

London Borough of Croydon  
Access to Education

Online Safety  
School/College LA Handbook

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## Section 1 – Introduction and DfE Guidance

The [Children's Act 1989](#) states that schools and colleges have a duty of care to protect children from abuse and in the case of identified or suspected abuse, respond effectively and without delay. Through informed staff, parents, and pupils, we can help to reduce the risks to children and young people online and create a generation of safe digital users.

The statutory guidance '[Working Together to Safeguarding Children](#)' and '[Keeping Children Safe in Education](#)' defines safeguarding and promoting the welfare of children as:

- protecting children from maltreatment
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- taking action to enable all children to have the best outcomes.

*Although statutory guidance refers to 'children' as those under 18, Croydon Education, support sixth forms and colleges to include pupils up to the end of their educational journey.*

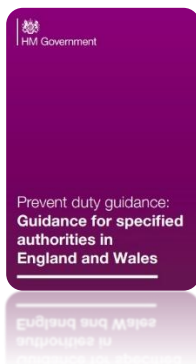
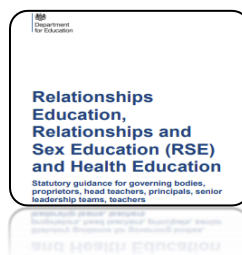
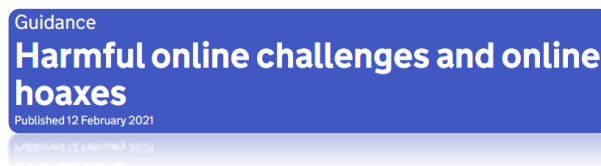
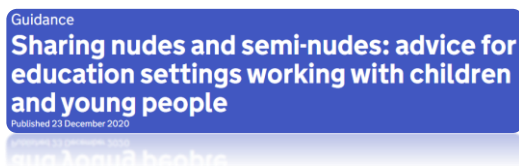
The [Online Safety Bill 2023](#) sets out laws to protect children and adults from online harms. The aim to protect children is through

- Removal of illegal content as well as preventing it from appearing
- Preventing children from accessing harmful and age-inappropriate content
- Enforcing age limits
- Risks to children through social media
- Clear and accessible ways to report problems online.

The DfE and OFSTED produced clear guidance for schools and colleges to follow ensuring consistency in education across the country. This handbook will highlight the expectations on schools and colleges to safeguard pupils of any age whilst online.

*This document has been created as part of the local authority (LA) Online Safety Sub-group to support schools in safeguarding children and young people with their online use and providing information which can be used to share with parents and carers.*

This LA guidance also aims to support schools and colleges in meeting the needs of their students in line with the above and following additional statutory requirements and guidance. *Click the images to go straight to the relevant document.*



## Section 2 – The Responsibilities of Schools and Colleges

This Croydon Guidance supports in providing clarity for schools and colleges within the local authority (LA) to fulfil their responsibilities to protect children and young people from harm.

The following expectations are set out in KCSIE:

- A behaviour policy which includes cyberbullying and prejudice based and discriminatory bullying. (P8)
- All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring (P8)
- All staff should be aware of indicators of abuse and neglect including online abuse. (P9)
- All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. (P10)
- Sexual abuse can take place online, and technology can be used to facilitate offline abuse. (P11)
- Children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online...physical abuse may include an online element which facilitates, threatens and/or encourages physical abuse. (P12)
- Sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence) (P12)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment. (P13)
- Initiation/hazing type violence and rituals (this could include an online element) (P13)
- The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place) (P28)
- Children are taught about how to keep themselves and others safe, including online. (P33)
- It is essential that children are safeguarded from potentially harmful and inappropriate online material. (P35)
- Considering the 4Cs (content, contact, conduct and commerce) will provide the basis of an effective online policy.
- Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. (P37) Also included is an annual review of online safety procedures.
- Some groups of children, are potentially at greater risk of harm than others (both online and offline) (P44)
- Online: Schools and colleges should recognise that sexual violence and sexual harassment occurring online (either in isolation or in connection with face-to-face incidents) can introduce a number of complex factors. (P111)
- Social media is very likely to play a central role in the fall out from any incident or alleged incident. There is the potential for contact between victim and alleged

perpetrator(s) and a very high likelihood that friends from either side could harass the victim or alleged perpetrator(s) online and/or become victims of harassment themselves. (P134)

