Digital Resilience Award
Keeping Safe & Staying Healthy Online

The Digital Resilience Award (DRA) is one of eight work-streams of the Resilient Schools programme. The award aims to implement a whole school approach to digital resilience to all schools in all Barnet schools. The award promotes the positive aspects of an online life, highlights the potential dangers of being online and provides resources to improve online healthy and e-safety.

How long does it take to obtain the Digital Resilience Award and when can my school start?

You may start anytime in the school year. Each Online Healthy and E-Safety theme is split into six terms. However, it will take one academic year to complete and obtain the award.

Resources are included for each of the 6 Online Healthy and 6 staying E Safety theme. A list of resources is also included at the end of the document.

The Award

Achieved:

Your school will be expected to work through each theme with the aim of attaining *'achieved'*. This means that you have completed each theme over the course of one term and submitted evidence demonstrating your participation and approach to Digital Resilience.

A moderation meeting will determine whether your school has 'achieved' the digital resilience award.

Excellent:

If your school is interested in undertaking a more in-depth approach to digital resilience, you may go on to achieve *'Excellent'*. To achieve *excellent* your school will need to:

- Increase the quality and number of evidence submitted AND
- Have a clear champion leading digital resilience work stream on Online Healthy and E-Safety and/or
- Undertake in-depth work on a specific topic or topics E.g. Sexting, radicalisation or reporting cyber bullying and/or
- Have a group of pupils/parents/teachers who lead extraordinary work on a topic/topics E.g. Using physical activity and linking into community spaces and events to improve choices on '*Off line Activities'* and/or
- Under extra-curricula activities relating to digital resilience. E.g. learning to 'bounce –back' from negative feedback, building self-esteem and positive images online, sharing healthy apps and games that are age appropriate and/or
- Designed new/unique lesson plans targeting specific pupils E.g. vulnerable pupils and SEND pupils.

How much evidence do schools need to collect?

We expect schools to bring between 6-10 pieces of evidence (per term) to show activity and impact. This table broadly indicates the sorts of evidence we would expect schools to collect.

Focus	Raising awareness	Conducting action	Measuring impact
Pupils	Evidence of termly e-safety lessons and assemblies (lesson plans and units)	Integrated e-safety Programme linked to PSHE & Cross curricula topics (SOWs and POS)	Active Pupil involvement in setting e-safety agenda (Pupil e-safety group)
School / Staff	Policies (published documentation)	Evidence of practice (SLT monitoring)	Audit and Self evaluation (SEF & SDP)
Parents / Community	Newsletter / letters distributed Website advice and links promoted	Meeting / Groups / Evenings scheduled Input into acceptable use	Survey responses, evaluations, case studies and / or changes to school practice as a result of feedback
Governors	General Awareness (minutes)	Individuals with safety responsibility (delegated responsibilities recorded)	Active Committee in place (Minutes and action plans)

What kind of evidence is suitable?

The Digital Resilience Award is designed to be within the reach of any school that chooses to take part. As the award is a rolling programme, you can choose your own starting point and gather evidence from when you decide to start.

You can also collect evidence retrospectively, but we expect that in most cases, schools will collect evidence as they go through the year.

Evidence could include but not exclusive to:

- Copies of a presentation for an assembly or staff meeting;
- Copy of a policy;
- Photos of class/school displays and/or children's work;
- Screen shots of the school's website;
- Evidence of pupil and/or parents feedback;
- Teaching plans/video's and plays.

The table below gives some examples of the kinds of evidence that schools could collect with reference to specific targets:

	Example	Evidence could include:
1	Use assemblies to promote respectful behavior online	✓ A copy of the assembly presentation *and/or* ✓ Notes from a pupil feedback exercise.
2	A designated governor has online-safety responsibility	✓ Report presented by a governor at a Governance meeting *and/or* ✓ Minutes of an e-safety governors meeting.
3	Discuss the importance of password security in at least three computing lessons…	✓ Lesson plans from three or more lessons *and/or* ✓ Evidence of work from children in three different lessons.
4	Develop a poster/board display of health promoting apps and how they can be used	✓ Picture of display board And/or ✓ Lessons/notes from students discussing useful and helpful technology

When do we need to collect the evidence?

The DRA has been designed as a rolling programme, so schools can choose their own starting point and gather evidence for the three terms. This means that some schools will have started gathering evidence during the autumn term and will aim to collect evidence throughout the current academic year. Others will start in the spring term and will collect evidence in summer and autumn terms etc.

