

Safeguarding Our Community



ONLINE SAFETY IT STARTS WITH **YOU!**

As our world continues to evolve and change, we rely heavily on the internet and social media in our daily lives. This special edition gives you tips, advice and where to go for support. Remember, we are all a community and need to look after one another, even from behind computer screens.

Below are some of the problems people may face when considering how to be online safely. This edition will provide resources on where to go for more information and support.

- online bullying
- sexting
- Fake News and Misinformation
- Inappropriate content
- Privacy and security
- Screentime
- Online self harm
- consequences to our behaviour and where support can be accessed should they come across an issue online



e-safety adviser

Stay safe online



Your DSL team

At The Holmesdale School, our most important job is to ensure all of our students are safe and well looked after during their time with us. Sometimes, things do not always go right, but we are here to help. Below, you can see people who have been specifically trained to support you and your family.



THS SAFEGUARDING TEAM DESIGNATED SAFEGUARDING LEAD



Mrs Beal
DSL

DEPUTY DESIGNATED SAFEGUARDING LEADS



Mrs Ball
Safeguarding Support Officer



Mrs Adams



Miss Collins



Mrs Playford



Mr Naylor



Mrs Webster

THERE ARE TRAINED MEMBERS OF STAFF YOU CAN TALK TO
THEY WILL BE WEARING A **BLUE** DSL LANYARD

Did you know that every grown up you come into contact with at The Holmesdale School is trained in safeguarding?

This means everybody, from our catering staff, to our MI-TIE team, all the way to our teachers and governors; we are all here to put your safety and wellbeing at the forefront of everything we do.

What is a DSL?

A Designated Safeguarding Lead has an extra level of training to help safeguard our community. They have specialist training to help recognise, respond, record and refer any safeguarding concerns.

What happens if my family need support from the safeguarding team?

This is exactly what we do, 'support'. We are not here to judge or form opinions about whatever struggles you are facing, but to provide a safe space in order to report any concerns and ensure all parties concerned get any specialist intervention they may need.

What to do if you have concerns about a member of our community?

Talk to a member of the DSL team. The first point of contact should be your SSM, but you can talk to any member of staff with whom you feel comfortable.

You can also reach us by using the email address: ths-safeguarding@swale.at

Online Safety

There are many issues that might arise when it comes to online safety. It is important that students, parents and carers understand these risks and what to do if they find themselves in difficulty.



Online Bullying

According to [Ofcom's 2022 report](#), 71% of parents of children aged 12-15 were worried about online bullying. 12-15s were most likely to be bullied via text/messaging apps. Compared to other age groups, children aged 12-15 were less likely to be bullied face-to-face than online.

It's important to teach children the best routes for reporting online bullying while also sharing resources for them to use. Abusive behaviour should never go unchecked.

I will encourage children to:

- Take a step back from the situation
- Talk to me or a trusted adult
- Explore ways to resolve the issue together

internet matters.org #Pledge2Share to inspire change and stop cyberbullying STOP SPEAK SUPPORT

Online Bullying Support

[Cyberbullying advice hub](#)

[How to encourage children to report cyberbullying among friends](#)

[The Online Together Project](#)

[Childline.org.uk](#): 0800 1111

[Stop, Speak, Support code](#)

[Anti-Bullying Alliance](#)

Having a tough time online? Please report this to your SSM or a trusted adult. It is never ok to bully, and online bullying is just as serious as face to face bullying.

Stop. Speak Support.

We will support you putting an end to nasty behaviour online

Sexting

Sexting is the sharing of sexually explicit messages and images online, often over messaging and texting apps.

Young people engage in sexting for a variety of reasons. 17% of children aged 15+ report having shared nude images of themselves in a [2020 report](#). Among this number, children with vulnerabilities are more likely to sext. For instance, care-experienced children (26%), those with eating disorders (23%) and those with long-standing physical illnesses (20%) were more likely than those without vulnerabilities (6%) to engage in sexting.

