



[www.enfield.gov.uk](http://www.enfield.gov.uk)

## WELCOME!

Please write your name and school in the chat.

Please give this training your full attention, closing down any emails or documents that might distract you.

Please also be brave and engage fully with the questions and activities.

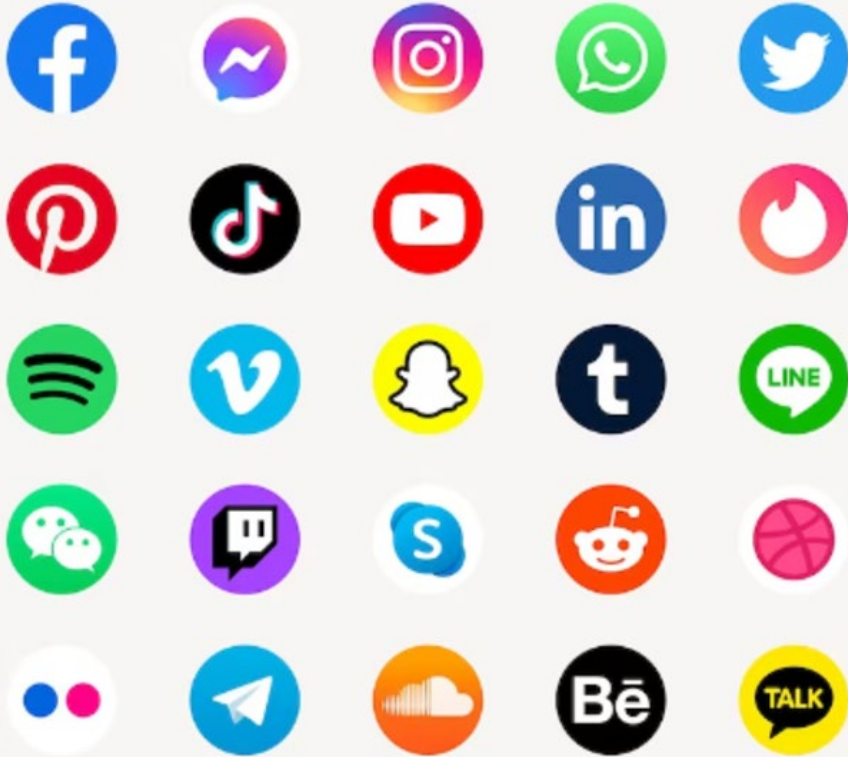
You will need a copy of the Guide to hand, plus a pen/pencil

## Online Safety | Enfield Council

<https://traded.enfield.gov.uk/thehub/safeguarding-in-schools/online-safety>



## SOCIAL MEDIA ICONS



### ACTIVITY:

How many icons can you identify?

# Keep Your Child Safe Online



## T E C H

### TALK

Talk to your child about their internet use and safety

Have meaningful conversations about how they use the internet

Praise your child for safe online behaviours

Welcome your child if they want to ask you a question or tell you about a problem, even if they've done something unwise themselves

### EDUCATE

Learn as much as you can about games, platforms, parental controls and the benefits and risks of online activity

Teach your child about specific issues and concerns

Teach your child about safe and unsafe relationships and how to repair friendships following disagreements online

### CO-VIEW

Co-view your child's online activity at least once a week

Interact with your child online

Model appropriate online behaviour

Co-operate with each other to promote the well-being of all



### HOUSE RULES

Set clear routines, rules and boundaries ("house rules")

Keep to age ratings and guidance for apps, games and devices

Restrict online activity to daytime and communal areas

Use filters and parental controls

Spend regular screen-free time with your child



AGE 11+

for a basic phone or highly restricted smart phone without internet access or social media

AGE 14+

for a smart phone with parental controls

\*Agree a contract with your child to encourage responsible phone use

Our guidance is research-based, comprehensive and designed to genuinely help parents and safeguard our children. It is based on the **TECH** approach.



### TALK

Encourage two-way communication with your child



### EDUCATE

Stay informed about the latest online risks



### CO-VIEW

Spend time online together



### HOUSE RULES

Set clear rules for internet use

# Expectations for schools

- Share the Guide with all parents
- Publish the Guide on your website
- Display the poster in your foyer
- Hold opt-out parent courses for Years R, 5, 7 and 9
- Offer practical parent workshops

## Expectations for Schools

Schools already do a great deal to support children's awareness of online safety and to safeguard them from harm at school and at home. Safeguarding children is everyone's responsibility, and it is expected that schools will support parents and carers to understand the risks and to put measures in place to safeguard children at home.

Schools should consider ensuring strong and ongoing implementation of the following:

### 1 ONLINE SAFETY CURRICULUM

Schools must ensure their curriculum is robust and relevant for each age group, follows national guidance, and addresses key aspects of online safety.

### 2 RESPONSIVENESS TO EMERGING ONLINE ISSUES

Schools must be responsive to emerging online issues. For example, an increase in online bullying at the school or in nationwide statistics should be addressed with a special workshop and communication with parents.

### 3 FILTERING AND MONITORING

Schools are expected to have a filtering and monitoring system in place for all school devices and all devices which connect to the school network. Schools should have a named person leading on filtering and monitoring.

### 4 AVAILABILITY OF TRUSTED SCHOOL ADULTS

Can students ask a trusted adult at school for advice? Does your school foster positive two-way communication about online activity? Schools should ensure that students know they can approach members of staff for support and guidance as concerns arise. Vulnerable individuals may need more regular check ins and support, and may also need a tailored curriculum.

### 5 STAFF TRAINING

Schools should ensure that key leaders attend thorough online safety training. Schools should ensure that staff training is well planned and regularly refreshed. This should include filtering and monitoring training as well as the materials presented in this leaflet.

### 6 PARENT EDUCATION

Schools should run opt-out parent workshops in Reception, Year 5, Year 7 and Year 9, with the expectation that all parents and carers attend. These workshops should include the materials presented in this leaflet and should have an emphasis on **TALK, EDUCATE, CO-VIEW** and **HOUSE RULES**. Workshops should include key risks and an emphasis on common issues in the school community. Schools should additionally consider how information can be best imparted to parents who do not speak English.

### 7 PRACTICAL PARENT WORKSHOPS

Parents often need support understanding the devices in their homes. We recommend that schools provide guides to parental controls as part of educating parents, including practical walk-throughs.

### 8 MONITORING AND ANALYSIS OF ONLINE SAFEGUARDING INCIDENTS

It is recommended that schools regularly collect and analyse their own online safety data to ensure their actions are having an impact.







## TALK

Encourage two-way communication with your child

### Talk to your child about their internet use and safety

**Talking to your child, and making sure your child feels able to talk to you, is the number one way to protect your child.**

Children want to be able to talk through online issues with a trusted adult and know that they will be welcomed and well received.

A recent study with a cyber-bullying focus (Mulhall, 2023) found that children preferred regular online safety guidance from their parents and wanted these discussions to occur at least once a week. As a parent/carer, you know your child best! Your child might need daily or weekly talks about their internet use and staying safe online.

### Have meaningful conversations about how they use the internet

**Be Curious!** Ask your child how they use the internet and what they enjoy doing.

How did you do that?  
Will you show me?

How did you decide the settings for this game?

Would you do it any differently next time?

What outcome are you aiming for?

Did you block them?  
Why/why not?

How do you decide which comments to report?



## TALK

Encourage two-way communication with your child

**Welcome your child if they want to ask you a question or tell you about a problem, even if they've done something unwise themselves**



*Think about what you've learned from a mistake. Mistakes are crucial for brain development and learning, as they challenge us to confront gaps in our knowledge and abilities, fostering resilience and growth.*  
– Carol Dweck

## Praise your child for safe online behaviours

Research demonstrates that parents can have a powerful impact on how children approach difficult situations and on their mindset. You can encourage safe online behaviours and cultivate critical thinking skills by:

### a) Praising your child for their specific skills, effort and qualities

**Don't just say:** "Well done! You are so smart thinking of these!"

**Do say:** I like how you thought of a strong and memorable password and you didn't share this with anyone.

**Don't just say:** "You did the right thing!"

**Do say:** It must have been quite scary reading this message. You did the right thing sharing this with me. I'm going to block this person and report this to CEOP (Child and Exploitation and Online Protection)

**Don't just say:** "You are a good friend!"

**Do say:** I like how you asked this person to stop saying mean things to your friend. You've been a good ally here. I'm sure your friend is grateful for this.

**Don't just say:** "Great job! You are so talented!"

**Do say:** Great job! I'm impressed! How did you report this video? Can you show me how?

**Don't just say:** "Thank you for waiting!"

**Do say:** Thank you for waiting to show me this image. You did the right thing by not responding straight away.

**Don't just say:** "I'm very proud of you!"

**Do say:** I'm proud of how you dealt with that negative comment. You handled it calmly and found a positive way to respond.

By stating the specific skills, efforts and qualities that your child is using to keep safe online, you are normalising these skills and helping your child to understand healthy online behaviours, which will encourage them to repeat these skills/qualities for similar future situations.