We recognise that in some cases schools will need to collect evidence retrospectively, but we expect that in most cases, schools will collect evidence as they go through the year.

When are the moderation meetings?

Public Health with partners will hold moderation meetings twice a year. This will allow schools to gain 'achieved' status.

Schools hoping to gain the 'excellent' status following completion of 'achieved', will be moderated at the following meeting. Dates will be given to participating schools.

2018/2019 Key dates:

Workshops Dates:

- January 2019 (exact date TBC)
- April 2019 (exact date TBC)

Evidence Submission Deadlines

- May 2019 (exact date TBC)
- July 2019 (exact date TBC)

Moderation Meetings:

- May 2019 (exact date TBC)
- July 2019 (exact date TBC)

Module 1

(Recommended for Autumn Term 1)

ONLINE HEALTHY

Body positive image & Filters

Eating Disorders & Healthy Eating

Appreciating difference

ONLINE SAFE

Reliable vs Unrealiable Web-sources

Critical Thinking

Fake News

Pupils		
Online Healthy	• Introduce the message of Body Image, Healthy Eating & Eating Disorders in an assembly / form class. • Engage with pupils about Body Image, Body dysmorphia, Selfies, Image Filters (for e.g, those on Instagram/Snapchat) and eating disorders (inc. pro-bulimia & pro-anorexia websites). • The Mix – Male body image website • Use of different types of apps and why we would use filters. Highlight the positives and the potential negatives • Children write/illustrate in a variety of lessons about the: Effect of social media on body image as well as the use of image filters on apps such as Instagram. Eating disorders (Inc. pro-bulimia & pro-anorexia websites)	**Resources:** • www.themix.org.uk/mental-health/body-image-and-self-esteem/male-body-image-5953.html • https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-6-discrimination • https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-4-diversity •

		Resources:
E- Safety	• Critical thinking skills use lesson plans. How do we distinguish between true and false information? Look at fact checking sites. AND/OR 'The Full Facts Toolkit • Get involved in the youth photo campaign reviewing body image and explore the power of image in digital youth culture "Seeing is not always believing". • Pupils are able to show the need to challenge and question sources	• www.snopes.com • www.fullfact.org/toolkit/ • www.saferinternet.org.uk/safer-internet-day/2017/youth-photo-campaign-power-image/get-involved-safer-internet-day-youth-photo

Schools

		Resources:
Online Healthy	• Link to healthy eating including PHSE lessons. • Include hyperlink(s) on the school website. Beat Charity. • Sign post in the school newsletter to visit the school website to download information sheet on body image, image filters & eating disorders • Link in with PSHE Education Programme of Study (Key stage 1-5) Jan 2017 (PH Resource) • School/Display board of what a healthy body looks like and differences in all our bodies – PHSE lessons #MySenseOfSelf • Register with the PHSE Association to download free resources on positive body image.	• www.beateatingdisorders.org.uk/ • www.parentzone.org.uk/download-free-parent-guide-boost-body-confidence-child • www.parentzone.org.uk/article/selfies-good-bad-and-downright-irritating • www.parentzone.org.uk/article/eating-disorders-and-internet • https://www.pshe-association.org.uk/system/files/PSHE%20Education%20Programme%20of%20Study%20%28Key%20stage%201-5%29%20Jan%202017_2.pdf
E- Safety	• Consider using critical thinking tools: Childnet "Trust Me" Resources pack • Highlight fact-checking sites • Lesson on how easy it is to create fake news –	• www.childnet.com/resources/trust-me • www.saferinternet.org.uk/blog/fake-news-and-critical-thinking • http://www.react365.com/

Parents and Carers

		Resources:
Online Healthy & E-Safety	• School to produce a short engagement plan for parents on all module 1 themes • Host an evening session for parents covering the influence of social media on body image. To cover topics including selfies and image filters. • Parents involved with internet safety day. • School conducts 'Online health' survey with parents • The " fair play" booklet to be shared with parents	• https://www.nhs.uk/conditions/stress-anxiety-depression/mindfulness/ • http://www.barnardos.org.uk/fair_play_booklet-2.pdf

