks like Instagram or Facebook, what we post is public. Think about how you would feel if you were the other person. Try to think about how you would feel if you were the other person.
- PROTECT YOURSELF**
Always think very carefully before posting anything online. Think about how you would feel if you were the other person. Try to think about how you would feel if you were the other person.
- KINDNESS IS CATCHING**
The more kindness we show, the more kindness we receive. Think about how you would feel if you were the other person. Try to think about how you would feel if you were the other person.
- WAITING CAN BE HARD**
When we've sent a message or posted something online, we can't see it. We have to wait for someone to respond. Think about how you would feel if you were the other person. Try to think about how you would feel if you were the other person.
- THE NET LOVES ATTENTION**
Most apps, games and sites are designed to keep us coming back. Think about how you would feel if you were the other person. Try to think about how you would feel if you were the other person.
- REPLY WISELY**
Sometimes it's tempting to fire back an instant response to a post or message we don't like. How we respond is important. Think about how you would feel if you were the other person. Try to think about how you would feel if you were the other person.
- FORGIVE AND FORGET**
Even though we try to avoid them, mistakes can happen. Think about how you would feel if you were the other person. Try to think about how you would feel if you were the other person.

Meet Our Expert

Dr Catherine Moran is an experienced counselling psychologist who, through her research, specialises in children's communication skills. She consults with businesses and organisations to support positive and effective communication skills, often by analysing some of the more hidden aspects of the mediums.

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Where you can get information to support your child's online safety?

There are many different websites that share great advice on how to keep children safe online. They keep up to date with current trends and regularly update their advice when technological changes have been made to online platforms. Below are a list of websites that you can use if you have concerns regarding your child's online safety.

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

<https://nationalonlinesafety.com/guides> (you will need to create a free account to access the information)

<https://www.childnet.com/>

<https://www.internetmatters.org/advice/6-10/>

<https://saferinternet.org.uk/>





NSPCC

Contact Us



Parkland
Primary School

Learning together

If you have any concerns regarding online Safety or need some advice on new Apps or games, please contact the school office and ask to speak to Mr Hayes or email school admin@dsatparkland.org