It is important to remember that sexting is a form of child on child abuse and a harmful sexual behaviour.



Sexting Support

[Sexting facts and advice hub](#)
[Online child-on-child abuse](#)

[Understanding the impact of sexting on a child's mind](#)

[So, you got naked online? \(SEND\) Young Minds](#)

[Childline.org.uk](#): 0800 1111

[The Mix](#): 0808 808 4994

[Samaritans](#): 116 123

[What is child-on-child abuse?](#)

FACTS about SEXTING

- You COULD be put on the Sex Offenders Register which could affect all future employment** (Icon: Girl with question mark and 'xxx' in a speech bubble)
- Sending a sexually explicit photo of someone under 18, is ILLEGAL, even if you are sending one of yourself** (Icon: Girl holding a phone)
- You can get a bad reputation and be called names like Slag** (Icon: Boy and girl walking)
- YOUR photo can go around the world in seconds** (Icon: Girl holding a phone)
- Your computer or phone may be confiscated by the police** (Icon: Two police officers with a girl)

Sexting and the Law

In the UK, the age of **consent** for sexual intercourse is 16. However, it is an **offence to make, distribute, possess or show** any indecent images of anyone aged under 18, even if the content was created with the consent of that young person. The law is contained in [section 1 Protection of Children Act 1978](#).

Fake News and Misinformation

91% of children aged 12-15 use social media. According to Ofcom's 2022 News Consumption report, Instagram, TikTok and Youtube are the most common sources of news among teens. With so much false information spread through social media, it's important to teach teens how to think critically about what they see online.



False information is often called 'fake news', but it's more than that. The two main types of false information are misinformation and disinformation. Misinformation is false information that people share because they think it's true while disinformation is false information that is known to be false and purposely shared. In many cases, disinformation can become misinformation.

Support

[Fake news and misinformation advice hub](#)

[Types of fake news](#)

[Find the Fake](#) quiz

[Trust Me lesson resource](#) from Childnet

[Snopes.com](#)

[BBC Reality Check](#)

[Politifact](#)



Inappropriate Content

Inappropriate content can include anything not suitable for a child's age such as:

- [pornographic videos](#) or images
- nasty language
- [hate speech](#)
- content promoting eating disorders and [self-harm](#)
- images or videos showing violent or cruel acts
- sexism or [misogynistic content](#)

Conversations and lessons with children about inappropriate content can help them understand what is and isn't okay for them to see and why.

[Inappropriate content advice hub](#)
[Age restrictions explained](#)

[Protecting children from online pornography](#)





Privacy-is your child safe?

94% of children aged 12-17 use social media and while these platforms often allow users to limit who can interact with them, only 30% report using these controls. Helping teens to understand the importance of privacy online can help them take greater ownership of their security online. Having these features in place will ensure their online reputation remains positive for the future.

Does your child have an iPhone? Do they use Air-Drop? Have you checked their settings to ensure they cannot receive images from strangers?



Support

[Privacy and identity theft content advice hub](#)
[What is doxxing?](#)

[Privacy settings guides](#)

Who are you really talking to? Who is able to make contact with you? What would a future employer make of the content of your social media? How can you prevent people seeing your online accounts?

Screen time

97% of children aged 12-15 have their own mobile phones, going up to 100% for 16-17s. They use a variety of devices and platforms including video games, video-sharing platforms and social media apps. On average: boys play around 4 hours of video games per day while girls play around 2 hours; children aged 7-16 spend just under 3 ½ hours per day online; children aged 4-15 spend just under six hours per week watching video content. Additionally, 62% of 7-16s have access to their mobile phones at all times, which means they may spend more time than is recorded.