	Governors	
Online Healthy &	• Governors to promote, mindfulness, yoga and physical activity amongst staff and pupils.	**Resources:** • https://www.nhs.uk/conditions/stress-anxiety-depression/mindfulness/ • https://www.mind.org.uk/information-support/drugs-and-treatments/mindfulness/practising-mindfulness/#.WvLHnk2otjo

Module 2

(Recommended for Autumn Term 2)

Key dates: Anti-Bullying Week
(13th – 17th November 2018)

ONLINE HEALTHY

Sleep

Brain Development

Physical Activity

ONLINE SAFE

Cyber Bullying

Reporting Incidents and Obstacles

Talking and Reporting Extreme Content

Pupils		
Online Healthy	• Introduce the message of sleep and physical effects of online activity in an assembly/form class. • Engage with pupils about the effects of online activity on sleep & physical activity / obesity. Pupils are able to discuss these matters in form classes. • Pupils create a plan/pledge for themselves about how their use is going to change now they have this new knowledge. • Use C4L resources and keeping fit and active. Pupils are aware of GLL holiday activities.	**Resources:** • Brain clip on YouTube

E- Safety	• Develop a school netiquette code which promotes respectful behaviour online. Display this code in library / canteens / common rooms /notice boards. • Pupils take part in safer internet day activities. • Can understand the importance of privacy settings and know which information would make them identifiable online. • Pupils are involved in an e-safety forum, identifying common online trends and messages being received, informing on policy and practice development. Schools website to be updated with current information regarding known risks. • Pupils take part in safer internet day activities. • Can understand the importance of privacy settings and know which information would make them identifiable online. • Pupils differentiate between safe and unsafe information to share in a discussion in a form class • Have a range of strategies to keep themselves safe in virtual environments and on social media. (Order moved and regrouped together) • Pupils are clearly able to identify an adult inside and outside of school who they would ask for help if they felt they were unsafe or had seen unsafe material (this is in addition to Kooth, the police etc) •	**Resources:** • https://www.youtube.com/watch?v=_o8auwnJtqE (Ideal for 8-11 years (Year 5/6)) • Other ceop videos available for young children- cyber cafe
Schools		
Online Healthy	• Include on school website Life on the Web and point parents and governors to webpage to introduce digital resilience concepts: • Include hyperlink(s) on the school website Inc. • Staff are familiar with responsibilities in protecting children from extremism • Schools to link into school based activities on promoting healthy weight with GLL • Children write/illustrate in a variety of lessons of the negative effects of online activity on sleep, obesity and eating disorders.	**Resources:** • https://youngminds.org.uk/get-involved/campaign-with-us/life-on-the-web/#why-we%E2%80%99re-campaigning • www.parentzone.org.uk/article/sleep • www.parentzone.org.uk/article/childhood-obesity-new-epidemic • www.educateagainsthate.com

		Resources:
E- Safety	• Lesson plans on bullying and link to online video of cyber bullying "Gone too far": • How to report on social media e.g YouTube Safety Guide and Thinkuknow "How to Report". • Discuss barriers to reporting and how to overcome them. • Staffs are promoting critical thinking in evaluating websites, for example through the use of fake websites (see LGfL e-safety framework). • Key staffs undertaken free on-line e-safety training from LBB. • School has appropriate monitoring and filtering in place and software is being regularly updated with urban slang and trend words. School acts on inappropriate use. • Participate in Anti-bullying week:	**Resources:** • http://www.childnet.com/resources/pshetoolkit/cyberbull ying • www.iheartmob.org/resources/safety_guides/youtube_gu ide • www.twinkl.co.uk/event/anti-bullying-week-2018 • www.bullying.co.uk/anti-bullying-week/

Parents and Carers

		Resources:
Online Healthy & E-Safety	• School to prepare a short engagement plan for parents on Autumn 2 • Send parents a link for guidance and advice on Sleep & physical activity • Offer parents information on healthy apps e.g. step apps and water apps encourage family use • Make parents aware of e-safety / school policies and practices including restriction on sharing images and information through digital communications. This can be supplemented by sending a link to: • Make parents aware of counter-extremism issues by sending them a link to • Sign post in the school newsletter to visit the school website to download information sheet on sleep, obesity and eating disorders. • Introduce an online-healthy agreement with parents. • Include item in school newsletter covering reporting of extremism. • School provides parents with regular opportunities to understand current online safety and radicalisation issues, e.g. at parents evenings. • Host an evening session for parents covering Sleep, Obesity and Eating disorders due to online activity. • Parents involved with internet safety day. School conducts 'Online health' survey with parents.	**Resources:** • www.parentzone.org.uk/article/sleep • www.parentzone.org.uk/article/childhood-obesity-new-epidemic • www.internetmatters.org/ • www.parentinfo.org/ • www.counterextremism.lgfl.org.uk/ • www.educateagainsthate.com