## TALK

Encourage two-way communication with your child

### ACTIVITY:

How would you react if your child told you about a problem they were having online? What if it was their 'fault' to begin with?

How does your child know that it is safe to share worrying things with you?



*"A child needs our love and attention most when they deserve it the least"*  
- Gabor Mate

**ENFIELD**  
Council







**EDUCATE**

Stay informed about the latest online risks



## ACTIVITY: Quick Quiz

Question	Answer
The majority of parents do not believe their child has viewed pornography online. What percentage of children report that they have viewed pornography by the age of 14?	
What percentage of children have had online sexual interaction with an adult?	
How many unique child sexual images are recorded in the Child Sexual Abuse Database (figure from 2019)?	
What percentage of children have accessed hateful content online?	
Online suicide and self harm sites have been indicated in what percentage of young suicides?	
Alexander McCartney from Co Armagh was sentenced to 20 years in jail for what?	
What is the number one way we can protect our young people from online harm?	



## EDUCATE

Stay informed about the latest online risks



Question	Answer
The majority of parents do not believe their child has viewed pornography online. What percentage of children report that they have viewed pornography by the age of 14?	<b>94% (10% by the age of 10)</b>
What percentage of children have had online sexual interaction with an adult?	<b>5-25%</b>
How many unique child sexual images are recorded in the Child Sexual Abuse Database (figure from 2019)?	<b>8.3 million</b>
What percentage of children have accessed hateful content online?	<b>Up to 69%</b>
Online suicide and self harm sites have been indicated in what percentage of young suicides?	<b>25%</b>
Alexander McCartney from Co Armagh was sentenced to 20 years in jail for what?	<b><u>Catfishing: Alexander McCartney jailed for minimum of 20 years - BBC News</u></b>
What is the number one way we can protect our young people from online harm?	<b>TALK</b>

# EDUCATE

Stay informed about the latest online risks

# EDUCATE

Learn as much as you can about games, play and the benefits and risks of online activity

## Step 1 Check them out! Understand the games, apps and platforms your child is most likely to use

The number one way you can understand how games and apps are controlled is to download them and see for yourself before allowing your child access.

The following sites are good sources of information for parents:

- INTERNET MATTERS APP GUIDE:** This site contains games to avoid and user-friendly tools to support parents and carers. [Parents Guide to Apps for Children \(Internet Matters\)](#)
- NATIONAL COLLEGE FOR ONLINE SAFETY:** Online safety tips and games. [Online Safety Guides and Resources for Parents and Carers](#)
- PEGI:** This site gives and explains the age ratings for games. [PEGI: The game site gives and explains the age ratings for games. | PEGI](#)
- GOV.UK:** The government site offers guidance and step-by-step guides and apps to help children and young people. [GOV.UK](#)
- UK SUPER-INTERNET CENTRE:** The UK Super-Internet Centre. Parents resources offered by your local internet provider. [UK Super-Internet Centre](#)
- NSPCC:** The national Society for the Prevention of Cruelty to Children guidance for parents [parents' children safe online | NSPCC](#)
- FRAMINGFIRE:** Outcomes on an award of national ICTV, including discussions about the features and risks of popular games and apps. [FramingFire - This site discusses European countries' age recommendations for](#)

## Step 2 Understand the terminology

Vocabulary and acronyms change rapidly, and new words are appearing all the time. It is important that parents and carers take time to read and understand the potential risks so that they are better able and better motivated to protect their children. The table below outlines some of the key risks and signposts data and resources which highlights the prevalence of each risk.

## Step 3 Understand how to set up parental controls and filters in your home and on your child's devices

There is a wide range of videos and tutorials online to help you to set up parental controls and filters on your family devices and on specific apps, as well as phones and tablets, you should consider what controls have been applied to all internet-capable devices in your home, including TVs, gaming consoles, smart watches and internet-linked smart home devices.

See **HOUSE RULES** for step by step guidance on how to use up parental controls and filters.

## Step 4 Understand the key benefits

- Communication with family and friends
- Workforce development and efficiency
- Better access to health and social care
- Health of older and expert
- Online help support
- Decreased loneliness
- Flexibility for and applying for jobs
- Communication with like-minded people and communities
- ...and much more!

## Step 5 Understand the key risks and the statistics

It is difficult to protect your child if you do not know what they are doing. It is important that parents and carers take time to read and understand the potential risks so that they are better able and better motivated to protect their children. The table below outlines some of the key risks and signposts data and resources which highlights the prevalence of each risk.

## Prevalence of children's exposure to sexual content

Online sexual solicitation by a stranger is the most common form of online sexual interaction with children. Review pressures to send sexual images from non-commercial sharing of images by the public. Online sexual harassment from cyberbullying. Editorial on how-related on-line sexual abuse. Self-harm and suicide risk. Sexual abuse.

Technology: Assisted Child Sexual Abuse Online Sexual Harassment Online grooming

Refer to [Online Safety in Children, Evidence Review: Main Report \(internet.org.uk\)](#)

Keep Your Child Safe Online | A Guide for Parents, Carers and Guardians

## KEY RISK 1: Online sexual interactions

Between 6% and 18% of children have experienced an offered money or gifts in return for a sexual act. 6-24% of children have had online sexual interactions via. Online abuse typically originates on platforms preferred Facebook, Instagram and WhatsApp. Online sexual risk believed to be an adult where most frequently reported (41%), Facebook (10%) and Facebook Messenger (10%). The average age of victims is 9.6, with offenders typically eight years old.

## Online sexual harassment

Up to 25% of children have experienced unwanted sex. This includes: Common risks include the sharing of images, or sexually charged only with an intimate partner.

## Sharing of sex

86% of children aged 12-17 have received a request to share a photo or share a sexual image of a friend. 6-11% of children aged 12-17 have received unwanted sex. 3-8% of children aged 12-17 have had their own sexual images shared. 3-7% of children aged 12-17 have experienced pressure to share sexual images from a friend.

## Access to inappropriate

These figures are from 2017 and 2019. Annual increase estimated 600,000 images added to the database over the period. 64% of children have viewed pornography by the time they receive their first phone. 62% of children aged 12-17 have viewed pornography by the time they are 10 years old. Evidence that children believe their children have viewed pornography online. Additionally, many pornography images and videos also towards women. Evidence suggests that pornography is language and behaviours. 47% of young people report physical aggression.

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## KEY RISK 2: Grooming and sexting

"Grooming" is the process of an offender building a relationship, often with the aim of sexual abuse or exploitation. 6,300 grooming cases were investigated by the police. Grooming typically takes place over a wide range of WhatsApp used in almost half of cases. 4% of child only known online. 56% of 8-17-year-olds reported communications to an encrypted service, with 42% using Signal.

## Access to offensive, explicit content

Up to 55% of young people have accessed harmful content. Online bullying can include name calling, edited images, discriminatory comments/results, or virtual stunts.

## KEY RISK 3: Cyberbullying

Report research from Ofcom (Office of National Statistics) parents about bullying. Since the pandemic in 2020 their race, ethnicity, religion, sexual orientation, gender, and many incidents of bullying start in private but then become public. Children bullying can include name calling, edited images, discriminatory comments/results, or virtual stunts.

## KEY RISK 4: Access to inappropriate content

Underage access to inappropriate games or apps is the potential effect on development. Many apps or generated content and so can vary widely and often contact which is obtained especially harmful to child vulnerability in the structure of the app which might encourage. Parents can check the PEGI and age ratings.

The average age for a first criminal conviction is 37. The average age for a first criminal conviction for a digital crime is 19.

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## Access to inappropriate content

There are many legal sites, channels and apps. Inappropriate content, often with the aim of sexual abuse or exploitation and have been indicated in 26% of young people.

## KEY RISK 5: Sexting

Research by Ofcom (2022) and cultural through highlighting, posting or being impinged schools have reported anecdotally that the identification information with those people breaks down. Issues include the wider after clothing and occupation of online identities.

## Support is available. Please see Sources and Resources

Report sexual abuse image or video pornography. [Report sexual abuse image or video pornography](#)

## The CORE Classification of online risks

The classification of online risk is a useful tool across different types of online harm (table).

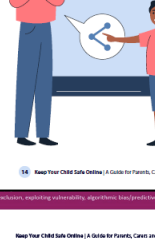
Content	Child target
Child engages with or is exposed to potentially harmful content	Full age online
Aggressive	Violence, graphic, racist, harmful, or extremist information and harassment
Sexual	Pornography (harmful or illegal), restriction of culture, expressive (harmful or illegal)
Values	Multiculturalism, age inappropriate marketing or user-generated content
Cross-cutting	Physical and mental health, wellbeing and environmental (environmental, wellbeing, accessibility, algorithms, body image, digital identity)

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## Teach your child about specific issues and concerns

Your child will learn about online safety and some key risks at school. However, the school curriculum does not cover everything and it often isn't tailored to your child's needs. Your input as a parent is responsible to new issues. Your input as a parent is responsible to new issues.