- County Lines - Children are also increasingly being targeted and recruited online using social media. (P143)
- Child Sexual Exploitation - CSE is a form of child sexual abuse. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. (P14)

The breadth of requirements highlights the expanse of risk that children and young people are exposed to through the use of the internet including social media. *Click the image to go straight to the document.*



## Section 3 – Online Safety – What does it mean?

Online safety is about educating children and young people with our ever-changing technology, to protect themselves from harm from the devices and networks they use. As well as enjoying the benefits of the internet, it is important that they are aware of the possible threats they could encounter including their online reputation, exposure to harmful and illegal content, security threats and personal data. Within this protective and proactive approach, it is essential that we engage and educate parents and carers with the skills they need to make informed choices for their child.



### Online Harms



### Definitions

Image abuse	sometimes called 'revenge porn'	Financial abuse	Can be persuading someone to share money, controlling someone's income.
Bullying	Known as cyberbullying, bullying with the use of technology	Grooming	Building a relationship with them online to build trust to get them to do something sexual or illegal.
Sexual harassment	Behaviours that use digital content such as images, videos, posts, and messages	Coercive Control	Can include controlling behaviour and blackmail.
Stalking	obsessive, unwanted, and repeated behaviour	Doxxing	Releasing someone's personal information online.

Online platforms for causing online harm include social media, calls and texts, emails, airdropping and file-sharing apps, online forums, live streaming, gaming sites, and tracking devices.

## Social media



Social media is a part of everyday life for children and young people. There are many platforms, some of which parents and professionals will be less familiar with and we can guarantee that our children are always several steps ahead of us in this area. With this in mind, it is even more important that schools and parents equip children and young people with skills to help keep *themselves* safe online. Social media platforms have age restrictions (many of which are 13+) which are often not considered by children and parents when they access them. Once on social media, there are a number of risks which should be considered.

- **Oversharing** which can be through choice or pressure from others.
- **Sharing locations** intentionally or through unknown device settings.
- **Talking to people they don't know** online through games and chat forums increases the risk of grooming, other forms of abuse and meeting up in person.
- **Sending and receiving inappropriate content** can be due to pressure from others through cyberbullying or from people they don't know who are exploiting them.
- **Unrealistic sense of body image or reality** from peers or celebrities can lead to poor self-esteem and poor mental health.
- **Obsessive focus on likes and comments** can lead to children feeling unliked or not good enough or as popular as their friends or peers.

Many parents do not add parental controls to their children's devices, especially for teenagers. This can be for a variety of reasons which could include:

- Not knowing how, or not be technology minded and therefore unfamiliar with how to adapt the settings or that some devices such as games machines link to the internet,
- Child or young person cannot access the information they want to,
- Feel pressured to allow their child to access more as their friends can and they don't want them to feel different,
- The behaviour of their child/young person declines when they try to put in boundaries around use of their devices,
- They don't think about restrictions on their devices which the child/young person may have access to, and
- They are unaware of the extent of the risks to children online.

Parent workshops and information can provide key information in helping parents understand the risks and make the necessary changes to safeguard their child(ren). Information on setting parental controls can be found in the NSPCC website via [this link](#).

In addition to this, workshops can be arranged with [ParentZone Local](#), an organisation working with Croydon, to continue to support schools and families in making safe choices



online and accessing relevant information. Croydon's ParentZone Local representative can be contacted via the Croydon page on the website.

Supporting young people who identify as LGBTQ+, further information and resources can be found at the Family Online Safety Institute - <https://www.fosi.org/series/supporting-lgbtq-young-people>.

## Gaming



Online gaming, like other forms of internet, can be fun and great way to stay in touch with friends and family. However, there are many risks which need to be considered. As with social media, pupils may not be accessing it within school time, there is a duty of care to educate them as part of the school's wider safeguarding agenda. In addition to this, we need to consider that even very young children who do not have their own phone, are likely to have their own, or access to a tablet or gaming device which links to the internet. Considerations with online gaming should include:

- Age restrictions of the games they play,
- Chat, messaging, and contact functions within the games, which can link to bullying,
- Chatting to people they don't know or who present with fake profiles,
- In-game purchases,
- Trolling and scams, and
- Risk of gaming addiction. (Visit YGAM for information and support).



As well as knowing the risks and putting in protective measures, it is unrealistic to think that children and young people are fully protected from the risk of harm. Therefore, they need to:

- Know how to report concerns, and
- Know how to access support.



