



Internet Safety for Children Conference

#Bradfordsaferonline



Welcome

Michael Jameson
Strategic Director, Children's Services



#Bradfordsaferonline



Conference Outline

**David Niven, Independent Chair
Bradford Safeguarding Children Board**



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Programme

National Perspective

Anne Longfield – Children's Commissioner

Promoting Digital Citizenship and Wellbeing for Children and Young People

Sangeet Bhullar -Executive Director – WISE KIDS

Break

A Police Perspective

DCI Mark Long – West Yorkshire Police

The perspective from children and young people

Youth Provision - Bradford

How to harness the talents of young people

Tom Burton - Cyber Security Director, KPMG

Round Table discussions

Plenary and next stages

Closing *Councillor Val Slater*



National Perspective

*Anne Longfield – Children's
Commissioner*



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Promoting Digital Citizenship and Wellbeing for Children and Young People

*Sangeet Bhullar -Executive
Director – WISE KIDS*



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Promoting Digital Citizenship & Wellbeing for Children and Young People

- Dr Sangeet Bhullar

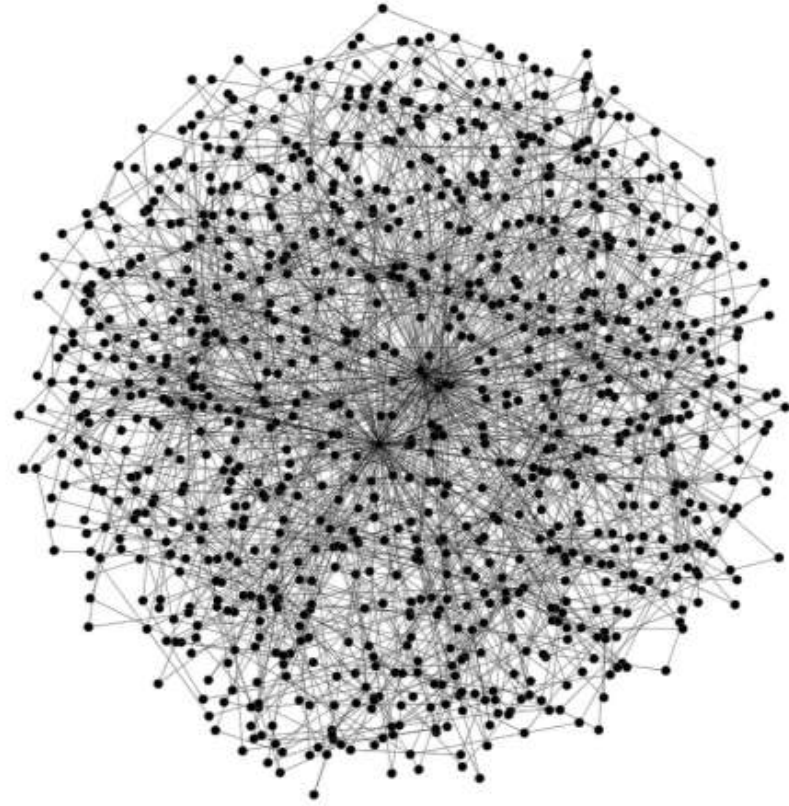


**Bradford Internet Safety for Children Conference
12th of June 2017**

Visualising the Internet – living in a networked society – world!

Access to content, services, people, networks, businesses, software

- Social Media
- Collaborative and Content Creation Technologies
- Communication Technologies
- Networking and Showcasing Technologies
- Software - free or affordable tools



A Global City

Image from:

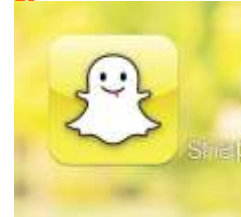
<https://www.flickr.com/photos/sjcockell/4684828794/>
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Visualising the Internet - living in a networked society -world!

