

E-SAFETY 2022

For schools that have received training from The E-Safety Office only.

The 4 'C's

When we look at online safeguarding, we try and categorise the issues into the following:

CONTACT

Online grooming and exploitation of children by predators

CONTENT

Inappropriate and illegal content that can be accessed on the internet

CONDUCT

Way in which individuals behave online towards others

COMMERCIALISATION

The manner in which children can be targeted online by commercial companies

Useful Websites

Internet Matters

<https://www.internetmatters.org/>

Think U Know

<https://www.thinkuknow.co.uk/>

Taming Gaming

<https://www.taminggaming.com/en-gb/home>



What is Dopamine?

“Dopamine is most notably involved in helping us feel pleasure as part of the brain's reward system. Sex, shopping, smelling cookies baking in the oven — all these things can trigger dopamine release, or a "dopamine rush." This feel-good neurotransmitter is also involved in reinforcement”

With access to so much technology, we can get a dopamine rush through:

- Access to social media
- Playing mobile and video games
- Constant access to content

In addition, the dopamine rush also relates to:

- Seeking validation - the 'likes' and attention we receive on social media.
- The addiction related to looking at what others are doing (Fear Of Missing Out)
- Our device becoming a distraction tool.

If we think about the dopamine triggers have an impact on adults, just consider how it effects children. This is why some psychologists are really concerned that we have a generation growing up that are addicted to their devices and need regular 'dopamine triggers'.



Self Generated Images

One of the main concerns at present is for predators to target children and coerce them into creating self generated sexual abuse images:

“Self-generated” child sexual abuse content is created using any device with webcams and cameras, and shared online via a number of platforms. Children are manipulated, groomed, deceived or extorted into producing and sharing sexual images or videos of themselves.”

The Internet Watch Foundation (<https://www.iwf.org.uk/>) highlights that the process of abuse can happen like this:

1. Self-generated child sexual abuse content is created using webcams, very often in the child's own room, and then shared online.
2. In some cases, children are groomed, deceived or extorted into producing and sharing a sexual image or video of themselves. There is no adult physically present in the room.
3. Some of these videos contain Category A material - the most severe level of abuse.

How the Grooming Process Works

1. Grooming The First Steps

Predator will set up an account (or multiple) under a false profile.

These profiles will be set up on social media sites, gaming platforms, apps etc

2. Gaining the Child's Confidence

Gaining the confidence of the children.

Using Gratification, likes, rewards. The 'Pull factors' engaging with the children.

3. 'Pull' the children into high risk zones

Once the predator has gained confidence of the child/ young person, then they will entice them into inappropriate behaviour.

Watching online pornography

Doing inappropriate performances

Touching themselves inappropriately

Using sexualised language

Copying someone who is engaged in inappropriate behaviour

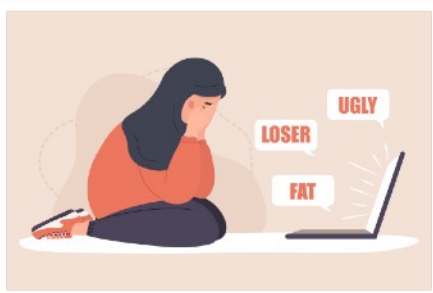
4. The Aftermath

Child images are 'currency' for the predator on the dark net. There is also a 'showmanship' for the types of images that predators can harness.

Impact on the child can be immense. Some may not tell anybody.

Some will have mental health problems.

Some may offend themselves or self harm.



Different Types Of Cyberbullying

Posting info about someone to ruin their reputation - **Dissing**

Sharing secrets/information about others online - **Doxing**

Posting inappropriate information about someone - **Fraping**

Posting information about someone on a false profile - **Masquerading**

Deliberately trying to upset people with posts - **Trolling**

Netiquette

This is to help children think about how they communicate online by asking the following questions, before they post:

Is it true?

Is it helpful?

Is it inspiring?

Is it necessary?

Is it kind?

Helping them with netiquette ensures that we try and create a better internet for future generations.

Cyberbullying

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”

One key aspect of the Sex and Relationships Education curriculum is to look at how children and young people can support others who are being bullied online:

“One important aspect of ‘respectful relationships’ is help them understanding that they can be helpful bystanders or up-standers and help friends who they may see being bullied on the internet.”

Cyberbullying can take place on social media platforms, messaging apps and online games. Pupils and parents need to know how to ‘block’ and ‘report’ uses in order to try and stop the continuation of online bullying.

In addition, as part of the SRE curriculum, pupils need to know how to help other pupils, if they see them being bullied on the internet. An important term is to help them become ‘up-standers’ and ensure that they can support others when they are online.





Terminology

When talking about online safeguarding, it is important to use the correct terminology. Here are some important definitions to use:

Paedophile

Paedophilia relates to a specific disorder where there is a preference for sexual activity with a prepubescent child or children.

Hebephile

Hebephilia is the term used to describe a preferential sexual interest in pubescent (i.e. early adolescent) individuals, rather than adult partners.

Indecent Images of Children (IIOC)

are images of, or depicting, a child or part of a child which are judged to be in breach of recognised standards of propriety. Examples of images considered to be indecent are those depicting a child engaging in sexual activity or in a sexual manner, through posing, actions, clothing etc. IIOC includes photographs, videos, pseudo-photographs and tracings.

See Stop It Now for more information: <https://www.stopitnow.org.uk/>

Teaching Online Safety

 Department for Education

Teaching online safety in school

Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects

June 2019

A useful document to help all staff understand the issues relating to online safety and how to teach it in the classroom is available from the Department for Education: <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

This document looks at developing teachers knowledge on specific areas of online safety and understanding the digital behaviours of young people. It analyses the risks and helps staff teach children on managing online risks and looking at digital wellbeing.

The document links in with Educated For A Connected World (<https://www.gov.uk/government/publications/education-for-a-connected-world>) to help develop a online safety curriculum for staff to follow.

Online Safety - Other Issues

There are other areas that staff need to consider in relation to the use of technology by children and young people:

Screen-time - the overexposure of using technology and the impact this can have on sleep patterns.

Video Games - issues related to the content of games and children playing '18' rated games which include violence and references to adult themes.

Radicalisation - the way in which children and young people can be drawn into extreme narratives e.g. far-right by accessing content on the internet.

Sharing Images - this relates to young people 'sharing nudes' with other young people online.

Online Peer-Peer Abuse - this problem relates to young people (predominately boys) involved is sexist or misogynistic behaviour on the internet.

Gambling - how young people can be drawn into gambling through online sites or adverts in apps or websites.