An extreme example of gaming causing significant harm through grooming is that of BRECK BEDNAR. Breck was murdered by someone he met and knew only via a gaming platform. Breck's mother has campaigned tirelessly to get his story heard. *Click the image for more information.*

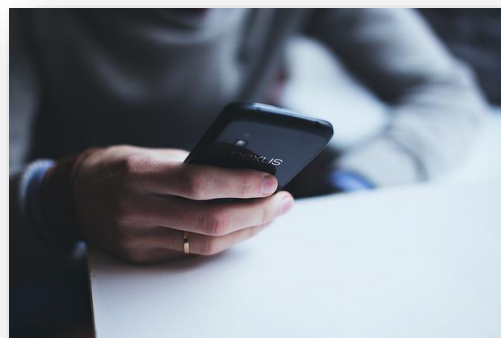
Further information and resources can be found on the following sites.

- [GamCare](#) - information includes understanding how gambling affects your life and a self-assessment tool. There is also a recovery toolkit.
- [Childnet](#) - has a Digital leaders Programme, Resources available beneficial to schools, parents and CYP, Practical Guides and Resources for children and young people with SEND.
- [Family Online Safety Institute](#) - resources for parents/carers, nurturing digital resilience and support for LGBTQ+ youth in the digital age.
- [NSPCC](#) - should I let my child use Discord?
- [Internet Matters](#) - using Discord safely.
- [Defend young minds](#) - the dangers of Discord.

## SEXTING

Sexting (also referred to as 'sending nudes' or 'sending pics'), is the term used to describe the use of technology to send and receive sexually explicit or intimate messages. These can include text messages, provocative audio messages and photos/videos. These photos or videos can be of themselves or others. The risk related to this is:

- The young person has no control over who sees or shares the information,
- Not all sharing is consensual,
- If under 18, they are breaking the law by sending this content or being in possession of the sexually explicit images of a child,
- Non-consensual sharing of any age of sexually explicit images/videos is illegal.



Support and guidance can be found at [Internet Matters](#). This website also has links to resources from other services such as NSPCC, CEOP and Young Minds, to name a few.

Childline: *Remove a nude image shared online* [Report Remove](#) is a free tool that allows children to report nude or sexual images and videos of themselves that they think might have been shared online, to see if they can be removed from the internet.

## Online Scams

Anyone can be scammed online, and young people need to be vigilant to potential threats. Scam Wise have a student scam section which can be found [here](#). It highlights the different types of scams such as dating, shopping, prize draws and more. Money Mules is also another area where children and young people can be coerced into transferring money through their bank account (which is stolen). They are often approached through social media, for example and the act of being a money mule is illegal.

## Up-skirting (and Down-shirting)

Up-skirting is a form of technology assisted abuse and the term relates to a type of Voyeurism involving taking a picture under a person's clothing without their permission. This is humiliating and often goes undetected. Although it has always fallen under the 'illegal' framework, it became an explicit part of the Voyeurism Act 2019.

## Keeping Children Safe in Education (KCSIE)

KCSIE refer to the four areas of risk which are useful to reference when exploring curriculum content, planning assemblies and even parent workshops.

**content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

**contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

**conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

**commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>). **(KCSIE, 2023)**

The four C's is helpful in unpicking the associated areas of online harm and assists in drilling down to the relevant aspects when teaching students.

## Section 4 – Links to other safeguarding themes

Online safety, although a safeguarding area of its own, links with other themes where technology can be used to facilitate other types of abuse or harm. These include but may not be limited to the following areas.

### Extremism and Radicalisation (Including Incidents of Hate)

The internet and social media can sometimes be used to assist in radicalising children, young people and adults into developing extremist views and can be a way of evolving those extreme views into actions. This not only links to terrorist activity, although this could be possible, but also areas of hate linked to someone's beliefs, cultural background or identity and sexual orientation for example. There are various sites which can provide information and resources to increase knowledge and understanding of these areas of risk.



Going Too Far? Helps students to understand **online safety and the law**. It is an interactive classroom resource which aims to help students understand extremism and how certain online behaviour may be illegal or dangerous.

Educate Against Hate provide 'Let's Discuss' resources which are designed to help teachers facilitate classroom conversations in secondary schools this could include topics like Conspiracy theories and Fake news.