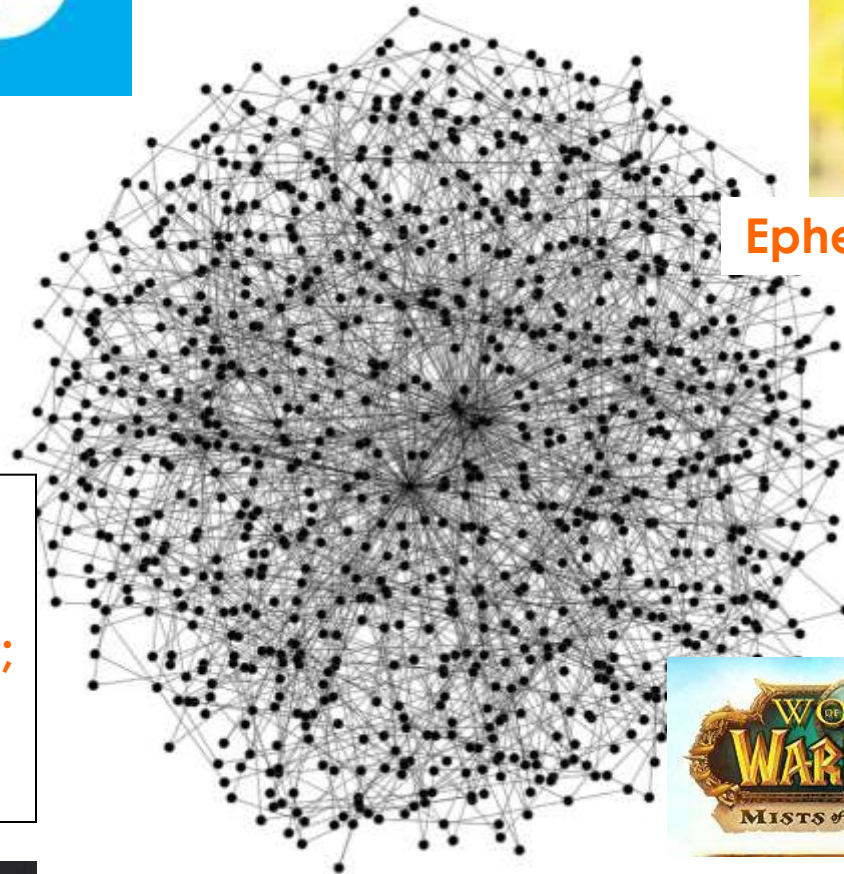
Diverse space
services and
communities



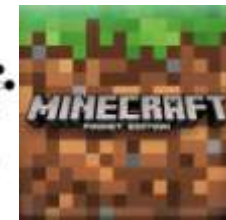
More ways to chat
and stay connected



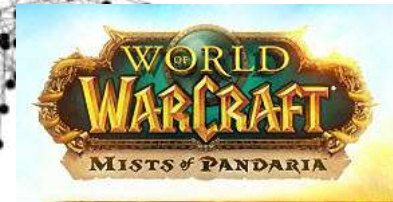
Opportunities for
self-expression,
global conversation;
connection,
friendship, learning



Ephemeral Messaging,



Virtual
worlds,
gaming,
social
networks,
forums,
messenger
services...



A Global City



Radicalisation

Plagiarism

Self-harm material

Grooming

Over Sharing

Addiction

Revenge
Porn

Fake news

Sextortion/
Blackmail/
Peer pressure

Cyberbullying/
Trolling/Libel

Life Balance

'Nudes'

Facebook bully jailed: Death threat girl, 18, is first person put behind bars for vicious internet campaign

By LUKE SALKELD
Last updated at 9:44 PM on 21st August 2009

Comments (94) | Add to My Story

A teenager who posted a death threat on Facebook, yesterday became the first

Reputation
Management

Scams, Fraud
Identity Theft,
eCrime

Feb 02, 2006: Justin Berry - The boy lured to be an Internet porn star



Oprah, Thursday February 2, 2006
The young boy lured into becoming an Internet porn star
USA: An honor student and class president "he's risking his life to be here. How this boy became an Internet porn star, and just how easy it can happen.



Web addicts have brain changes suggests

By Helen Briggs
Health editor, BBC News website

Brain changes similar to drugs or alcohol, suggests.