Your child does not need to know the full details of online risks. Instead, encourage open before communication with your child, outlining your concerns and what the possible outcomes of actions might be. For example, ensuring your child understands that the sharing of porn, details or intimate pictures with a trusted person may lead to the image or details being more widely shared will help your child to recognize potential risks as understanding the reasoning behind any need you put into place.



Keep Your Child Safe Online | A Guide for Parents, Carers and Guardians

## Instead of saying: "No YouTube / TikTok"

**EXPLAIN:** YouTube / TikTok has content that is generated by users. There are lots of videos there which are not suitable for children, or which might shock you, and they're not taken down before they're seen. Sometimes YouTube / TikTok will autoplay videos which you'd prefer not to see.

**PROTECT:** I will put controls on this app so that you can only see what is suitable for your age group.

**WELCOME:** If anything comes up, I won't scold you, please come and show me and we can talk about it.

**Instead of saying: "No texting to strangers online"**

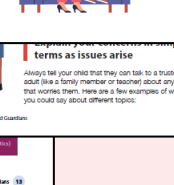
**EXPLAIN:** Some people you can meet online are nice and some might seem nice at first but it is difficult to know whether they are nice or not. Many people pretend to be someone else online - for example, an adult may pretend to be a child. Some adults are untrustworthy and so although they might seem safe, they are more likely to be used by people who might not be nice to you.

**PROTECT:** I have put controls onto this app so that it restricts who is able to contact you.

**WELCOME:** Please show me anything which worries you and we can talk about it.

## Instead of saying: "Be careful of bullies"

**EXPLAIN:** Sometimes people act online in a way which they wouldn't in person. It is easier to be unkind online. Sometimes you might get online in a way you wouldn't in person.



Keep Your Child Safe Online | A Guide for Parents, Carers and Guardians

## Instead of saying: "Don't search for things you're not supposed to see"

**EXPLAIN:** There are lots of videos, pictures and websites online which are not suitable for children, or even for adults.

**PROTECT:** I have put restrictions on your device to help prevent anything being shown to you accidentally. Sometimes you might get onto an image or have a video or website suggested to you online. These controls help prevent anything inappropriate with anyone else. In some cases this is legal and could get you into trouble.

**WELCOME:** If you are curious about any topic, let me know and I will do my best to explain it to you.

**Instead of saying: "You can't go online for 2 hours"**

**EXPLAIN:** You can go online for 2 hours so that you can communicate with family members and friends.

**PROTECT:** I have put controls onto this app so that you can only see what is suitable for your age group.

**WELCOME:** Please show me anything which worries you and we can talk about it.

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## Not to judge some of their current friendships and help them to recognize bullying or harmful behaviour

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**PROTECT:** I have put restrictions on your device to help prevent anything being shown to you accidentally. Sometimes you might get onto an image or have a video or website suggested to you online. These controls help prevent anything inappropriate with anyone else. In some cases this is legal and could get you into trouble.

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**WELCOME:** Please show me anything which worries you and we can talk about it.

## Teach your child about safe and unsafe relationships and how to repair friendships following disagreements online

Encourage your child to regularly discuss with you how to start conversations about internet safety. [Teaching Your Child about Online Safety | Children's Online Protection Center](#)

1) Talking to your child about what makes a good friend. Discuss the value of the friendship, e.g. being kind, caring, loyal, trusting, and having fun together.

2) Talking to your child about unsafe online relationships. For example, talking to strangers, the risk of sharing images or videos of themselves, meeting up with online friends, people pretending to be a friend online, the sharing passwords and personal data.

3) Supporting your child to repair a friendship that has broken down by listening, acting and building better relationships. See how for more guidance. [How to Repair a Friendship | Kids Help Phone](#)

4) Supporting your child to repair a friendship that has broken down by listening, acting and building better relationships. See how for more guidance. [How to Repair a Friendship | Kids Help Phone](#)

5) Supporting your child to repair a friendship that has broken down by listening, acting and building better relationships. See how for more guidance. [How to Repair a Friendship | Kids Help Phone](#)

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11) Supporting your child to repair a friendship that has broken down by listening, acting and building better relationships. See how for more guidance. [How to Repair a Friendship | Kids Help Phone](#)

12) Supporting your child to repair a friendship that has broken down by listening, acting and building better relationships. See how for more guidance. [How to Repair a Friendship | Kids Help Phone](#)

13) Supporting your child to repair a friendship that has broken down by listening, acting and building better relationships. See how for more guidance. [How to Repair a Friendship | Kids Help Phone](#)

14) Supporting your child to repair a friendship that has broken down by listening, acting and building better relationships. See how for more guidance. [How to Repair a Friendship | Kids Help Phone](#)

- Key risks and statistics  
- Dictionaries  
- How to teach your child about risk and repair



## EDUCATE

Stay informed about the latest online risks

Learn as much as you can about games, platforms, parental controls and the benefits and risks of online activity

### Step 1

**Check them out! Understand the games, apps and platforms your child is most likely to use**

The number one way you can understand how games and apps are structured is to download them and use them yourself before allowing your child access.

### Step 2

**Understand the terminology**

### Step 3

**Understand how to set up parental controls and filters in your home and on your child's devices**

### Step 4

**Understand the key benefits**

### Step 5

**Understand the key risks and read the statistics**



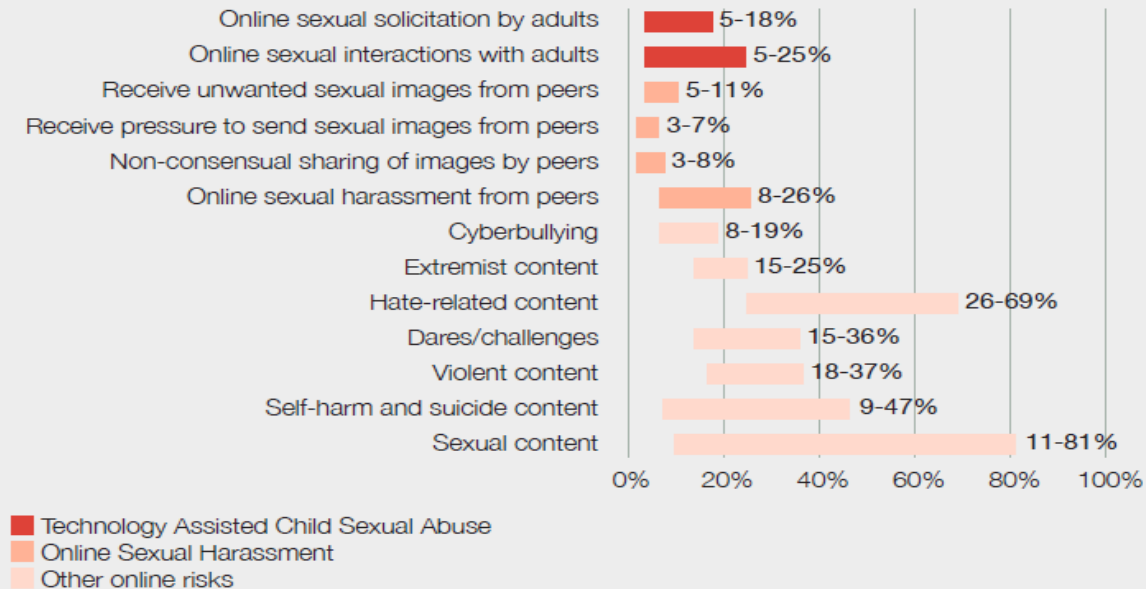
## EDUCATE

Stay informed about the latest online risks

### Step 5

Understand the key risks and read the statistics

#### Prevalence of children's exposure to sexual online risks and a range of other online risks



Reference: [Online Risks to Children: Evidence Review Main Report \(nspcc.org.uk\)](https://www.nspcc.org.uk/online-risks-to-children-evidence-review-main-report)





# EDUCATE

Stay informed about the latest online risks

## KEY RISK 1: Online sexual abuse

### Online sexual interaction with an adult

Between 5% and 18% of children have experienced online sexual solicitation, where they have been offered money or gifts in return for a sexual act<sup>1</sup>.

5-25% of children have had online sexual interactions with adults.

Online abuse typically originates on platforms preferred by children, including gaming platforms, Snapchat, Facebook, Instagram and WhatsApp. Online sexual interactions between children and someone they believed to be an adult were most frequently reported on Snapchat (18%), Instagram (18%), WhatsApp (11%), Facebook (10%) and Facebook Messenger (10%)<sup>2</sup>.

The average age of victims is 9.5, with offenders typically aged between 18-24.

### Online sexual harassment

Up to 28% of children have experienced unwanted sexual harassment online<sup>3</sup>. These figures are from 2017 and annual increases suggest today's figure is higher.

### Sharing of sexual images

It is illegal to make or share a sexual image of a child. This includes a child sharing a sexual image of themselves. Common risks include the taking of images without consent and the wider sharing of images originally shared only with an intimate partner.

