



DOVER COURT  
INTERNATIONAL SCHOOL  
SINGAPORE

A NORD ANGLIA EDUCATION SCHOOL

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# *Parent Workshop: Online Safety*



**STAY  
SMART  
ONLINE**

# Focus of the workshop:

- What are the potential risks of internet use for children?
- What are the rules around internet use, particularly in regards to social media?
- How do I talk to my child about what they are doing?
- What tools are there to keep my child safe?
- Know what to do if your child faces an issue



# Would you behave like this?



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**Not so long ago the phrase 'social media' didn't even exist. Now, for many people, life has become:**

*Eat. Sleep. Check timelines.*

Facebook alone now has more than 1.5 billion users worldwide. This changing world has brought new opportunities but also pitfalls. Every week there seems to be a news headline about someone who has got into trouble through social media.

# Sharing images online

The research looked at how many of the young people had shared a photo in the last hour. The research showed that 1 in 6 had shared a photo online in the last hour, and 1 in 8 had shared a selfie in the last day.



of the children  
we asked had  
**shared a photo**  
in the last hour



# The impact of taking pictures



## Picture Perfect



Average number of selfies young people take before posting one online



Average number of likes young people say they need to get on a photo before they feel happy



Nearly half of 8-17s (43%) worry about how attractive they look when they share photos online



Nearly half of 8-17s (45%) have used a filter to make themselves look better in the last year

# Critical thinking

Images and videos can have a powerful influence on children's self-esteem, beliefs and behaviours, but the majority of young people find it hard to critically evaluate the images and videos they find online.



**Half of 8-17**  
year olds (48%)

say they are  
**more likely to trust**

something has  
happened if they see  
an image or video of it.

#SID2017

[www.saferinternetday.org.uk](http://www.saferinternetday.org.uk)



ResearchBods interviewed 1,500 young people aged 8-17 years during 1-8 Dec 2016.  
Full report from the UK Safer Internet Centre: [www.saferinternet.org.uk/power-of-image-research](http://www.saferinternet.org.uk/power-of-image-research)

Despite 70% of 8-17 year olds recognising that images and videos can be misleading and don't always tell the full story, only a third (33%) of young people say they find it easy to check if the images and videos they find online are truthful. Almost half (48%) said they are more likely to trust something has happened if they see an image or video of it.

## Other worrying statistics

Interestingly, the research also showed that **70% of 8-17s said they have seen images and videos not suitable for their age in the last year**

Over half (56%) of young people aged 8-17 years said they have shared images or videos on a public social media profile, **with almost a third (31%) saying that most of the photos they share are on a public profile that can be seen by anyone**. Almost a quarter said they don't know how to control who can see what they post on social media (23%).

**Only half of 8-17 year olds (51%) said they always think about what personal information they could be sharing before they post a photo or video online.**

- **Almost 2 in 5 (38%) have received negative comments on a photo they have posted.**
- This was shown to have had a real impact on young people's behaviour online, as **2 in 5 (40%) said that they sometimes don't post images because of concerns about receiving mean comments.**



# Internet: power for good



## Power of Image

I shared videos and images of me with my friend to show her how much I care about her and how much her friendship means to me when she was going through a rough time <3

Teenage girl, from the South East

#SID2017



[www.saferinternetday.org.uk](http://www.saferinternetday.org.uk)