Alarm bells ring over 'sexting'

... in the US has prompted calls for a what is "sexting" and why has it left is alike wondering how to tackle it? The

fun to a press friend.

g - e images mobile



UK Legal Framework

Criminal Justice Act 2003
Sexual Offences Act 2003
Communications Act 2003 (section 127)
Data Protection Act 1998
The Computer Misuse Act 1990 (sections 1 - 3)
Malicious Communications Act 1988 (section 1)
Copyright, Design and Patents Act 1988
Public Order Act 1986 (sections 17 — 29)
Obscene Publications Act 1959 and 1964
Protection from Harassment Act 1997
Regulation of Investigatory Powers Act 2000
Criminal Justice and Immigration Act 2008
Education and Inspections Act 2006
The Serious Crime Act 2015 Section 67

Taken from the Kent e-Safety Policy Template:

http://www.kenttrustweb.org.uk/UserFiles/CW/File/Childrens_Services/Childrens_Safeguards_Service/esafety/e-Safety_policy_template_2012.pdf

Other UK (including Government) Initiatives

- Revenge Porn Law
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/405286/revenge-porn-factsheet.pdf
- Crown Prosecution Service Guidance on Social Media Use
http://www.cps.gov.uk/legal/a_to_c/communications_sent_via_social_media/
- Review of existing provision – closing loop holes
- Protecting Children from Anti-Radicalisation:
<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>
- Dealing with Sexting Incidents – Guidance from CEOP:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF

The largest classroom in the world – access to educators, tools, content, community



Image from <https://www.flickr.com/photos/umich-msis/6550333283/> (CC BY- 2.0)

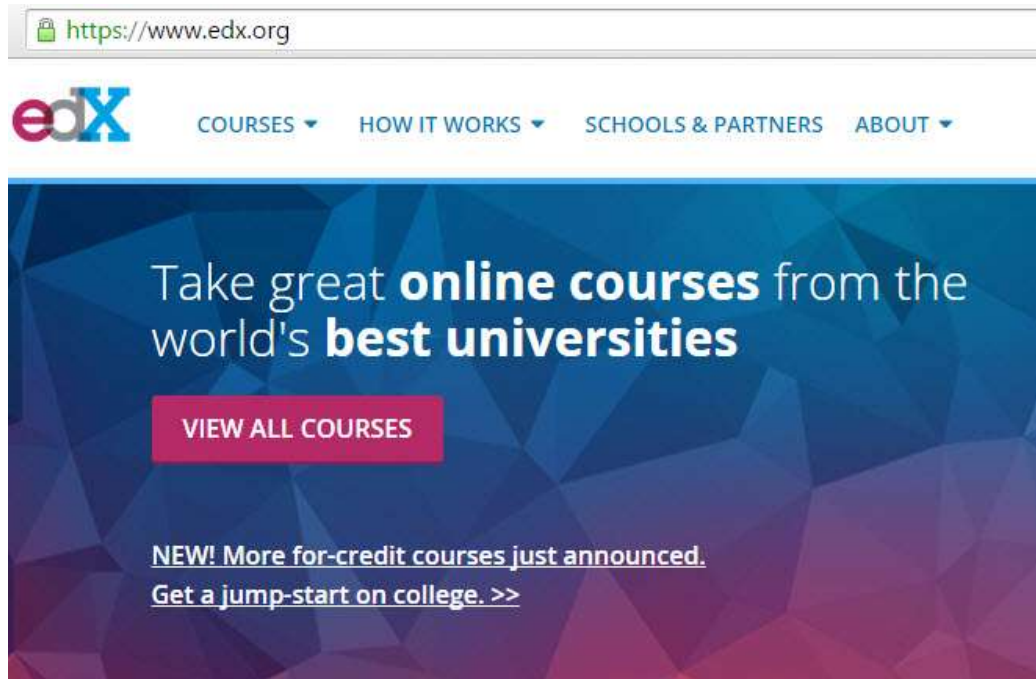
A global business meeting space



The largest market place in the world – different to physical markets



Online & digital facilitates more opportunities/
extends your reach – the key: conscious/
informed, ethical, creative and responsible use