85% of children aged 12-17 have received a request for a sexual image from a peer<sup>4</sup>.

5-11% of children aged 12-17 have received unwanted sexual images from peers.

9-9% of children aged 12-17 have had their own sexual images shared with others without their consent.

8-7% of children aged 12-17 have experienced pressure to send sexual images<sup>5</sup>.

The Child Abuse Identification Database (UK) recorded 8.3 million unique child sexual images in circulation between 2017-2019. At this time 7,900 children were identified through these images and safeguarded as a result.

These figures are from 2017 and 2019. Annual increases suggest today's figure is higher, with an estimated 500,000 images added to the database every two months<sup>6</sup>.

### Access to inappropriate sexual content

94% of children have viewed pornography by the time they are 14 years old. 10% of children have viewed pornography by the time they are 10 years old. Evidence links the age a child first views pornography with the age they receive their first phone<sup>7</sup>.

Typically, children's first experience of pornography is unintentional, with many coming across videos through social media, particularly Twitter (X), Instagram and Snapchat. The majority of parents do not believe their children have viewed pornography online, yet the majority of children report having done so. Additionally, many pornographic images and videos accessed by children depict violent or degrading acts towards women. Evidence suggests that pornography has had a significant negative impact on children's language and behaviours. 47% of young people reported that they expected sex to involve acts of physical aggression<sup>8</sup>.

## Step 5

# Understand the key risks and read the statistics

## KEY RISK 2: Grooming and access to offensive, extremist and harmful content

### Grooming

"Grooming" is the process of an offender building a relationship with a child in order to manipulate them or their families, often with the aim of sexual abuse in the future.

6,800 grooming cases were investigated by the police in 2023, with the true figure likely far higher.

Grooming typically takes place over a wide range of platforms, with Snapchat, Instagram, Facebook and WhatsApp used in almost half of cases. 6% of children have met up with someone they had previously only known online. 65% of 9-17-year-olds reported having been asked by an online-only contact to move communications to an encrypted service, with 52% subsequently doing so<sup>9</sup>.

### Access to offensive, extremist and harmful content

Up to 69% of young people have accessed hateful content, 37% have accessed violent content and 25% have accessed extremist content online<sup>10</sup>. The BBC has reported that social media algorithms offer violent and extremist content to teenage boys in particular<sup>11</sup>.

## KEY RISK 3: Online bullying

19% of children aged 10-16 have experienced online bullying in the past year<sup>12</sup>. Boys and girls are equally vulnerable. Online bullying can include name calling, threats, deliberate exclusion from an activity, sharing edited images, discriminatory comments/insults, encouragement to self-harm, and the spreading of unkind rumours.

Recent research from ONS (Office of National Statistics, 2024<sup>13</sup>) revealed that over half of children told their parents about bullying. Since the pandemic in 2020, bullying which relates to children being targeted for their race, ethnicity, religion, sexual orientation, gender or culture has increased<sup>14</sup>.

Many incidents of bullying start in private but then continue at school and/or in a public forum. Young people often find it challenging to understand when behaviours such as online jokes, banter or 'roasting' cross the line to bullying. The risk is not only that your child may be a victim of online bullying, but also that your child may have bullied others.

## KEY RISK 4: Access to inappropriate (non-sexual) content

### Access to inappropriate (non-sexual) content

Underage access to inappropriate games or apps can be harmful both in exposure to risks and in the potential effect on development<sup>15</sup>. Many apps do not have an identifiable age rating or have user-generated content and so can vary widely and unpredictably. Games and apps identified as 18+ have content which is deemed especially harmful to children and may include gambling sites, violent content, vulnerabilities in the structure of the app which heightens risk, or even content which is not legal in some countries. Parents can check the PEGI and age ratings of apps and games to ensure suitability.

### Illegal online activity

The average age for a first criminal conviction is 37. The average age for a first criminal conviction for a digital crime is 16<sup>16</sup>.

### Access to self-harm and suicide content

There are many legal sites, chatrooms and threads which can be dangerous for a vulnerable person to visit. In particular, sites which promote self-harm or suicide have been linked to worsening mental health and have been indicated in 25% of young suicides over the past ten years<sup>17</sup>.

## KEY RISK 5: Hacking and identity theft

Research by OFCOM (2022) and Mulhall (2023) highlights that children's loss of personal information through hacking, posing or being impersonated was a significant concern for young children. Enfield schools have reported anecdotally that this is a key concern of young people who have shared login and identification information with close friends and later experienced problems, particularly when friendships break down. Issues include the wider sharing of information, stealing of online resources, identity theft, catfishing and assumption of online identity, e.g. to communicate with others.

Support is available. Please see Sources and Resources on page 32 for links to advice and reporting tools.



Report sexual abuse images/videos here: [Report online child sexual abuse imagery or 'child pornography' \(wfv.org.uk\)](#)

**ACTIVITY:** Make sure you read and understand the key risks outlined on pages 11, 12 and 13





# CO-VIEW

Spend time online together

## CO-VIEW

### Co-view your child's online activity at least once a week

Viewing or playing on the internet with your child is a great way to spend quality time together. It lets you share their interests, games, and music with you, and it encourages conversations about what they're online. As a parent or carer, this is a unique chance to help your child think critically about the content they view and how they behave online. One study (Mullis, 2020) found that most parents report that they supervise their internet use at least once a week to help them to stay safe online.

Interact with your child as they are communicating or playing online

Play your child's favourite game with them

Ask your child to show you what they are enjoying doing online

Watch your child play online

Ask your child to show you something funny or interesting



### Interact with your child online

Be involved. Be interested. Make sure your child knows that their online world is important to you, your profile, join in games, send messages and ask your child to learn platform features.

### Model appropriate online behaviour

Your child looks up to you as an example. Children learn how to use the internet from their parents, friends, and even if they use it for different things. They learn how to use the internet as a source of information, entertainment, socialising, etc. When you use the internet (i.e., what time of day, how long, for what purpose, how to interact with others, and how to be a good digital citizen), you are modelling behaviour for your child. Be a good role model by being a responsible user of technology. Be a good digital citizen. Be a good digital citizen.

Reflect on some of these questions. Use the spaces below to jot down your answers.

How much time do I spend on digital devices daily? At what time do I use my phone?

What type of content do I usually consume online?

How do I use social media apps? How do I engage in positive, respectful conversations online? How do I handle conflicts or disagreements in online spaces?

How do I filter and block content on my own device? How do I keep my child safe from inappropriate content? How do I ensure my child's privacy and security? How do I ensure my child's privacy and security? How do I ensure my child's privacy and security?

How do I show a balance of offline and online activities to my children? How do I ensure my child's privacy and security?

What would you like to change about your current online habits?

If you make changes, start making regular or small changes!

### Co-operate with each other to promote the well-being of all

#### Look after yourself

Parents' wellbeing is more important than anything else when it comes to supporting children's safety both online and offline. There are a lot of demands on you as a parent, and keeping up with all the new technology updates and new online risks can feel overwhelming and tiring at times. Preparing to look after your own wellbeing before you support your child's wellbeing.

Imagine your self-life is a cup and your cup is filled to the brim. What makes you feel good, like exercising, playing/meditating, journaling, cooking, socialising, etc.

Spend some time to think about what fills your cup.

On certain days, you may feel that your cup is not as full as you'd like to be. Remember, you cannot pour from an empty cup; self-care is key! What would you fill your cup with to support your wellbeing?

The WHO recommend 6 areas to support your wellbeing:



- CONNECT** – meet up with friends and family both offline and online.
- BE ACTIVE** – keep moving! Take part in sports and exercises that make you feel good and are highly enjoyable for you.
- TAKE NOTICE** – remember the 'good things!' Take the time to reflect on things that make you happy, enjoy positive moments and practise mindfulness.
- LEARN SOMETHING NEW** – learn a new skill like a new recipe, a language, or something creative.
- GIVE** – do something nice for a friend/family member or help your local community.

### Support children to develop healthy online habits

To support children's wellbeing online we can help them to develop healthy online habits and think about their issues and what is important to them.

Supporting children's wellbeing online first starts with making them aware of how much time they are spending on different online activities and teaching them about healthy habits. We can do this by explaining the brain's autopilot mode and using child-friendly metaphors to understand the need for balance.

#### 'Teach children about the brain's 'autopilot mode' and persuasive designs.

Our brains work incredibly hard every single day, making big decisions, remembering information, creatively thinking, learning, learning new skills, etc. When our brains work this hard, we might experience a low power brain mode, and our brain begins to 'default back to what we call 'autopilot mode'. This mode relies on habits, which are activities that we have repeated many times before, often without conscious thought. For example, you might have a habit of regularly checking your phone, scrolling social media or have a routine to unwind from work/school.