# Why is this important?

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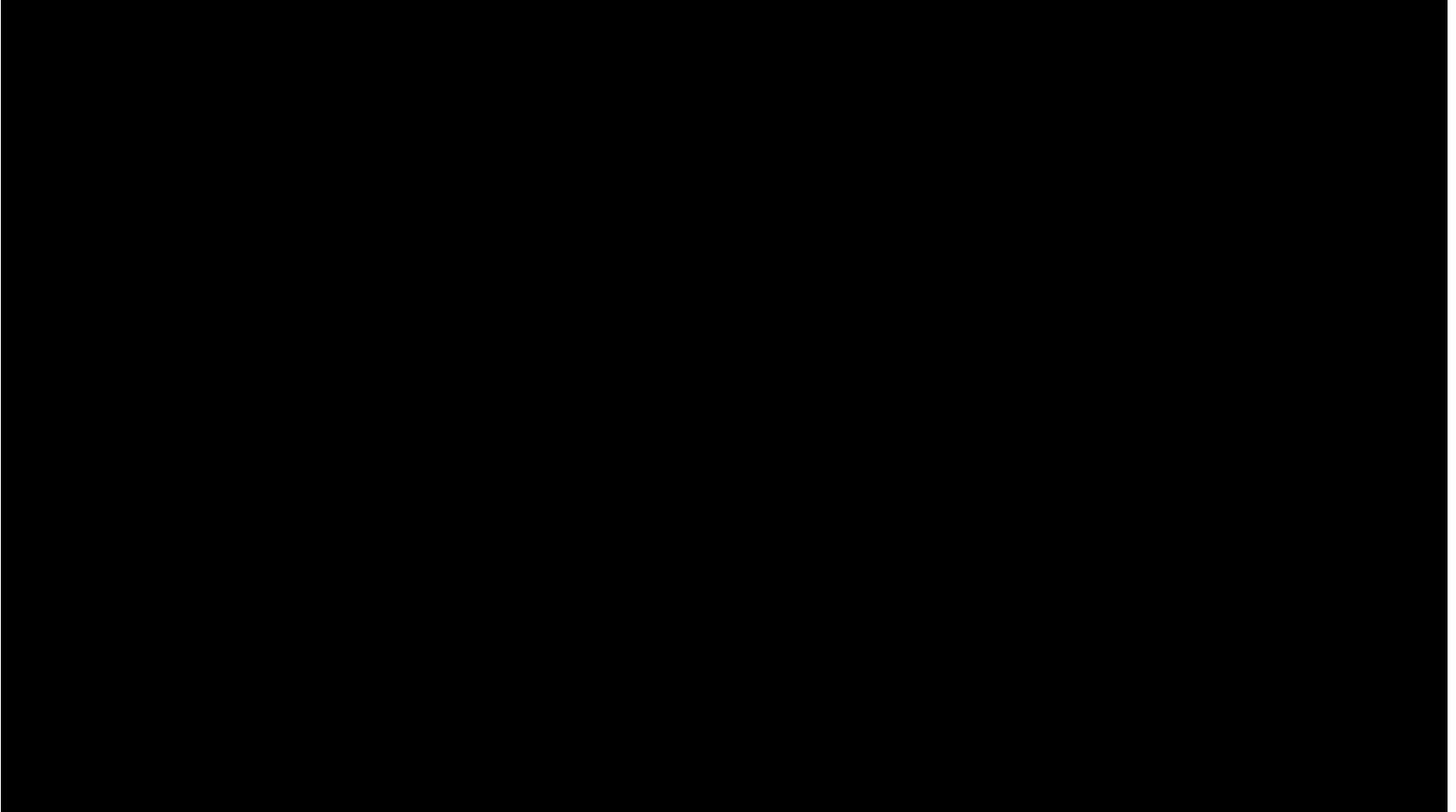
“You wouldn’t take your 16 year old child to the end of the pier, push them into the water and yell, ‘Now swim!’ So why do we do that with the internet?”

Professor Stephen Heppell

# What are the potential risks of internet use for children?

- Cyber bullying
- Grooming
- Inappropriate websites
- Losing control of pictures / videos or much information
- Viruses, hacking and security





# Top Tips for Internet Usage

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- Keep your computer in a high-traffic area of your home
- Speak to your child about what they access – surf the net with them
- Check browser history on a regular basis
- Know the recommendations for different social media sites.



# Know the recommendations

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## WhatsApp:

‘You must be at least 13 years old to use our Services’

## Instagram:

‘You must be at least 13 years old to use the Service.’

## Snapchat:

‘You must be over 18 years old (Or over 13 years old with permission from a parent / guardian).’

## Facebook/ Twitter:

‘You will not use Facebook if you are under 13.’