YouTube for showcasing

Snapchat for socialising with friends

MOOCS

Twitter for learning, networking, discovering new contacts

eHealth

Big Data

Internet of Things

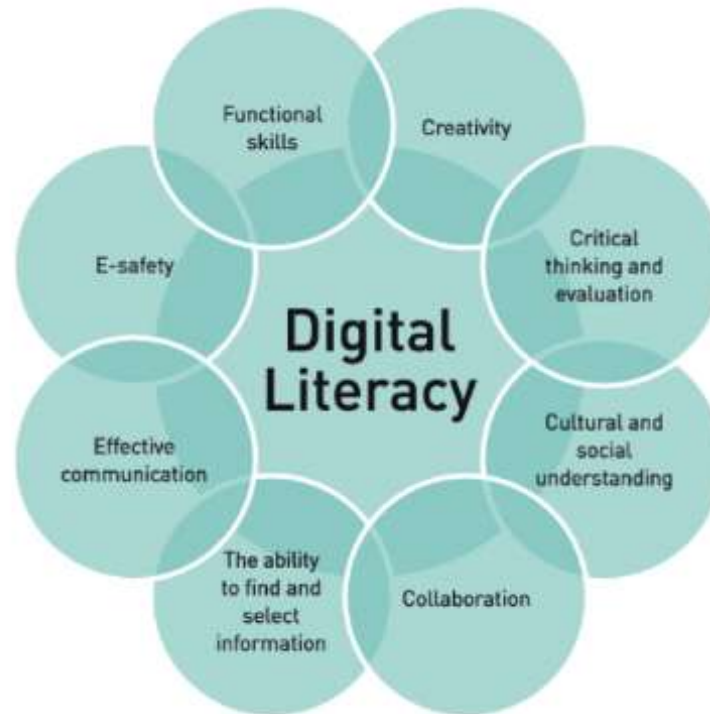
Picture from: <http://www.aam-us.org/resources/online-programs/open-licensing>
and https://emilyjoypr.files.wordpress.com/2013/06/mass-relevance-power-of-social-media_0.jpg



3 key strands:

Digital Literacy ➡ Digital Citizenship ← Wellbeing

4. The components of digital literacy



Digital Literacy: the practices through which people understand, make and share meaning with digital technologies.



Digital literacy involves critically engaging with technology and developing a social awareness of how a number of factors, including commercial agendas and cultural understandings, can shape the ways in which technology is used to convey information and meaning.

Michael Wesch – Professor at Kansas University and expert on the effects of new media on culture and society

[quote extracts taken from
<http://mediatedcultures.net/news/michael-wesch-its-a-pull-pull-world>]



“We have to recognize in our society that the new media we see in our environment are not just new means of communication, not just tools”

“Media change what can be said, how it can be said, who can say it, who can hear it, and what messages will count as information and knowledge.”

Preparing, embracing digital
opportunities



Managing risk, safety, responsibility,
transparency, trust and reputation

Generation 2000: Research Programme: Internet and digital literacy/ digital media habits study of Year 9 Pupils in Wales [funded by WISE KIDS, Children's Commissioner for Wales, S4C, Logicalis].





Insights from qualitative interviews

Everyday activities



- ❖ “Usually you find out news on Twitter or Instagram then I message my friends asking if they’ve seen that post.”
- ❖ “I use Kik to mess about with my friends – just talking to them or arranging like to go to town or a sleepover or generally meeting up.”
- ❖ “I just never really got on to Twitter...I don’t see the point if you have Facebook and everything else to socialise.”

Leisure, engagement, learning



- ❖ “I go on my YouTube channel as soon as I get back from school to see what’s happened while I’ve been at school.... I don’t really actually do my homework at home.....I find it really fun to upload videos and I think...because I’ve got some comments saying stuff like “good video” and stuff like that....if they think they’re good I might as well make some more.” [Evan loves creating videos for his YouTube Channel –has 127 videos, 50 subscribers, and over 6000 views! Technologically competent, and spends as much time as possible gaming or creating videos. Schoolwork = for school time only].
- ❖ Sally has watched tie-dye tutorials (“loads of them”), has done it herself, and has then got her friends involved and sold some of the T-shirts.