This resource pack can help you discuss **Fundamental British values** with your students. To view the resource, click the image.

It can also be used to teach about the risks different forms of extremism pose to young people, including.

[Let's Discuss: Islamist Extremism](#)

[Let's Discuss: Extreme Right Wing](#)

[Let's Discuss: Extreme Left-Wing, Anarchist and Single-Issue Extremism](#)

Educate against hate have information for parents and carers such as;

What is Prevent? Educate against hate have provided a booklet to help parents and carers understand what Prevent is as well as useful information and advice including how to start a difficult conversation. Click [\[here\]](#) for a copy

The [REPORT IT app](#) is useful to share for immediate reporting and support.



As previously mentioned, Croydon are working with ParentZone Local. ParentZone provides information, advice and activities that can help use to support your child in the digital world. To find out more information click the image.

**Talk:Tech** from Parent Zone is a range of visual spoken resources to support conversations about digital. To access these resources, click the image. This resource is particularly useful for children with speech and language difficulties.



and

**Internet Matters** (Includes a case study for Extreme Dialogue). This is to help parents learn how to protect their child from radicalisation or to learn how young people might be targeted. They can explore expert tips on how to prevent radicalisation and where you can go for further support. For more information click [\[here\]](#). They also have a section for professionals working with LGBTQ+ age 7-18 which can be found [here](#).



**Stonewall** has a variety of resources and information to support schools in developing an LGBTQ+ inclusive curriculum. In addition, there is support available to children and young people who are LGBTQ+. Click the image to visit the website.

### Criminal and sexual exploitation

Exploitation of children and young people often take place in person, often providing them with a sense of belonging to something, where they may previously have felt isolated. They may also be made to feel more positive about themselves through flattering and positive comments which the perpetrator intentionally uses to make a connection with the child or young person. However, social media and online platforms such as gaming chats are also used by exploiters to build a relationship and develop a misguided sense of trust which puts the child at risk of harm. This can lead to criminal behaviour, substance misuse, county lines, and harmful sexual activity, just to name a few.

All children and young people have the potential to be susceptible to exploitation through online use so parents and children both should have a clear understanding of the potential risks.

The following CSE acronyms may be useful for parents, to be aware when monitoring their children's devices.

IWSN	I want sex now	SUGARPIC	Suggestive or erotic photo
GNOC	Get naked on camera	KOTL	Kiss on the lips
NIFOC	Naked in front of computer	(L)MIRL	Let's meet in real life
PIR	Parent in room	PRON	Porn
CU46	See you for sex	TDTM	Talk dirty to me
53X	Sex	8	Oral sex
9	Parent watching	CD9	Parents around/Code 9

99	Parent gone	IPN	I'm posting naked
1174	Party meeting place	LH6	Let's have sex
THOT	That hoe over there	WTTP	Want to trade pictures?
CID	Acid (the drug)	DOC	Drug of choice
Broken	Hungover from alcohol	GYPO	Get your pants off
420	Marijuana	KPC	Keeping parents clueless
POS	Parent over shoulder		

Secretive use of technology in children is always a concern. In its extreme it can be a sign of exploitation, unsafe use of the internet or even county lines. Mobile phones play a significant part in gang affiliation, serious youth violence, and county lines, as burner phones can be used to navigate and communicate between the victim and the exploiter, and their use, places the child at potential physical risk of harm.

### Cyberbullying and Child-on-Child Abuse



Technology is used to facilitate abuse between children and young people providing a forum to target, harass, threaten, or embarrass them. This can be one on one or groups and can have significant impact on emotional well-being. It can be used in isolation or as part of face-to-face bullying. The National Bullying helpline is available to provide guidance and support. There is also a parent guide to help in supporting their child. Resources can be found on the following sites (click the images)



### Mental Health

Children and young people spend an increasing amount of time online and although this is not all negative, we must consider the impact on their mental health. Living within a highly virtual world can be isolating and lonely. It can lead to unhealthy information being accessed including the ability to research and find unhealthy information about issues they may be experiencing such as eating disorders, self-harm, and bullying. Although there is a significant amount of useful and appropriate support information available, there is equally a significant amount which can increase the risk of emotional harm. It is important that both schools and parents speak to children and young people about healthy internet use.