Many internet sites and apps are deliberately designed to take advantage of the brain's autopilot mode and keep users engaged for longer periods. Persuasive designs that include endless scrolling, notifications, likes and comments, interactive videos and the personalised algorithm-based feeds are psychological strategies that hook users' dopamine hits.

After a long day of work or school, our mental energy can be low and we are more likely to mine out of autopilot mode. For some people, there might be a greater routine to go online or check their phones. While this behaviour is automatic and comforting, it can lead us to neglect other activities.



We might prefer, such as hobbies, physical exercise, spending time with family, etc. Therefore, it is essential to help children develop a balance of healthy online and offline habits after school and on the week-ends.

#### Explain balancing offline and online activities using child-friendly metaphors

##### The water cup analogy

#### Step 1

Ask your child to write their main activities under these cups (e.g. playing games, reading books, learning homework, reading, chores, rest/sleep, watching videos, playing sports, playing with friends, hobbies, and so on).



#### Step 2

Fill up the cups based on how much time your child spends on these activities. A full cup equals just enough time or the agreed time spent on the activity.

#### Step 3

Explain how an overflowing cup means they are not getting a balance of other activities that are important to health, wellbeing and socialising.

#### Step 4

Ask your child how they could/ would like to have a better balance. For example:

- If you were to go tomorrow and one thing changed about how you spent your time online and offline, what would it be?
- What would the change look like? What would you like to do?
- How can we (your parents/carers) help you with this change?
- Who would notice the change?

### Your garden

Your time and attention are like water and sunlight in a beautiful garden. If you focus all your attention on one area, like getting watering videos, certain plants will flourish for a while. However, other parts of your life, like sleep, spending time with family, and so on the other plants, will start to wither. To grow a healthy, vibrant garden you need to spread your time evenly, tending to all the plants, like sports, hobbies, socialising, sleep, etc. This way your entire garden thrives, with each part being beautiful and balanced, which can make you feel happier.

### A balanced diet for the mind

Just like a balanced diet which includes a variety of foods to keep your body healthy, a balanced 'diet' of activities nourishes your mind. Spending too much time online is like eating only one type of food – it might be enjoyable, but it won't give you all the nutrients you need. However, if you try to incorporate a range of online and offline activities, like socialising, sports, crafts, etc., it's like adding fruits, vegetables and proteins to your mind's diet, helping you to be a well-rounded person.

### What if my child is addicted to online activities?

There is no clinical or medical diagnosis of internet or smartphone addiction and the quality of research for internet/smartphone addiction is still developing. Addiction itself is defined as 'not having control over one's doing, taking or using something to the point where it could be harmful to your health'. Unhealthy online habits can become a more serious issue as a person's daily functioning or mood is affected.

If you are highly concerned about your child's unhealthy online habits, first try listening and encouraging them to use the strategies mentioned above. If you remain concerned, speak to your child's school or your GP and request a referral.



### What if something goes wrong online for my child – how can I support them?

When something goes wrong online it's important to help children feel heard and safe. Parents need to remain calm and remember the 4R's:

- Recognise:** Help your child to feel calm, such as saying reassuring words, providing physical contact like hugs, going for a walk, etc. Use what works for your child. It can be difficult for children to think clearly when they are upset and they need an opportunity to feel calm. It is also important that you regulate yourself and ensure you are calm before supporting your child.
- Reframe:** Label your child's emotions and connect with your child. You can share a similar experience that may have happened to you, validate the child's emotion, saying, 'I recognise this is really upsetting for you, I would feel the same if this happened to me'.
- Reassure:** Support your child to reflect, learn, re-evaluate, prioritise and become self-assured about the difficult incident. Collect as much information as you can about the incident. It is often useful to record information too.
- Repair:** Provide an opportunity to help problem solve ways that the child can repair a wrongdoing that has broken down or undo an action online.

- Sharing your child's online world  
- Balanced digital and non-digital play  
- How to look after yourself



**CO-VIEW**

Spend time online together

### Interact with your child online

Be involved. Be interested. Make sure your child knows that their online world is important to you too. Have your own profiles, join in games, send messages and ask your child to teach platform features to you.

**ACTIVITY:** What does your child like to do online? How much do you know about their favourite games and apps?

### Model appropriate online behaviour

Your child looks up to you as an example. Children learn how to use the internet from their parents, family members and friends, even if they use it for different things. They learn how to use the internet (e.g., searching for information, entertainment, socialising etc), learn when to use the internet (i.e., what time of day), how much time to spend online (from a few minutes to hours), how to interact with others, and how to be safe online. This also includes turning off content that is not appropriate and explaining why it's not appropriate.

**ACTIVITY:** Reflect on the questions to the right. You can find this on p18 of the guide.

Reflect on some of these questions. Use the spaces below to jot down your answers.

- How much time do I spend on digital devices daily? At what times do I use my phone?
- What type of content do I usually consume online?
- How do I use social media apps? How do I engage in positive, respectful conversations online? How do I handle conflicts or disagreements in online spaces?
- How do I filter and block content on my own device? How do I keep my online activities secure (e.g. strong passwords, sharing personal information)? Am I careful about the websites I visit and the links that I click? How do I critically evaluate fake news or misinformation?
- How do I show a balance of offline and online activities to my children? How do I follow my own online advice for my children?

What would you like to change about your current online habits?

*If you want to make changes, start making regular small changes!*



**CO-VIEW**

Spend time online together

**Co-operate with each other to promote the well-being of all**

**CONNECT**

**BE ACTIVE**

**TAKE NOTICE**

**KEEP LEARNING**

**Give**

**CONNECT** – meet up with friends and family both offline and online.

**BE ACTIVE** – keep moving! Take part in sports and exercises that make you feel good and are highly enjoyable for you.

**TAKE NOTICE** – remember the good times! Take the time to reflect on things that make you happy, savour positive moments and practise mindfulness.

**LEARN SOMETHING NEW** – learn a new skill like a new recipe, a language, or something creative.

**GIVE** – do something nice for a friend/family member or help your local community.

### Look after yourself

Parental wellbeing is more important than anything else when it comes to supporting children's safety both online and offline. There are a lot of demands on you as a parent and keeping up with all the new technology updates and new online risks can feel overwhelming and scary at times. Prolonged stress can also have an impact on parents' mental and physical health. It's important to look after your own wellbeing before you support your child's wellbeing.

Imagine your self-care is a cup and your cup is filled by things that make you feel good, like exercising, praying/meditating, journaling, cooking, socialising, etc.



*Draw or write your favourite activities in the cup above*

### **ACTIVITY:**

How do you look after yourself? What 'fills your cup'? (p19)



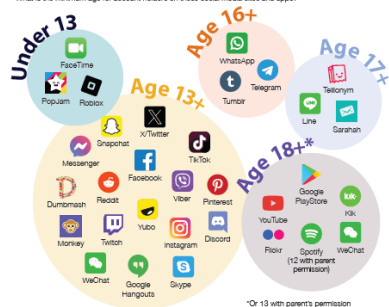


# HOUSE RULES

Set clear rules for internet use

## A guide to the minimum age restrictions in place for popular social media platforms

What is the minimum age for account holders on these social media sites and apps?



## A guide to the minimum age restrictions in place for some popular games



## Set clear routines, rules and boundaries ("house rules")

Children need to know that you (the parent/carer) are in charge and that you will keep them safe. It is normal for children to push against boundaries, but having them there makes them feel protected and valued.

Ensure you have an explicit daily routine and rules about device use, and that you are consistent in maintaining these.

Your routines and rules need to work for you and your family.

### Keep to age ratings and guidance for apps, games and devices

Age ratings and guidance have been determined by professionals who understand the (often hidden) risks and how certain activities affect the developing brain. They work in a similar way to film certificates at the cinema.

As a parent you may not always understand why a game or app has been given its age rating or have an in-depth knowledge of some automatic features, such as chatrooms. You can check the age ratings of apps and games directly in the app store or by checking their PEGI rating (see below). We would also recommend that you explore any game or app yourself before allowing your child to use it, and that you co-view with your child.

Below are images of age rating symbols used by:



## A guide to apps which hide or password protect content

Its natural for children to want independence online but when they are accessing inappropriate content and hiding it from parents/carers/guardians, this could have a significant impact on their development, wellbeing and daily functioning.

Some children may use certain apps to hide activities or content from their parents. These are sometimes known as 'stealth' apps, or hidden apps. To find these, check for request apps such as multiple calculators or notes, or look for apps with unusual names or icons. Reviewing app settings, permissions and storage can also help to uncover hidden applications. It is also important to maintain open communication with your child so that you can discuss risks and issues as they arise.

These types of app are often on the market for a short time, and then re-released with different names and logos. Currently, the most popular obnoxious and stealth apps include iSpyLock, Vault, iVirus, SpyCalc, Secret Calculator, Cover Me, iHidePro, Secret Photo Vault, Private Album, iKeep Safe and Calculator Photo Vault. You can find up to date guidance here: [What are 'stealth' apps? A parent's guide to internet misdeeds](#)



## Restrict online activity to daytime and communal areas

You wouldn't allow your child to wander unaccompanied around a city late at night, not knowing who they were interacting with or what they were doing. Apply the same supervision and care to your child's online activity.