Homework, revision and informal learning



- ❖ “I just stick with Google.”
- ❖ “If I have a topic to research, like say Jack the Ripper to find out his real name, I will use a few websites like Ask Me, or Wikipedia, or go on people’s websites....one might say Bob, and another might say Rob and if you get more Bobs than Robs you go for that one.”
- ❖ “Learning Welsh, it wasn’t sticking in my head. My sister said write it down and keep going over it. I went online, and typed in ‘how to remember’ and found a website on how to study which helped me.”

Peer pressure



- ❖ “I never put my status up because I thought I’d never have enough likes (Year 7). If I had my Facebook now I wouldn’t mind too much (Year 9).”
- ❖ “I might remove a picture from Instagram if it hasn’t had so many likes.”
- ❖ “No, I just leave it there; I can’t be bothered, like a lot of things. I don’t see the point. People have already seen it.”



A desire to belong

- ❖ Sam would like to have access to Facebook, but his parents do not allow him access because of an incident which his sister experienced on Facebook. His friends have asked him to open a Facebook account and he would like this for a few reasons: to be able to organise social activities such as a kick about in the local park; to be able to interact with girls “it would be easier on Facebook rather than asking a girl for her phone number face-to-face.”



Negative experiences

- "Weirdos can add you, like older people who can start messaging you things."
- On 'Ask.fm': "Lots of abuse on there – people ask questions... can either answer or deny it...I don't use it...I think its rubbish, pointless, waste of time."

Swearing in online games

- Adam: "They always like swear and all but we don't care – it's what happens – they make fun of each other...random people... sometimes friends mucking about...everyone does it online."



Violent Content

- ❖ “I look at it for the first few seconds.. then I don't wanna touch it.. don't wanna see it...I scroll over it and leave it....”

Keeping themselves safe

- ❖ “There was a hacker on Facebook and she literally messaged everyone. I just screen shotted her photo on Facebook and said ‘who is this’ and ‘does anyone know her’- about 40 people commented on my photo saying ‘she has done this to me too’... No one emailed her back. I thought it was just me at first and I was frightened.”
- ❖ Nina, explains she got her peer group's help to deal with a boy who messaged her on Kik, saying he liked her:

“I invited my friends to sort of help me...I added them to the chat so they could see what he was saying....we argued with him ...then we all blocked him.”

Privacy/ Safety



- ❖ "If someone said 'do you know this person' then the first thing you'd do is go onto Facebook to find out about them. So my Facebook is private."
- ❖ Many "Googled themselves" to see what is out there about them.

Parents

- ❖ Mixed strategies for managing the home environment – few had time rules; few had filters on some things and not others;
- ❖ According to their children, parents did not always appreciate their adoption of new services like Kik, Instagram;
- ❖ Where there was low parental moderation, the main reason given was that parents 'trusted' their children to be safe;



Generation 2000 Report:

1. Disconnect between home and school use - the inspiration gap
2. Changing role of educator and learner globally – newer pedagogies for learning; encouraging critical inquiry, deep learning
3. Children's resilience, knowledge, interests need to be incorporated into solutions
4. Schools should be a place to develop Pupil Responsibility and Digital Citizenship

