

How and when to seek support

This will help your child understand safe ways in which to seek support if they are concerned or upset by something they have seen online.

Talk to your child about trusted adults they can speak to about their concerns.

Share online resources they can use including:

The NSPCC logo consists of the letters 'NSPCC' in a bold, green, sans-serif font, centered within a white rectangular box.

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



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

The childline logo features the word 'childline' in a white, lowercase, sans-serif font, set against a blue rectangular background.

ONLINE, ON THE PHONE, ANYTIME

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/>

Who should I talk to if I have online safety concerns about a child?

If you have concerns about your own or another child regarding online safety please speak to one of our Safeguarding offices:

Designated safeguarding lead:

Miss R Austwick—Head Teacher

Deputy Designated Safeguarding Leads:

Mrs M Davey—Deputy Head Teacher

Miss K Pearce—Assistant Head

Mrs H Cartwright—Assistant Head

Mrs S Beresford—Pastoral Team

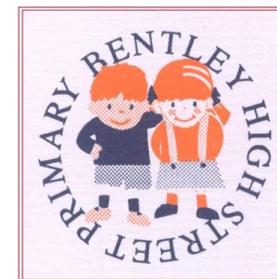
Manager

For urgent safeguarding concerns please call Doncaster's Duty team on: 01302 737777

IF YOU BELIEVE THERE IS IMMEDIATE RISK OF SIGNIFICANT HARM THE POLICE SHOULD BE CONTACTED ON 999.

Bentley High Street Primary
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Online safety for parents



Online safety

Underpinning knowledge and behaviours

The online world develops and changes at great speed.

New opportunities, challenges and risks are appearing all the time. This can make it difficult to stay up to date with the latest devices, platforms, apps, trends and related threats.

As a school and at home, it is therefore important to focus on the underpinning knowledge and behaviours that can help pupils to navigate the online world safely and confidently regardless of the device, platform or app.

How to evaluate what they see online

This will enable pupils to make judgements about what they see online and not automatically assume that what they see is true, valid or acceptable.

How to recognise techniques used for persuasion

This will enable pupils to recognise the techniques that are often used to persuade or manipulate others.

Online behaviour

This will enable children to understand what acceptable and unacceptable online behaviour look like.

You can help your child to recognise acceptable and unacceptable behaviour by:

- looking at why people behave differently online, for example how anonymity (you do not know me) and invisibility (you cannot see me) affect what people do,
- looking at how online emotions can be intensified resulting in mob mentality,
- teaching techniques (relevant on and offline) to defuse or calm arguments, for example a disagreement with friends, and disengage from unwanted contact or content online; and
- considering unacceptable online behaviours often passed off as so-called social norms or just banter. For example, language can be used, and in some cases is expected, as part of online gaming and the acceptance of sexist, homophobic and racist language that would never be allowed offline.

How to identify online risks

This will enable pupils to identify possible online risks and make informed decisions about how to act.

You can help your child to identify and manage risk by:

- discussing the ways in which someone may put themselves at risk online,
- discussing risks posed by another person's online behaviour,
- discussing when risk taking can be positive and negative,
- discussing "online reputation" and the positive and negative aspects of an online digital footprint. This could include longer-term considerations, i.e. how past online behaviours could impact on their future, when applying for a job for example.
- discussing the risks vs the benefits of sharing information online
- asking questions such as what might happen if I post something online? Who will see it? Who might they send it to?