



**EMMAUS**  
CATHOLIC MAC

# St Mary's Parental E-Safety Workshop

***Children are Digital Natives, brought up in a World where technology is second nature.***

The internet is a fantastic place for children to learn, create and have fun, but they may occasionally have to deal with a variety of sometimes challenging issues.

To keep children safe we must:

- Recognise the issues
- Judge the level of risk
- Decide what you need to do to keep the child safe



## Online Supervision

### **In School Provision:**

- Online Safety embedded into the curriculum
- Online access supervised
- Online access filtered
- Online access monitored
- Technical teaching staff
- Safeguarding staff

### **Out of School – Potentially:**

- Limited supervision
- Limited filtering
- Limited monitoring



## What children access online at school

### Purple Mash

- Blogging
- Email
- Coding
- Word processing
- Spreadsheets
- Designing

**Websites for research/learning e.g.: Google, Bing, Wikipedia, National Geographic, BBC Bitesize, Travel Tracker (*Walk To School record*), SpeechLink, Multiplication Tables Check (*Year 4*)**

*Any other websites that staff ask children to access are first checked and assessed for suitability by staff*

### Zoom/Teams - online video calling platforms

Staff also access other online resources during lessons e.g.: YouTube, Class Dojo. These are always checked by staff beforehand and are only accessed directly by staff



## Who children could be interacting with online, whilst at school

### **Purple Mash Email:**

- Each other
- Staff members

### **Zoom/Teams - online video calling platforms**

We may sometimes have visitors visit our school in person to enrich our curriculum offer. Sometimes these visitors join us online through a video calling platform instead. This is always facilitated and supervised by the school staff



# Keeping Children Safe- Online Safety- a sample from our Online Safety Curriculum

Our online safety curriculum is delivered progressively in every year group.

2	Online Safety	Digital Footprint	To understand that information put online leaves a digital footprint or trail. To begin to think critically about the information they leave online. To identify the steps that can be taken to keep personal data and hardware secure			
3	Online Safety	Safety in Numbers	To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. To understand how the Internet can be used to help us to communicate effectively. To understand how a blog can be used to help us communicate with a wider audience.	6	Online Safety	Message in a Game <ul style="list-style-type: none"> <li>•To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location.</li> <li>•To identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon.</li> <li>•To identify the benefits and risks of giving personal information and device access to different software.</li> </ul>
3	Online Safety	Fact or Fiction?	To consider if what can be read on websites is always true. To look at a 'spoof' website. To create a 'spoof' webpage. To think about why these sites might exist and how to check that the information is accurate.	6	Online Safety	Online Behaviour <ul style="list-style-type: none"> <li>•To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.</li> <li>•To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.</li> <li>•To begin to understand how information online can persist and give away details of those who share or modify it.</li> </ul>
				6	Online Safety	Screen Time <ul style="list-style-type: none"> <li>•To understand the importance of balancing game and screen time with other parts of their lives, e.g., explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health.</li> <li>•To identify the positive and negative influences of technology on health and the environment.</li> </ul>

## School Layered Protection

What systems we have in place to filter and monitor online use

### **Perimeter Firewalls (ISP)**

- Stops certain types of web traffic automatically

### **Monitoring Software**

- Who, what and when

### **Web Filtering**

- Google safe search activated by default
- Only allowing certain categories with no access to racist, firearms, over 18+ etc

Security via Software updates

### **Virus protection & Malware protection**

- Using industry standard software

## Sources of Support and information for parents

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

[www.ceop.police.uk](http://www.ceop.police.uk)

[Parents and carers | CEOP Education \(thinkuknow.co.uk\)](http://Parents and carers | CEOP Education (thinkuknow.co.uk))

[www.onlinesafetyuk.com](http://www.onlinesafetyuk.com)

[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com)

[www.Internetmatters.org](http://www.Internetmatters.org)

[www.childnet.com](http://www.childnet.com)

[Individuals & families - NCSC.GOV.UK](http://Individuals & families - NCSC.GOV.UK)

[Home \(lgfl.net\)](http://Home (lgfl.net))

[Digital Parenting | Vodafone](http://Digital Parenting | Vodafone)

[Parents and Carers - UK Safer Internet Centre](http://Parents and Carers - UK Safer Internet Centre)



## What can you do

- Understand if the technology being used is age appropriate
- Have regular conversations about digital lives and staying safe online
- Check any parental controls are configured appropriately
- Ensure your broadband settings are setup for safe searching
- Install software on devices to protect security
- Apply recommended security updates to devices
- Use resources freely available to keep up to date with trends and terminology





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Thanks & Any Questions?