Governors

		Resources:
Online Healthy &	• Ensure that staff report to governors on e-safety issue and any concerns AND positive responses related to bullying/cyber bullying. • Governors have a ratified an online-safety and health policy. • A designated governor has online-safety and health responsibility.	**Resources:**

Module 3

(Recommended for Spring Term 1)

ONLINE HEALTHY
Relationships and Friendships
Fear of Missing Out (FOMO)
Conflict Resolution

ONLINE SAFE
Radicalisation & Extremism
Internet - 'Digital History'

Pupils		
Online Healthy	• Introduce discussion on relationships, friendships and FOMO in an assembly/form class • Include hyperlink (s) on the school website • What makes online friendships work and not work? Use PHSE lesson plans – Friendship and Peer Pressure Lesson Plan • Children write/illustrate in a variety of lessons about the effects of online activity on relationships, friendships and Fear of Missing Out (FOMO) and strategies to use to detox and wean off digital life to a more balanced	**Resources:** • www.parentzone.org.uk/article/relationships-good-your-health • www.parentzone.org.uk/article/checking-mobiles-night-leaves-teenagers-too-tired-school • www.tes.com/teaching-resource/friendship-and-peer-pressure-lesson-plan-6061966
E-Safety	• Deliver of session to pupils on Radicalisation and extremism with Borough lead (Perryn Jasper)	**Resources:** • Perryn Jasper: Perryn.jasper@barnet.gov.uk • https://kidshelpline.com.au/parents/issues/cultural-differences-and-conflict
Schools		

		Resources:
Online Healthy	• PHSE Lessons on conflict resolution • Delivering support to pupils on what is FOMO? Include techniques on how to 'mindfully' use digital online • Encourage use of radio alarm clock • Highlight and give list of 'apps' to help detox from smart phone	**Resources:** • http://offtime.co/ • https://inthemoment.io • SPACE – Break phone addition • Flipd – Remove Distractions (perfect for students) https://www.flipdapp.co/ • App Detox – App blocker and digital detox https://play.google.com/store/apps/details?id=de.dfki.appdetox&hl=en • Stay on Task https://play.google.com/store/apps/details?id=valavg.stayontask
E- Safety	• Ensure leads have understood and can apply guidance. • Ensure that school is linked with Borough Lead on radicalisation and extremism (Jasper Perryn)	**Resources:** • https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation • https://www.getsafeonline.org/social-networking/online-radicalisation/ • https://educateagainsthate.com/resources/how-social-media-is-used-to-encourage-travel-to-syria-and-iraq/

Parents and Carers

Online Healthy & E-Safety	• School and governors to produce a short engagement plan for parents • Send parents a link for guidance and advice on relationships, friendships and FOMO • Sign post in the school newsletter to visit the school website to download information sheet on Relationships, Friendships and Fear of Missing Out (FOMO). • Host an evening session for parents covering Relationships, Friendships and Fear of Missing Out (FOMO).	**Resources:** • www.parentzone.org.uk/article/relationships-good-your-health • www.parentzone.org.uk/digital-detox-parent-guide • www.parentzone.org.uk/article/checking-mobiles-night-leaves-teenagers-too-tired-school

Governors

Online Healthy &	• Governor report on FOMO, friendships and radicalisation	**Resources:**

Module 4

(Recommended for Spring Term 2)

ONLINE HEALTHY
Gaming behaviour
Gambling Addiction
Off-line activities

ONLINE SAFE
Behaving Respectfully
Keeping your password safe

Pupils		
Online Healthy	• Introduce the message of excessive gaming & problematic use in an assembly / information technology class/ form class. • Define problematic use of internet • Introduce the idea of behaving respectfully online in an assembly / information technology class. • Engage with pupils about gaming and gambling addiction in a form class / information technology class in more detail- time spent per week, online gaming (inc. dangers posed by strangers), gambling, sleep, offline friendships and on negative effects on schoolwork. • Children write/illustrate in a variety of lessons ways that gaming can have benefits and disadvantages. To cover lack of sleep, concentration & effects on offline friendships. Children illustrate the negative effects of gambling including skin gambling and virtual currencies.	**Resources:**