Ensuring online activity occurs primarily in communal spaces provides an extra level of supervision and means your child will feel more able to approach you for support if something concerns them online. Additionally, restricting device use to daytime and communal areas allows your child space to unwind, to interact with their household, and to sleep soundly at night.

Your house rule should include boundaries about where and when devices are used. Most devices and Wi-Fi hubs have settings which allow you to restrict online activity for specific devices between specific times.

## Use filters and parental controls

It is your responsibility to understand how to set parental controls on your child's devices and to ensure these are in place. There are many instructional videos available online. The following links may be useful to you:

- How to set up parental controls on a range of devices, apps and providers: [Use Parental Controls to Keep Your Child Safe | NSPCC](#)
- How to set up parental controls on an iPhone or iPad: [Use parental controls on your child's iPhone and iPad - Apple Support](#)
- How to set up parental controls on an Android phone: [How to Put Parental Controls on Android, Step-By-Step Guide | BestParentalControls.com](#)
- How to set up parental controls on an Amazon Fire tablet: [How to Set Parental Controls on Your Amazon Fire Tablet | Digital Trends](#)
- How to set up parental controls on the Amazon Alexa/Echo: [Set Controls for Amazon Echo on Alexa with the Parent Dashboard - Amazon Customer Service](#)
- How to set up parental controls on Xbox: [Xbox Family Settings: peace of mind for parents | Xbox](#)
- How to set parental controls on PlayStation: [Parental controls | playstation.com](#)
- How to apply filters and parental controls on your home internet provider (UK: Safer Internet Centre): [Parental controls offered by your home internet provider - UK Safer Internet Centre](#)



## Spend regular screen-free time with your child

Your child deserves your attention above all else. Spending regular screen-free time together will strengthen your relationship, will support your child's development and will have a direct impact on your child's mental health. Here are some top tips for spending screen-free time with your child:

- Monitor your own screen use**  
Be honest about your own screen use. Lead by example as much as you can.
- Turn devices off at family mealtimes**  
Including adults! Build this into your family's routine and spend the mealtime talking, eating and playing family games.
- Turn devices off at bedtime**  
Devices interfere with sleep hormone production. Spend time instead talking with your child, reading stories, listening to music, and encouraging calm independent entertainment.
- Build unstructured playtime into your child's routine**  
Let your child take the lead!
- Consider your child's 'play diet' and balance digital play with social play, creative play and active play**

Children of all ages need social play, creative play and active play as part of their 'play diet'. Social play: Social play is anything which involves interacting with others face to face. Examples include board games, group projects, or simply hanging out and talking.

Creative play: Creative play for younger children involves their imagination and pretend play. Creative play for older children more often involves innovation and exploration. Examples include pretend play, setting up a 'shop', putting on a show, music, art, Lego, science experiments and projects of all kinds. Creative play can be structured or unstructured.

Active play: Active play has physical activity at its core. Examples include structured sports and activities, playing tag, playing outdoors, riding a bike, skateboard or scooter, going for a walk, playing at a playground or having a kickabout at the park.

Source: [Play Diet - LearningWorks for Kids](#)



- Clear guidance on age restrictions for apps and games
- Step by step instructions for setting up parental controls and filters
- Recommendations for house rules







## HOUSE RULES

Set clear rules for internet use

### Restrict online activity to daytime and communal areas

You wouldn't allow your child to wander unaccompanied around a city late at night, not knowing who they were interacting with or what they were doing. Apply the same supervision and care to your child's online activity.

Ensuring online activity occurs primarily in communal spaces provides an extra level of supervision and means your child will feel more able to approach you for support if something concerns them online. Additionally, restricting device use to daytime and communal areas allows your child space to unwind, to interact with their household, and to sleep soundly at night.

Your house rules should include boundaries about where and when devices are used. Most devices and Wi-Fi hubs have settings which switch off online activity for specific devices between specific times.

### Use filters and parental controls

It is your responsibility to understand how to set parental controls on your child's devices and to ensure these are in place. There are many instructional videos available online. The following links may be useful to you:

#### ACTIVITY:

What are your house rules at the moment?

What house rules would you like to have now?

What filters and parental controls have you already got in place?

What do you need to do next?

Step by step instructions on how to set up parental filters and controls: p24

- How to set up parental controls on a range of devices, apps and providers: [Use Parental Controls to Keep Your Child Safe | NSPCC](#)
- How to set up parental controls on an iPhone or iPad: [Use parental controls on your child's iPhone and iPad – Apple Support](#)
- How to set up parental controls on an Android phone: [How to Put Parental Controls on Android: Step-By-Step Guide \(bestparentalcontrolapps.com\)](#)
- How to set up parental controls on an Amazon Fire tablet: [How to Set Parental Controls on Your Amazon Fire Tablet | Digital Trends](#)
- How to set up parental controls on an Amazon Alexa/Echo: [Set Controls for Amazon Kids on Alexa with the Parent Dashboard – Amazon Customer Service](#)
- How to set up parental controls on Xbox: [Xbox family settings: peace of mind for parents | Xbox](#)
- How to set parental controls on PlayStation: [Parental controls \(UK\) \(playstation.com\)](#)
- How to apply filters and parental controls on your home internet provider (UK Safer Internet Centre): [Parental controls offered by your home internet provider – UK Safer Internet Centre](#)



## HOUSE RULES

Set clear rules for internet use

### ACTIVITY:

What is the balance of digital and non-digital play in your home?

How do you spend time with your child?

How would your child like to spend time with you?

What would you like to do differently?

## Spend regular screen-free time with your child

Your child desires your attention above all else. Spending regular screen-free time together will strengthen your relationship, will support your child's development and will have a direct impact on your child's mental health. Here are some top tips for spending screen-free time with your child:



### Monitor your own screen use

Be honest about your own screen use. Lead by example as much as you can.



### Turn devices off at family mealtimes

Including adults! Build this into your family's routine and spend the mealtime talking, eating and playing family games.



### Turn devices off at bedtime

Devices interfere with sleep hormone production. Spend time instead talking with your child, reading stories, listening to music, and encouraging calm independent entertainment.



### Build unstructured playtime into your child's routine

Let your child take the lead!



### Consider your child's 'play diet' and balance digital play with social play, creative play and active play

Children of all ages need social play, creative play and active play as part of their 'play diet'.

**Social play:** Social play is anything which involves interacting with others face to face. Examples include board games, group projects, or simply hanging out and talking.

**Creative play:** Creative play for younger children involves their imagination and pretend play. Creative play for older children more often involves innovation and exploration. Examples include pretend play, setting up a 'shop', putting on a show, music, art, Lego, science experiments and projects of all kinds. Creative play can be structured or unstructured.

**Active play:** Active play has physical activity at its core. Examples include structured sports and activities, playing tag, playing outdoors, riding a bike, skateboard or scooter, going for a walk, playing at a playground or having a kickabout at the park.

Source: [Play Diet – LearningWorks for Kids](#)



# Recommendations for phone ownership

There is no perfect age for a young person to receive their first phone and research in this area is still developing.

Studies have shown that the age a child first owns a mobile phone is linked to the age they first view pornography and is also linked to heightened risk in many other areas (Children's Commissioner for England, 2023).

It is our recommendation that children under the age of 11 do not have their own phone and that the devices they do use are closely monitored and restricted.

It is our recommendation that smartphone use is delayed until at least age 14, and ideally until age 16. We also recommend that any device a child uses is always monitored and restricted and that family boundaries are agreed.

We recommend that caregivers agree a written contract with their child when first presented with any device, and revisit this regularly. This includes a restricted device. An example is given below for a restricted smartphone. It can be adapted for any device and family circumstance. A further example can be found here: [www.internetmatters.org/resources/digital-family-agreement-template](http://www.internetmatters.org/resources/digital-family-agreement-template).

A useful 'First Phone Checklist' can be found here: [www.childnet.com/wp-content/uploads/2022/04/First-phone-checklist.pdf](http://www.childnet.com/wp-content/uploads/2022/04/First-phone-checklist.pdf)

AGE  
11+

for a basic phone  
or highly restricted  
smart phone without  
internet access or  
social media

AGE  
14+

for a smart phone  
with parental controls



Agree a contract with your child to encourage responsible phone use.

## EXAMPLE RESTRICTED SMARTPHONE CONTRACT

This phone is a restricted smartphone. There is no internet access, no social media and most apps are restricted. There is access to standard messages, email, a safe messaging app (Starz), maps, tools, Google Classroom and some games.

