Problem Solving Support Team

Protecting people from harm

West Mercia POLICE

Briefing on Internet Safety

Working in Conjunction with

Redhill Primary

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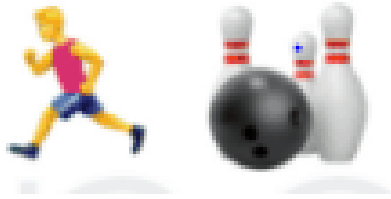
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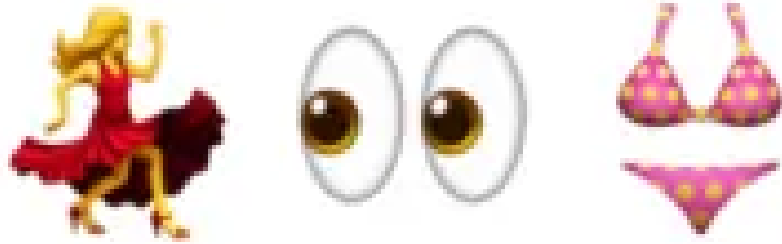
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Police and Crime Commissioner
West Mercia

What do they mean?

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2 **LMIR**

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7 **NIFOC**

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Agenda

▶ What are kids doing

▶ What are the digital risks and challenges

▶ Inappropriate content

▶ What is the impact on children

▶ What parents tell us

▶ Grooming through gaming = Brek Bednar

Recent Research is showing us:

- Use of voice activated speakers doubled over the last year 11% of 3-4-year-olds use a smart speaker at home and this rises to a quarter of 8-11-year-olds.

- Childwise research found that 44% of 5-10 year old boys and 32% of girls owned their own mobile phone with over half of this age group having internet access in their bedroom.

- Ofcom found that over 50% of 10 year olds owned a mobile phone and the same owned a tablet device.

- YouTube is a popular destination and an alternative to the TV as almost ¾ of 8-11 year olds use the platform to watch funny videos, jokes, pranks, and challenges.

- Ofcom reports that 5 -7s spend 8.5 hours watching YouTube,

- 8-11s spend 10 hours per week with almost an additional 8 hours on social media or messaging apps.

Internetmatters.org

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What are the digital risks and challenges:

➢ The internet can expose children to things that they may not be ready for such as: violent content, extreme ideas, and adult content either by accident or through an intentional search.

➢ Gaming or social networks there's the temptation to overshare information that could lead to incidences of cyberbullying or put them at risk of being approached by those that may wish them harm.

➢ from research that the time they spend online increases year on year so there is the added need for them to learn how to regulate and balance the amount of time they spend online and offline.

➢ Research from parents say that between the ages of 6 – 10 they feel children are naive and their curiosity can unintentionally put them in harm's way. Parents are worried about their children finding inappropriate sexual or violent content online, particularly at a young age.

Internetmatters.org

Inappropriate Content:

When children take part in the following activities online, the possibility and probability that they will see content that is not appropriate increases significantly

➢ Joining social networks before reaching the minimum age

➢ Playing games and using apps which are not age-appropriate

➢ Watching live streams which may show inappropriate content or taking part in them and unconsciously being exploited

➢ NSPCC survey found that 78% of YP admitted to accessing social media sites before they were old enough

➢ Half of the children surveyed had seen sexual, violent or other adult material on social media.

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What is the impact on children:

➢ Seeing inappropriate content at a young age can leave children feeling confused and unable to process what they have seen or experienced.

➢ Research from **LGfL – Hopes, and streams**, 2 in 5 children said that they had never told anyone the worst thing that had happened to them.

➢ Research from Roblox in October 2019 found that 91% of parents said their children would be likely to ask them for help if they were bullied reality only 26% of those children said that they would actually tell their parents.

➢ 53% said that they would report a problem to the platform.

➢ NSPCC study found that children reported a range of negative emotions after watching pornography. When they were first exposed to it, they felt shocked, upset, and confused but became desensitised to it over time.

➢ Grooming cycle

What Parents Tell us:

Ofcom research published in February 2020 identified the following key points:

➢ **On screen time:** Covid balance how has it impacted

➢ **On benefits and risks:.** Do parents know enough to keep their child safe?