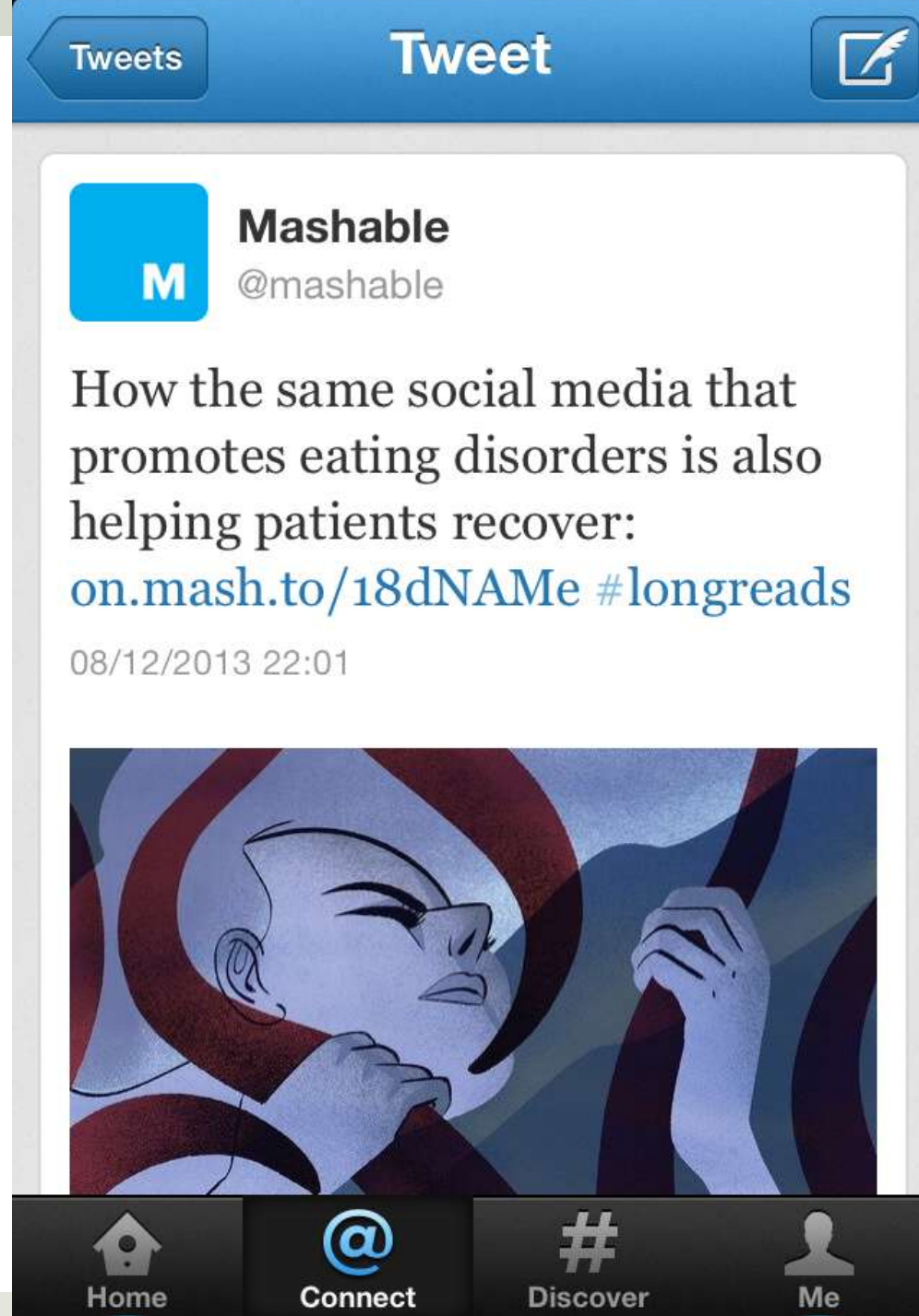


No one size fits all
approach – e.g.
consider different
vulnerabilities

Young People and Mental Health

[http://katcormack.wordpress.com/
tag/nhs-london](http://katcormack.wordpress.com/tag/nhs-london)

www.childline.org.uk



Example Cases -

- ❖ Hannah Smith, 14
<http://www.theguardian.com/uk-news/2014/may/06/hannah-smith-suicide-teenager-cyber-bullying-inquests>

A YouTuber: Xilent Flex
(- Promoting Positive Psychology)
<https://www.youtube.com/user/XilentFlex>



Useful Websites/ Apps



Young Minds & 'Digital Resilience'

Resilience for the Digital World Report (Jan 2016) see:

<http://www.youngminds.org.uk/digitalresilience>

- calling for more focus to **given** to building young people's digital resilience.

Digital resilience is the ability for young people to respond positively and deal with risks they encounter online – rather than focusing solely on protecting them from risky content.

Sarah Brennan, Chief Executive of Young Minds, said:

“Our research shows that children and young people understand the online world a lot better than most adults, they are active creators of content, and are discerning when it comes to navigating social media. They’re more likely to listen to other young people, including older siblings, than adults warning them about the dangers of the online world.”