## Section 5 – Special Educational Needs and Online Safety

Any child of any age and any background can be susceptible to online harm. However, children and young people with additional educational needs, neurodivergent diagnosis or poor mental health have increased vulnerabilities not only to the risk of accessing unsafe content, but also at increased risk of online initiated exploitation, whether that be criminal, sexual or extremism. Children and young people with additional needs, sometimes struggle with face-to-face relationships, communication or interaction and therefore become more reliant on technology and show increased interest in online activity. Exploiters use this opportunity to build 'virtual relationships' before making physical contact with their victims.

In addition, some children, and young people with neurodivergent diagnosis, have increased use of online platforms as they may have highly focused interests or require the internet for research purposes. The potential harm is varied, there can be a significant impact on mental health, risk of coercion from criminal and sexual exploiters or those with extremist views. In addition, they are at risk of coming to the attention of police due to their search algorithm. It can be difficult to help children and young people to understand the concern their online behaviour causes. This does not mean however, that we shouldn't try.

### Accessibility of Information for Children and Young People

Children and young people need to have accessible information which is both age appropriate and developmentally appropriate. The obvious form of information giving is through lessons and open conversations. However, not all children learn in the same way and may benefit from a more visual resource to compliment the discussion-based lesson.

This is particularly important for younger children, those with additional learning needs or neurodivergent pupils. All children and young people need to learn how to protect themselves, understand about staying safe online, and who to talk to or what to do if they are worried. This may require us to be more creative in our approaches to reach as many pupils as possible, despite their varying needs.

There is some support for practitioners working with SEND pupils on how to support them with their online activity.

It is important to remember that as well as SEND pupils, we should also be considering the increased vulnerabilities of children and young people who have experienced trauma, including those who may have a social worker, be a child looked after (CLA) or post-CLA.



Internet Matters has information and resources for professionals and parents/carers to use when supporting their child in understanding safe online activity. The different areas include.

- SEND, social emotional and mental health.
- SEND, cognition and learning.
- Care experienced child or young person 7-18

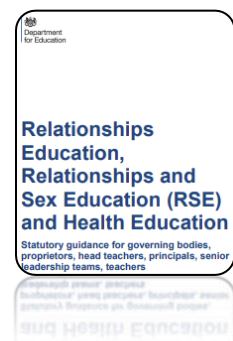
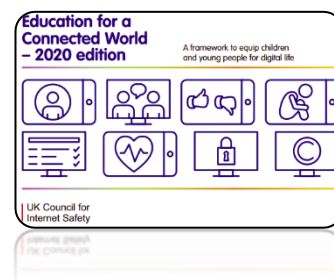
## Section 6 – Opportunities within the curriculum

Online safety interacts and interlinks with other areas and although discrete teaching is important, it should not solely be treated or considered in isolation. The curriculum offers a range of opportunities to develop and reinforce online safety messages which should be explored both through direct and indirect teaching.

Seeking opportunities to teach children and young people in an age *and* developmentally appropriate way about safe use of the internet is both essential and empowering. This will be paramount in equipping children and young people with the skills they need to safeguard themselves and those around them, creating a generation with a healthier digital life. These teaching opportunities should, be appropriate to age and developmental needs of the individual, and where possible link to real life events/experiences making the learning relatable.

There are many opportunities to include different aspects of online safety within the existing curriculum, both statutory and non-statutory. Creative thinking will be pivotal in generating lessons and activities that children and young people are interested in, inspired by, and willing to engage with. Ideally, linking to their own interests will help break down any immediate barriers to learning. If it's relatable to them and their life, you are more likely to connect with them.

The 'Education for a Connected World Framework' is key in providing structure and a progressive curriculum for schools to apply. *(Click the image to access the document)*



Schools should seek to make clear links with other areas of the curriculum such as the statutory Relationships, sex and Health Education. Both primary and secondary age children are expected to develop an understanding for example, on the difference between online and real-life worlds. *(Click the image to access the document)*

### Self-Assessment

Schools and colleges can make use of free online safety self-review tools such as the [360 safe website](#) or [LGfL online safety audit](#).



## LA Section 11 Safeguarding Audit

Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.

The section 11 annual safeguarding audit is a self-assessment tool which reflects on the previous academic year safeguarding procedures and practice and aims to support in developing both school/college based and Local Authority action plans for the coming year.