[Child's name] agrees to:

1. Use this phone responsibly and with kindness
2. Talk through anything which causes concern, however small and whatever your part in it has been
3. Keep school rules regarding phone use
4. Not alter any settings, restrictions, or hide content
5. App additions will be agreed by a parent
6. Notifications and locations will be shared with a parent
7. The phone has "downtime" enabled between 7pm and 7am each day. It cannot be used between these times
8. The phone is not allowed in bedrooms and will be kept in [a communal space] overnight
9. Parents may check the phone from time to time
10. Parents may make alterations to settings from time to time

[Parent/carer] agrees to:

1. Respect [child's name] privacy, aside from occasional checks
2. Discuss and fully consider any requests to change this contract or any settings on the phone

Signed [child]:.....

Signed [parent/carer]:.....

- Clear research-based recommendations
- Model contracts

AGE  
11+

for a basic phone  
or highly restricted  
smart phone without  
internet access or  
social media

AGE  
14+

for a smart phone  
with parental controls



\*\*\*\*\*

Agree a contract with your child to encourage responsible phone use.



# Common Issues and Possible Solutions

## **My child needs a smartphone to talk to extended family members.**

Keeping in touch with family is important, however, we do not recommend that children have their own unrestricted smartphone, nor that they have unsupervised use of social media or communication apps which are not suitable for their age. In particular, WhatsApp can seem harmless but because of both its encryption ability and its use in large groups where bullying issues can often occur, it is a common source of harm. We suggest children use alternative ways to communicate with family members.

## **My child needs their smartphone for an alarm in the morning, so they have to have it in their bedroom.**

We suggest you find an alternative alarm, such as investing in an alarm clock.

## **My child has Type 1 Diabetes (or other medical need) and needs a smartphone to connect to their monitor.**

This is clearly an exceptional circumstance and the child does need a smartphone to enable their medical device. However, the smartphone does not need social media or internet access and should be restricted to the medical functions only.

## **I don't know how to enable or manage my child's device.**

It is your responsibility to learn how to enable, manage and support. We do not recommend that you have an unrestricted device.

## **My child spends half the week with their parent, who doesn't restrict. There's no point in me restricting it, it doesn't happen anyway!**

We recommend you set the house rules and keep your child as safe as they are in your care. You could ask other parent to attend the online e-read the TSC guidelines.

## **Children will override any restrictions placed on their device.**

Research shows that children will ensure you have enabled controls have agreed a contract with you (not sharing settings on the device) communication with your child is open.

## **Children won't talk to adults about online issues.**

Research shows that children will approach their trusted adults as worried about an online issue. A child is reluctant to discuss issues, if they consequences like parents, carers or children may find it difficult to be subject. We recommend that you and openly with their children. You should discuss the issues and be able to manage specific situations.

Keep Your Child Safe Online | A Guide for Parents

## **How do I protect my child from content they might see on someone else's device?**

You can and should take precautions to ensure your child is safe at home, at school and through friendships and other relationships, but you cannot manage every avenue of exposure and risk. We would recommend that you talk with your child about the possibility they may view something unpleasant or risky on someone else's device and discuss the ways they could avoid this and how they could report this in practice now. This will help your child to problem solve and to manage issues responsibly, and will give you greater peace of mind as a parent.

## **All my child's friends have WhatsApp, Snapchat and TikTok. My child will be bullied or feel left out if they don't have access.**

It can be difficult to balance safety with your child's emerging independence and desire to communicate with their peer group. This is true of allowing your child to go out of the house independently or engage in certain risky behaviours as well as using online communication tools. As a parent/carer, you have to weigh up the risks and opportunities offered by accessing social media. Although social media offers the opportunity to connect with others, it is your responsibility to keep your child safe whatever the pressures may be. Additionally, we would recommend that you encourage your child to meet up regularly with peers in person and also have time away from friends at home. These are both important for rest, reflection and general well-being.

## **My child has Special Educational Needs (SEN) and needs to watch YouTube while falling asleep.**

Children with SEN are especially vulnerable to online risks, such as online bullying, and YouTube is also associated with many risks such as exposure to inappropriate content. We recommend that our guidance is followed for all.

## **My child needs a smartphone because they walk to and from school on their own.**

Having a smartphone on your person increases the risk of mugging and distraction while walking. There are countless alternative ways that you can track your child or your child can contact you if needed, for example an Armband, a smartwatch or basic brick phone, or a SIM-only device. A fully restricted smartphone without apps, internet access or social media is also an option once your child is over the age of 11.

## **My child has had unrestricted internet access for years. How can I impose restrictions now?**

Talk to your child. Discuss the concerns you have and agree some rules together. Your child will likely have some ideas themselves, and may tell you about their own worries and how you could help.

We would recommend you start with:

- T TALK**  
Make sure you have open communication with your child and that they feel able to come to you with any worries.
- E EDUCATE**  
Explain some of the key risks and what is worrying you. Be ready to listen too.
- C CO-VIEW**  
Spend time getting to know what your child likes to do on the internet. Allow them to show you their favourite things.
- H HOUSE RULES**  
Agree some simple boundaries to begin with, such as keeping devices in communal areas overnight and introducing restrictions for some sites and apps.
- T TALK**  
Back to talking (keep your communication friendly and clear). Encourage your child to monitor their own internet use and praise them when they come to you with a concern. Agree a way forward together.

# My child needs a smartphone to talk to extended family members.

Keeping in touch with family is important, however, we do not recommend that children have their own unrestricted smartphone, nor that they have unsupervised use of social media or communication apps which are not suitable for their age. In particular, WhatsApp can seem harmless but because of both its encryption ability and its use in large groups where bullying/abuse can often occur, it is a common source of harm. We suggest children use alternative ways to communicate with family members.



## Common Issues and Possible Solutions

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### *My child needs their smartphone for an alarm in the morning, so they have to have it in their bedroom.*

We suggest you find an alternative alarm, such as investing in an alarm clock.

### *My child has Type 1 Diabetes (or other medical need) and needs a smartphone to connect to their monitor.*

This is clearly an exceptional circumstance and the child does need a smartphone to enable their medical device. However, the smartphone does not need social media or internet access and should be restricted to the medical functions only.

### *I don't know how to enable parental controls on my child's device.*

It is your responsibility to learn how to enable parental controls. We do not recommend that you have an unrestricted device.

### *My child spends half the week with their parent, who doesn't restrict. There's no point in me restricting if it doesn't happen everywhere.*

We recommend you set the house rules and keep your child as safe as they are in your care. You could also other parent to attend the online e-read the TECH guidelines.

### *Children will override any restrictions placed on their device.*

Research shows that children will ensure you have enabled controls have agreed a contract with your not sharing settings on the device) communication with your child is open.

### *Children won't talk to adults online issues.*

Research shows that children will to approach their trusted adults as worried about an online issue. A reluctant to discuss issues, if they consequences for parents, carers or children may find it difficult to subjects. We recommend that you and openly with their children. On to discuss their issues and be able how to manage specific situations.

### *How do I protect my child from content they might see on someone else's device?*

You can and should take precautions to ensure your child is safe at home, at school and through friends and other networks, but you cannot manage every avenue of exposure and risk. We would recommend that you talk with your child about the possibility they may view something unpleasant or risky on someone else's device and discuss the ways they could avoid this and how they could manage certain issues should they arise. Encourage your child to come to you if they've seen anything which worries them and welcome open discussion about tricky situations. Talk to your child about the person they would like to be and how they could enact this in practice now. This will help your child to problem solve and to manage issues responsibly, and will give you greater peace of mind as a parent.

### *All my child's friends have WhatsApp, Snapchat and TikTok. My child will be bullied or feel left out if they don't have access.*

It can be difficult to balance safety with your child's emerging independence and desire to communicate with their peer group. This is true of allowing your child to go out of the house independently or engage in certain risky behaviours as well as using online communication tools. As a parent/carer, you have to weigh up the risks and opportunities offered by accessing social media. Although social media offers the opportunity to connect with others, it is your responsibility to keep your child safe whatever the pressures may be. Additionally, we would recommend that you encourage your child to meet up regularly with peers in person and also have time away from friends at home. These are both important for rest, reflection and general well-being.

### *My child has Special Educational Needs (SEN) and needs to watch YouTube while falling asleep.*

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### *My child needs a smartphone because they walk to and from school on their own.*

Having a smartphone on your person increases the risk of mugging and distraction while walking. There are countless alternative ways that you can track your child or your child can contact you if needed, for example an Armband, a smartwatch or basic brick phone, or a Hi-CheerUP device. A fully restricted smartphone without apps, internet access or social media is also an option once your child is over the age of 11.

### *My child has had unrestricted internet access for years. How can I impose restrictions now?*

Talk to your child. Discuss the concerns you have and agree some rules together. Your child will likely have some ideas themselves, and may talk you about their own worries and how you could help.

### *We would recommend you start with:*

**T TALK**  
Make sure you have open communication with your child and that they feel able to come to you with any worries.

**E EDUCATE**  
Explain some of the key risks and what is worrying you. Be ready to listen too.

**C CO-VIEW**  
Spend time getting to know what your child likes to do on the internet. Allow them to show you their favourite things.