➢ **On harmful content:** Self harm does it impact on YP

➢ **On being bullied:** Do parents know how to report?

➢ **On managing data and information:** What do you do to keep them safe?

➢ **On managing their online reputation:** How do you manage this ?

Factors:

- Low self-esteem.
- Questioning sexual orientation.
- Risk-taking behaviour online.
- Previous victimisation.
- Problems within the family.
- Lack of parental involvement in online life.
- Social isolation.
- Difficulties with friends.
- Problems at school.

Online Bullying:

➢ Online bullying can be private (e.g. in direct messages or by text) or more public (e.g. public posts, or in a closed or public group).

➢ Online bullying is when someone does things online to another person to cause them fear, distress or another negative emotion – they are doing it on purpose and it's not just a once-off thing.

➢ Bullying isn't banter between mates. True banter or 'roasting' isn't meant to shame, upset or offend someone or make them feel uncomfortable. Having a laugh with your friends is a normal part of most Friendships.

Netscape

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Here's what online bullying can look like:

➢ Trying to embarrass someone

➢ Calling someone names

➢ Spreading rumours and lies

➢ Spreading private information about someone

➢ Using fake accounts to make fun of someone

➢ Meme pages that embarrass someone

➢ Repeatedly sending you unwanted messages

➢ Purposefully excluding people from online groups, chats, events etc.

➢ Hacking or impersonating someone else online

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Online Grooming

Online Grooming:

Anyone can groom another person. A 'groomer' is someone who makes an emotional connection with someone to try and make you do things like:

➢ have sexual conversations online or by text messages

➢ send naked images of yourself, which is sometimes called [sexting](#)

➢ send sexual videos of yourself

➢ do something sexual live on webcam

➢ meet up with them in person.

➢ They might be old, or young. And they can be male or female.

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Breck Bednar

GUIDANCE: Some upsetting scenes

Online Gaming:

Support Pre-schoolers	Support Pre Teens	Support Teens
What to do: Research what games are available Know your PEGI ratings Review the cost of in-game purchases Mix and match types of games **What to talk about:** Set rules surrounding video gaming and screen use Give them coping strategies **Things to do:** See what people say about the game Get help choosing the right game Make use of controls to keep them safe Use tech tools to set time limits Play online games together	**What to do:** Ways games can benefit children Be aware of game content & themes **What to talk about:** Discuss what they enjoy playing Talk about potential risks How to cope when things go wrong **Things to do:** Set digital boundaries Use reviews & sites to pick appropriate games Encourage them to play in shared spaces Set privacy settings & how to report in game abuse Gen up on the lingo Make gaming a family affair	**What to do:** Share stop speak code to stop bullying Balance screen time & offline activities Be aware of lets play videos Discuss their understanding of themes in games Know your Pegi ratings Encourage them to seek support when they need it **What to talk about:** Keep personal info private Not everyone is who they say they are Keep it positive – no bullying Recognise when they've been playing too much Manage pressures to play inappropriate games Deal with stress/anger whilst gaming Spending money on in game purchases **Things to do:** Take breaks to stay safe Family agreement in place Teach them to set privacy, block & report Model good behaviour, play games with them to stay in the know Encourage play in communal areas.

Sexting/Sending Nudes

Sexting or Sending Nudes:

Sexting or sending nudes is when someone shares a sexual message, naked or semi-naked image, video or text message with another person. It doesn't have to be a nude image of them and could be an image of someone else.

Young people can send nudes using phones, tablets and laptops and can share them across any app, site or game, including during a livestream. Many young people also share them on social media channels.

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Harm caused by viewing

How to keep safe/pathways:

Keeping safe online the basics:

▶ Set rules and agree boundaries as a family

▶ Talk about online safety and get involved

▶ Know who they are talking to

▶ Check content is age-appropriate

▶ Use parental and privacy controls

Sites to help:

➢ www.internetmatters.org

➢ www.thinkuknow.co.uk

➢ www.nspcc.org.uk

➢ www.iwf.org.uk

➢ www.ceop.police.uk/safety-centre/

➢ www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/

➢ www.childline.org.uk

Questions

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