The RAG rating system allows schools/colleges to prioritise actions for the coming year as well as providing a baseline for the Local Authority to work from when conducting any reviews or deep dives. The Education Safeguarding Lead tracks the RAG ratings year on year and can identify potential gaps within the provision individual schools/colleges may have. These findings form the LA action plan for the coming year which is updated regularly and reported back to senior managers. The audit assists in identifying training needs at a borough level as well as potential support for individual schools/colleges.

*The newly dedicated online safety section within the audit this year contains questions specific to the area online safety but will also link in with a number of other areas also. The specific questions are.*

Pupils are taught:

- How to keep themselves safe online
- Age restrictions for social media and games
- Risks of 'speaking' to strangers online, people are not always who they say they are.
- Their social media identity
- Sharing information online
- Risks of sharing nudes/semi-nudes
- Legal information around sharing nudes/semi-nudes
- Gaming addiction
- Cyber-bullying
- Fake Vs reality including news and body image.
- Impact on their mental health
- How to report something that worries them
- How to access support

**Early years specific**

Children learn in an age-appropriate way about their mental health.

- What positive mental health looks like?
- How to maintain positive mental health
- How to identify if they have poor mental health
- What contributes to poor mental health?
- How their behaviour can impact on the mental health of others
- Understand that all emotions are normal but how we manage them is important.

Parents are supported in understanding their child's online use and how to keep them safe through:

- Newsletters
- School website
- Leaflets
- Signposting
- Parent workshops

<ul style="list-style-type: none"> <li>• Use of ParentZone Local</li> </ul>
School has appropriate measures in place to monitor and filter internet access and check at least annually.
How many incidents of cyber-bullying have been recorded?
How many of these incidents were racially/culturally motivated?
How many of these incidents were gender/sexuality motivated?
How many concerns were raised about children being sexually groomed online?
<b><i>Additional questions include.</i></b>
Governors have received appropriate safeguarding training including online safety to enable them to apply challenge on safeguarding.
The DSL and Deputies have completed Prevent training and online safety training.
Staff receive updates and training including online safety.

## Section 7 – Other useful links and resources

Childnet – [SEND Toolkit](#)

Crimestoppers – [Keeping safe online](#)

NSPCC – [social media and online safety](#)

Childnet – [resources and information](#)

Safer internet – [teaching resources](#)

Internet Safety – [school e-safety](#)

National Online Safety [website](#) - membership

Samaritans – [internet safety resources](#)

[The UK Safer Internet Centre](#) provides an online safety helpline for professionals at 0344 381 4772 and [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk).

**Internet Watch Foundation:** If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the [Internet Watch Foundation](#) (IWF).

**Childline/IWF Remove a nude image shared online** [Report Remove](#) is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online, to see if they can be removed from the internet.

[Thinkuknow](#) from NCA-CEOP provides support for the children's workforce, parents and carers on staying safe online.

DfE – [Using external visitors for online safety](#)

Childnet – video [Just send it](#)

Internet Matters – [age 0-5 advice](#)

Childnet – [Digiduck stories](#)

Childnet – [LGBTQ+ poster](#)

NSPCC – [e-safety for schools](#)

Childnet – [be smart with your smartphone](#)

Loudmouth – [RSE theatre based resources](#) including online safety (cost implication)

Our Street Now – [list of support services](#) women and girls to feel safe on the street (includes things like revenge porn, stalking and harassment).

Safe 4 me - [online and cyberbullying](#) for age 4 up to adults, teacher lessons and resources and variety of information.

BBC Teach - [KS3-4 online grooming](#)

Childnet - [teaching consent online ages 3-18](#)

Safer Internet - [Resources 11-19](#)

CEOP - [safety centre](#)

BBC Teach - [KS3 how risky are my social media posts?](#)

Childnet - [online body image](#) 11-18y

Childnet - [pornography - risks Vs reality](#)

Childnet - [crossing the line - sexting](#)

PSHE association - [KS4-5](#)

Childnet - [desname](#)

CEOP - [thinkuknow](#)

Just One Norfolk - [Staying safe online](#). Younger and older children section

Safer Internet - [Educational Resources](#)

BBC Teach - [learning about the legal and emotional impact of sharing sensitive images.](#)

Research in Practice - [technology assisted harmful sexual behaviour](#)

<https://swgfl.org.uk/products/>

## Signposting Parents to Information

We all know as adults/educators that, children and young people are several steps ahead of us when it comes to technology so empowering parents in their knowledge will be pivotal in safeguarding their child(ren). Here are some useful sites to signpost to. *Click on the image/logo.*