“It’s important to encourage children to stay safe, but we should also encourage them to create positive content, to offer support to others who are struggling, to build empathy and responsibility, to identify and deal with challenging content, and to explore how to balance their lives online and offline.”

Children and Media - American Academy of Paediatrics Guidelines

Treat media as you would any other environment in your child's life. The same parenting guidelines apply in both real and virtual environments. Set limits; kids need and expect them. Know your children's friends, both online and off. Know what platforms, software, and apps your children are using, where they are going on the web, and what they are doing online.

- **Set limits and encourage playtime.**
- **Families who play together, learn together.**
- **Be a good role model.**
- **Know the value of face-to-face communication.**
- **Create tech-free zones.**
- **Don't use technology as an emotional pacifier.**
- **Apps for kids – do your homework.**
- **It's OK for your teen to be online.**
- **Remember: Kids will be kids.**

See <https://www.aap.org/en-us/about-the-aap/aap-press-room/Pages/Children-And-Media-Tips-For-Parents.aspx> and <http://safetynet.aap.org/internet.pdf>

Engaging young people effectively

- Ask, Listen and Learn
- UNCRC – rights based approaches
- Culture of Digital Citizenship: Values (Kindness) + Positive Action
- Digital skills, knowledge, digital competencies;
- ‘Positive presence’ vs. ‘negative footprint’
- Vulnerable groups AND risk does not automatically mean harm
- Young people as peer educators – understand and model norms – ‘good’; explore differences between online and f2f
- Staff digital competency
- Professionals and young people: creating a shared vision



Key Messages - Digital Professionalism – Digital Smarts (Young people and professionals)

Your online presence, data, identity and reputation – you are not the only one who manages this – your network does too!

Participate – collaborate – respond (audience)

Privacy – yours' and others

Being public as needed

Perception overrides reality online - respect, kindness, transparency, trust, reputation

Innovation, learning, trying, planning → creating informed strategies



Picture from :
<https://www.flickr.com/photos/yourdon/22841335513/in/photostream/> (CC BY-NC-SA 2.0)

Useful Links and Resources for Practitioners/Parents

- ❑ www.common sense media.org app reviews and more
- ❑ <https://www.net-aware.org.uk/>
- ❑ www.ceop.gov.uk and CEOP's ThinkuKnow resources for parents:
<http://www.thinkuknow.co.uk/oldparents/>
- ❑ www.netfamilynews.org
- ❑ Vodafone Parents Guide
www.vodafone.com/content/index/parents.html
- ❑ WISE KIDS www.wisekids.org.uk
- ❑ UK Safer Internet Centre
<http://www.saferinternet.org.uk/>
- ❑ Khan Academy: <https://www.khanacademy.org/>



UK Initiatives: Regulatory/ Support/ Hotlines Public Education



Independent regulator and competition authority
for the UK communications industries.

<https://ico.org.uk>

ico.

Information Commissioner's Office

The UK's independent authority set up to **uphold information rights in the public interest**, promoting openness by public bodies and data privacy for individuals.

**PARENT
PORT**
WORKING
TOGETHER FOR
MEDIA STANDARDS



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Welcome to the Internet Watch Foundation

We are the UK Hotline for reporting criminal online content

of child sexual abuse content hosted anywhere in the world



Get Safe Online
Free expert advice

Embrace learning for life:
Examples of government
and other stakeholder
supported
community engagement,
public education

Digital Business Academy:

<http://www.digitalbusinessacademyuk.com>

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Google Digital Garage

<http://www.digitalbusinessacademyuk.com>

Thank you

Reflections: <http://bit.do/bradford2017>

Get in touch: sangeet@wisekids.org.uk

Website: www.wisekids.org.uk

Twitter: sangeet

Break



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A Police Perspective

*DCI Mark Long – West Yorkshire
Police*



#Bradfordsaferonline



DCI Mark Long

Bradford District Safeguarding
West Yorkshire Police

- The challenges of managing threat, harm and risk within the cyber world
- Legislation relevant to Internet related offences
- The implications of crime recording to the individual, public and partners



Operation Demonstrate

Kayleigh's Love Story

Investigated by East Midlands
Special Operations Unit

Kayleigh's Love Story Video.