# Tools to help you

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- Install Net Nanny or similar: allows you to monitor use of internet, restrict access and control time allowed online. Net Nanny can be used for multiple devices: remember what your child has that can allow online access
- Use [www.askaboutgames.com](http://www.askaboutgames.com) for information and advice for parents about age rating system and how to play games responsibly and safely
- Set up 'rules of engagement'

# The importance of communication

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- Be part of your child's online life: involve the whole family and show an interest.
- Discuss what sites your child likes and why
- No parental control is 100% effective: communication is important
- Create a family agreement for internet use such as:

<http://www.childnet.com/resources/know-it-all-for-parents/kiafp-cd>

# What if my child sees inappropriate material?

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- Don't overreact if your child tells you about something they have seen. You might feel shocked and angry but by dealing with it calmly your child will know they can turn to you again
- Keep records of abusive messaging
- Report abusive or inappropriate behaviour to the website and if serious, to the police
- If you come across illegal content, such as images of child abuse, you can report this to organisations such as the Internet Watch Foundation at [www.iwf.org.uk](http://www.iwf.org.uk)

# What are we doing in school?

5	<p>T1 Extreme Survivors T1 The Great The Bold and The Beautiful T2 They See the World Like This T2 Space Explorers T3 The Holiday Show T3 Full Power</p>	<ol style="list-style-type: none"> <li>1. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</li> <li>2. School rules about health and safety, basic emergency aid procedures, where and how to get help</li> </ol>	<ol style="list-style-type: none"> <li>1. To work collaboratively towards shared goals</li> <li>2. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to</li> <li>3. benefit others as well as themselves</li> <li>4. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender</li> <li>5. identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</li> <li>6. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language,</li> <li>7. 'trolling', how to respond and ask for help)</li> </ol>	<ol style="list-style-type: none"> <li>1. To consider the lives of people living in other places, and people with different values and customs</li> </ol>
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	<p>T2 Roots, Shoots And Fruits T3 Going Global T3 Mission To Mars T3 Growing Up</p>	<p>the Bikeability programme), and safety in the environment</p> <ol style="list-style-type: none"> <li>(including rail, water and fire safety)</li> <li>Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of</li> <li>themselves and others</li> <li>About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</li> <li>January 2017 addition:</li> <li>The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</li> <li>How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</li> <li>How their body will, and their emotions may, change as they approach and move through puberty</li> <li>About human reproduction</li> </ol>	<p>sex, gender identity and sexual orientation</p> <ol style="list-style-type: none"> <li>How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</li> <li>January 2017 additions:</li> <li>To become a member of the PSHE Association and access our support services, visit <a href="http://www.pshe-association.org.uk">www.pshe-association.org.uk</a> 16</li> <li>That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</li> <li>That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</li> <li>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</li> </ol>	
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# Core PHHCE Secondary curriculum

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
What is Citizenship and PSHE?	Rights and Responsibilities	Crime	PSHE intro (Rights and Conflict)	PSHE intro (Rights and Conflict)	PSHE intro (Rights and Conflict)
Singapore - a diverse community	Human Rights	First Aid Skills	Study Skills (Study Sensi)	Study Skills (Study Sensi)	Study Skills (Study Sensi)
Friendship and Bullying	Conflict	Illicit Substances	Illicit Substances	Illicit Substances	Illicit Substances
Healthy Lifestyles	Diversity	Media Influence	Healthy Lifestyles	Healthy Lifestyles	Healthy Lifestyles
Fair Trade and Recycling	Personal Finance and Budgeting	Employability and Careers	Careers, time management, study skills (ace your exams)	Careers, time management, study skills (ace your exams)	Careers, time management, study skills (ace your exams)
Living in the wider world	Relationships and Sexual Health	Relationships and Sexual Health	Relationships and Sexual Health	Relationships and Sexual Health	Relationships and Sexual Health

# Booster sessions

Topic	Students to attend
Managing Emotions	Session 1 - Y7 / 8    Session 2 – Y9-13
Mental Health / Anxiety and Stress	Session 1 – Y9-13    Session 2 – Y7/8
Transitions to Further Education / The 'Real World'	Y11-13
Being Assertive	All students
Self-Care and Wellbeing	All students
Responsible use of Social Media	All
Diversity and Inclusion	All
Drugs and Alcohol	Year 9-13
Transitions to Secondary	Y6

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<b>Diversity and Inclusion</b>	All
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<b>Transitions to Secondary</b>	Y6

# Information and online resources

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1. Childnet resources and websites
2. Information and tools for parents
3. Social networking
4. Mobile phones
5. Online Gaming
6. File sharing and downloading
7. Other useful sites
8. Where to get help and advice
9. Where to report





*Thank you*