**H HOUSE RULES**  
Agree some simple boundaries to begin with, such as keeping devices in communal areas overnight and introducing restrictions for some sites and apps.

**T TALK**  
Start by talking through your communication friendly and clear. Encourage your child to monitor their own internet use and praise them when they come to you with a concern. Agree a way forward together.

## I don't know how to enable parental controls on my child's device.

It is your responsibility to learn how to do this, or to seek support. We do not recommend that your child has an unrestricted device.

## My child spends half the week with his other parent, who doesn't restrict internet access. There's no point in me restricting device use if it doesn't happen everywhere.

We recommend you set the house rules for your own home and keep your child as safe as possible when they are in your care. You could also encourage the other parent to attend the online safety course and to read the TECH guidelines.



Keep Your Child Safe Online: A Guide for Parents

# Common Issues and Possible Solutions

## My child needs a smartphone to talk to extended family members.

Keeping in touch with family is important, however, we do not recommend that children have their own unrestricted smartphone, nor that they have un supervised use of social media or communication apps which are not suitable for their age. In particular, WhatsApp can be seen harmful due to both its encryption ability and its use in large groups where bullying issues can often occur. It is a common source of harm. We suggest children use alternative ways to communicate with family members.

## My child needs their smartphone for an alarm in the morning, so they have to have it in their bedroom.

We suggest you find an alternative alarm, such as investing in an alarm clock.

## My child has Type 1 Diabetes (or other medical need) and needs a smartphone to connect to their monitor.

This is clearly an exceptional circumstance and the child does need a smartphone to enable their medical device. However, the smartphone does not need social media or internet access and should be restricted to the medical functions only.

## I don't know how to enable or my child's device.

It is your responsibility to learn how to use your device. We do not recommend that an unrestricted device has an unrestricted device.

## My child spends half the week with their parent, who doesn't restrict. There's no point in me restricting it, it doesn't happen everywhere!

We recommend you set the house rules and keep your child as safe as they are in your care. You could set other parent to attend the online e-read the "TECH" guidelines.

## Children will override any restrictions on their device.

Research shows that children will ensure you have enabled controls have agreed a contract with you (not sharing settings on the device) communication with your child is open.

## Children won't talk to adults online issues.

Research shows that children will approach their trusted adults as worried about an online issue. A child is reluctant to discuss issues, if they consequences are parents, carers or children may find it difficult to subject. We recommend that you and openly with their children. Children to discuss their issues and be able how to manage specific situations.

Keep Your Child Safe Online | A Guide for Parents

## How do I protect my child from content they might see on someone else's device?

You can and should take precautions to ensure your child is safe at home, at school and through friends and other networks, but you cannot manage every avenue of exposure and risk. We would recommend that you talk with your child about the possibility they may view something unpleasant or risky on someone else's device and discuss the ways they could best avoid this and how they should manage certain issues should they arise. Encourage your child to come to you if they've seen anything which worries them and welcome open discussion about tricky situations. Talk to your child about the person they would like to be and how they could enact this in practice now. This will help your child to problem solve and to manage issues responsibly, and will give you greater peace of mind as a parent.

## All my child's friends have WhatsApp, Snapchat and TikTok. My child will be bullied or feel left out if they don't have access.

It can be difficult to balance safety with your child's emerging independence and desire to communicate with their peer group. This is true of allowing your child to go out of the house independently or engage in certain risky behaviours as well as using online communication tools. As a parent/carer, you have to weigh up the risks and opportunities offered by accessing social media. Although social media offers the opportunity to connect with others, it is your responsibility to keep your child safe whatever the pressures may be. Additionally, we would recommend that you encourage your child to meet up regularly with peers in person and also have time away from friends at home. These are both important for rest, reflection and general well-being.

## My child has Special Educational Needs (SEN) and needs to watch YouTube while falling asleep.

Children with SEN are especially vulnerable to online risks, such as online bullying, and YouTube is also associated with many risks such as exposure to inappropriate content. We recommend that your guidance is followed for all.

## My child needs a smartphone because they walk to and from school on their own.

Having a smartphone on your person increases the risk of mugging and distraction while walking. There are countless alternative ways that you can track your child or your child can contact you if needed, for example an Airtag, a screenless or basic brick phone, or a REACHFAR device. A fully restricted smartphone without apps, internet access or social media is also an option once your child is over the age of 11.

## My child has had unrestricted internet access for years. How can I impose restrictions now?

Talk to your child. Discuss the concerns you have and agree some rules together. Your child will likely have some ideas themselves, and may tell you about their own worries and how you could help.

We would recommend you start with:

- T TALK**  
Make sure you have open communication with your child and that they feel able to come to you with any worries.
- E EDUCATE**  
Explain some of the key risks and what is worrying you. Be easy to listen too.
- C CO-VIEW**  
Spend time getting to know what your child likes to do on the internet. Allow them to show you their favourite things.
- H HOUSE RULES**  
Agree some simple boundaries to begin with, such as keeping devices in communal areas overnight and introducing restrictions for some sites and apps.
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## Common Issues and Possible Solutions

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This is clearly an exceptional circumstance and the child does need a smartphone to enable their medical device. However, the smartphone does not need social media or internet access and should be restricted to the medical functions only.

### *I don't know how to enable or my child's device.*

It is your responsibility to learn how to use your child's device. We do not recommend you have an unrestricted device.

### *My child spends half the week with their parent, who doesn't restrict. There's no point in me restricting it, it doesn't happen everywhere!*

We recommend you set the house name and keep your child as safe as they are in your care. You could ask other parent to amend the online e-read the TCC guidelines.

### *Children will override any restrictions placed on their device.*

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Having a smartphone on your person increases the risk of mugging and distraction while walking. There are countless alternative ways that you can track your child or your child can contact you if needed, for example an Artag, a smartwatch or basic brick phone, or a SIM-only device. A fully restricted smartphone without apps, internet access or social media is also an option once your child is over the age of 11.

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## Common Issues and Possible Solutions

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Spend time getting to know what your child likes to do on the internet, allow them to show you their favourite things.

**H HOUSE RULES**  
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**T TALK**  
Back to talking! Keep your communication friendly and clear. Encourage your child to monitor their own internet use and praise them when they come to you with a concern. Agree a way forward together.

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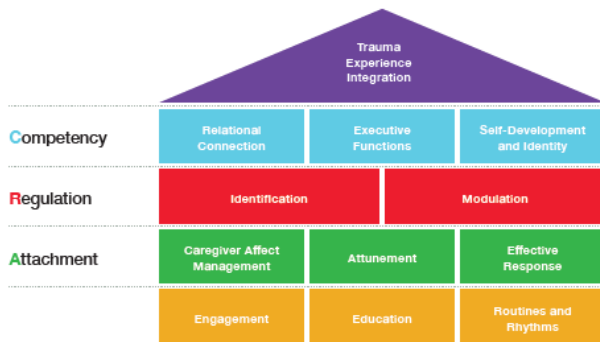
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# The ARC Framework

The Attachment, Regulation and Competency framework (Blaustein & Kinniburgh, 2019) is an attachment and trauma informed approach which can help guide parents/carers in planning their online safety at home.

The model is bottom-up, with the lower levels ("Integrative Strategies") acting as foundation blocks for more complex units above. It reads left to right and is a map for developing children's independent online safety skills.



ARC – Blaustein & Kinniburgh 2010; Kinniburgh & Blaustein 2005

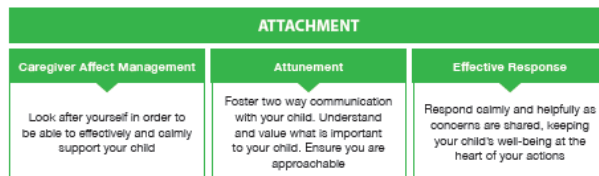
Here's how the recommendations within this guidance align with the ARC Framework:



TALK | EDUCATE

EDUCATE

HOUSE RULES



CO-VIEW

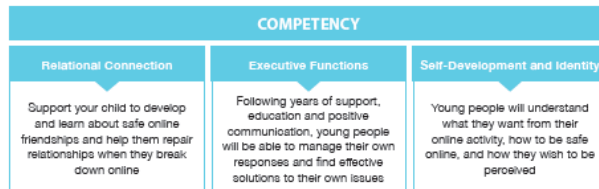
TALK | CO-VIEW

TALK



TALK | EDUCATE | HOUSE RULES

TALK | EDUCATE | HOUSE RULES



TALK | EDUCATE | CO-VIEW

TALK | EDUCATE | CO-VIEW

TALK | EDUCATE | CO-VIEW





# My Action Plan

## ACTIVITY:

What three things will you do differently to help keep your child safe online?



- T** **TALK**  
Encourage two-way communication with your child
- E** **EDUCATE**  
Stay informed about the latest online risks
- C** **CO-VIEW**  
Spend time online together
- H** **HOUSE RULES**  
Set clear rules for internet use

	ACTION	The steps I will need to take to make this happen
1		
2		
3		

# QUESTIONS