[Screen time advice hub](#)
[Balancing screen time in KS3](#)

[Balancing screen time in KS4](#)

[Creating a balanced digital diet](#)

10 tips to get in control with your child's screen time

1. Set a good example with your own device use
2. Have discussions about the risks that they may face based on their online activities
3. Put in place a family agreement and agree an appropriate length of time they can use their device
4. Help them build critical thinking to understand that some features on platforms are design to keep you watching or playing
5. Encourage them to switch off auto-play on platform to remove the temptation to binge on programmes
6. Use tech tools and parental control to manage the time they spend online and the apps they use
7. Get the **whole family to unplug** and create 'screen free' zones at home
8. Together find apps, site and games that will help children **explore their passions** and make screen time active
9. For younger children find ways to **combine touch screen use** with creative and active play
10. Encourage children to **self-regulate** the time they spend online and the activity they do to ensure they are having a positive impact on their wellbeing

Online Self Harm

While online self-harm appears different from offline self-harm, they are both damaging to a young person. Online, it may include:

- young people encouraging others to roast them
- consuming content that promotes eating disorders or self-harm
- getting validation of suicidal or harmful feelings on online forums
- trolling or saying things online to receive abusive reactions

Digital self-harm often validates someone's feelings of depression or worthlessness and should not be brushed off. Teaching young people about healthy outlets for low moods can help them learn how to regulate themselves and recognise when it's time to seek help.



Online Self Harm Support

[Self-harm hub](#)
[Expert insight to digital self-harm](#)

[Tips to promote positive body image](#)

[Supporting children's body image in the online world](#)

[Wellbeing apps](#)
[Young Minds](#)

[Childline.org.uk](#): 0800 1111

[The Mix](#): 0808 808 4994

[Samaritans](#): 116 123



Online Personalities and Challenges

Many people are online to make money and have as many followers as possible. Some of these people use controversy to create a fanbase. It is important you understand that people are not always as good as they seem. Ask yourself, would you want your parents, siblings or friends to be spoken to or treated the way some people are online. If the answer is no, then don't follow them.

You may have seen in the news a tragic story about a young boy losing his life after it is believed he took part in an online challenge.

Online challenges can be dangerous. If it's something you feel you should not tell your parents you want to try, then it is probably something you shouldn't be doing"

Further Support

First to a Million

An interactive video following a group of friends completing an online challenge to be the first one to get a million views on their channel. The video focuses on a number of different online issues such as online privacy, respect, digital footprint and the permanence of online content. It also looks at consent in both sexual relationship and friendships, as well as peer pressure.

Available from [Thinkuknow](#)

#LiveSkills

A package of resources for 8-18 year olds focused on live streaming, looking at the features available as well as the risks to children and young people. For secondary age students, the package contains a live streaming case study and an article focused on identifying and responding safely to online pressures through live streaming services.

Available from [Thinkuknow](#)

Thinkuknow toolkit

A toolkit containing 15 activities designed for 11-13 year olds and over 14's with a focus on issues related to sex, relationship and the internet, and the negative behaviours they may encounter. It contains printable resources which can be used to deliver sessions enabling discussions and encouraging resilience online, as well as where they can access support

Available from [Thinkuknow](#)

Crossing the line

A resource toolkit created by Childnet and designed for students aged 11-14 years old covering topics such as cyberbullying, sexting, peer pressure and self-esteem. The toolkit comes with lesson plans and links to downloadable videos for each topic. It has been designed to promote discussions with young people around risky behaviours online.

Available from [Childnet](#)

Myth vs reality

A resource toolkit created by Childnet and designed for students aged 11-14 years old covering online pornography, healthy relationships online and body image online. It has been designed as an extension resource to the 'Crossing the Line' toolkit with lesson plans and associated films for use with students to discuss the pressures they may feel in a digital world.

Available from [Childnet](#)

It's not OK

Lesson plans created by the National Society for the Prevention of Cruelty to Children (NSPCC). It helps children identifying concerning behaviours and recognise the characteristics of positive relationships. The lessons plans, films and associated activities focus on grooming, sexting, harmful sexual behaviours, child abuse and child exploitation. The lesson plans have been designed to be used with children aged 11 and over.

Available from [NPSCC](#)