<https://www.youtube.com/embed/WsbYHI-rZOE>

The challenges of managing threat, harm and risk within the cyber world

- Partnership Information
- Complexity
- Volume
- Expertise

Legislation relevant to Internet related offences

- Indecent Images related offences
- Grooming / Trafficking related offences
- Sexual / other offences
- New Legislation
- Securing and Preserving Evidence

The Implications of Crime Recording to the Individual Public & Partners

- History
- Performance
- Culture
- Outcomes
- Evidential Test
- Vetting

Any Questions?

The perspective from children and young people

Youth Provision - Bradford



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Young People and the “big bad” world of social media



Or is it ?



What young people are telling us

- It's an ever changing environment, which they learn about by getting involved
- Learn a lot from friends
- It's important that we listen and work with young people to help them keep themselves safe

We have been asking young people about their social media use

- Development of Youth Information App
- Working with Commissioner's Office on the "Is it Ok?" project and the "Growing up Digital" research

Young people tell us they access social media via:

- Computers
- Laptops
- Phone
- Tablet
- Games Consoles

And they do this:

- Alone
- With friends
- With family
- With providers of services
- At home / friends houses
- At school / college
- On the bus
- In the community/ youth centre
- Where ever there is a wi-fi signal

What apps young people use

In the groups we asked:

- 100% of the group used YouTube
- 72% of the group used Whatsapp
- 72% of the group used Facebook messenger
- 63% of the group used Facebook
- 63% used Snapchat
- 63% used Instagram
- 36% used Twitter, Tumblr and Skype
- 27% used Pinterest

So now we know a little about what
young people have told us

- We thought we would see what you
know

Its quick quiz time.....

At what age can I.....

Put something on YouTube?

Is it

A) 13 years

B) 16 years

C) Any age

At what age can I.....

Put something on Whatsapp?

Is it

A) 13 years

B) 16 years

C) Any age

At what age can I.....

Put something on Snapchat?

Is it

A) 13 years

B) 16 years

C) Any age

At what age can I.....

Put something on Skype?

Is it

A) 13 years

B) 16 years

C) Any age

Young people use a combination of different apps and platforms in their use of social media

- Many adults have little idea what some of these are or how they are used so we thought we would share with you some of the advantages and disadvantages as young people see them

Advantages

- Helps us keep in touch with family and friends
- Share memories and special moments
- Available anytime, when we need it
- All the information is in one place, easy to access

Advantages

- Raises our awareness of different causes
- Keeps us up to date with what is happening in the world around us – sports, news and stories
- Allows us to get information and to share information
- Can be used to promote own business

Disadvantages

- Can influence others to do things they would not usually do, like following hate campaigns, cyber bullying etc
- Criminals can use social media – Catfish (setting up fake accounts)
- It can be difficult to protect yourself
- Can feed unhealthy thoughts in people who are vulnerable (depression etc)

Disadvantages

- There are no security checks, no way of checking who you are talking to
- Some people post things without thinking about who else will be able to see it and sometimes this hurts people forever
- Confidential information can be easily spread to other people
- Allows people to see things they should not see (like fights and suicide)

So we asked young people what they
would recommend

And this is what they suggest

We recommend.....

- Support young people to access social media safely – don't just ban it or stop us from using it
- Raise more awareness with parents and professionals so they can talk to us and help us to keep safe, without over protecting us

We recommend.....

- Give younger children the skills to “read the signs” and know when something is not right – age appropriate and starting in schools
- Have campaigns – in Bradford District and Nationally to raise awareness and to promote the good side of social media use rather than the negative all the time

So, It is ok.....

If we help young people to use it right



How to harness the talents of young people

*Tom Burton - Cyber Security
Director, KPMG*



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Table Top Discussion

Firstly introduce yourselves to each other

What is your role in relation to keeping children safe when using technology?

Considering what you have heard this morning and using your own experience what do you think are the key challenges for the partnership in the Bradford district?

How might we meet those challenges and develop a local strategy for the Bradford district?

Summarise your top three recommendations, one each for professionals, children and parents, to share at the plenary.



Plenary & Recommendations



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Closing *Councillor Val Slater*



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Thank you



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