E - Safety	• Introduce the idea of behaving respectfully online in an assembly / information technology class. • Discuss the importance of password security in at least three computing lessons; ensuring children are familiar with the message 'Your password is like a toothbrush – not for sharing'. • Use an assembly to introduce the notion of 'netiquette' and explore respectful behaviour online.	**Resources:**

Schools

Online Healthy	• Use of RS mental health literacy on brain development • Describe to pupils cycle of addiction. Use lesson plan: • Investigating Internet Addiction using YouTube Film: • Refer to Kooth for online counselling support and list of alternative activities based in Barnet • Barnet Youth Website: and Futureversity: • Include hyperlink (s) on the school website including • Add information sheet on school website on gaming and gambling addiction.	**Resources:** • http://www.discoveryeducation.com/teachers/free-lesson-plans/cycle-of-addiction.cfm • http://www.pbs.org/pov/webjunkie/lesson-plan/ • https://www.barnetyouth.uk/ • http://www.futureversity.org/ • www.parentzone.org.uk/article/gaming-parents-guide • www.familylives.org.uk/advice/teenagers/online/gaming/ • www.parentzone.org.uk/article/online-gambling-and-young-people-growing-concern
E - Safety	• Include password security message on school website. Display the 'don't share your password' message in shared areas such as the library, computing rooms & canteen. • Include who can play lesson plan liked to PHSE: • Computer gaming	**Resources:** • https://static.lgfl.net/LgflNet/downloads/online-safety/LGfL-OS-CE-Gaming-Media_Violence-Lesson.pdf • https://www.teachingenglish.org.uk/article/computer-gaming

Parents and Carers

Online Healthy & E-Safety	• Send parents a link for guidance and advice on gaming and gambling addiction • Send parents a link for guidance and advice on password security. • Sign post in the school newsletter, to school website to download information sheet on gaming and gambling addiction. • Introduce an online-healthy agreement with parents. • Include item in school newsletter covering password security. • Host an evening session for parents covering the effects of gaming addiction, password security & respectful behaviour online. • Host evening session about online safety. • Sign post in the school newsletter, to school website to download information sheet on gaming and gambling addiction. • Introduce an online-healthy agreement with parents. • Include item in school newsletter covering password security. • Give parents opportunities to introduce mindful gaming • Develop an agreement with parents/carers to improve health outcomes and reduce problematic use of games.	**Resources:** • www.parentzone.org.uk/article/gaming-parents-guide • www.familylives.org.uk/advice/teenagers/online/gaming/ • www.parentzone.org.uk/article/online-gambling-and-young-people-growing-concern • www.thinkuknow.co.uk/parents/ • www.parentinfo.org/article/helping-your-child-stay-safe-from-cybercrime
Governors		
Online Healthy &	• Staff report to governors on e-safety and health concerns arising from gaming. • Governors have a ratified an online-safety and health policy. • A governor's online-safety committee, with staff representation, has a clear brief, is led by designated governors and meets termly.	**Resources:**

Module 5

(Recommended for Summer Term 1)

ONLINE HEALTHY

Self Harm and Pro-Suicide Online Content

Self Esteem

ONLINE SAFE

Keeping Personal Information Safe

Pupils

Online Healthy	• Introduce the concept of resilience and discuss staying resilient on line. • Who should pupils be speaking to for help with feeling down • Assembly on self-harm and pro-suicide		**Resources:** Jayne – you will probably know this better than me
E-Safety	• Deliver activities for children to be able to identify what is considered as personal information an detach them ways to help them keep their personal information safe		**Resources:** • https://ico.org.uk/media/for-organisations/training/1043031/ico-primary-resources-activity-one.pdf

Schools

Online Healthy	• Use the online support from PAPYRUS highlighting online bullying and suicide: #BedtimeStories • School wellbeing support for schools • School resource on self-harm • Share aware video for primary schools by NSPCC: • Keeping personal information safe • School staff to read the conversation starter document by paparus		**Resources:** • https://papyrus-uk.org/help-advice/resources/bedtimestories-online-bullying • http://www.schoolwellbeing.co.uk/pages/self-harm • https://selfharm.co.uk/ • https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/ • https://www.youtube.com/watch?v=ynN7wIkRdIE • https://www.papyrus-uk.org/repository/documents/editorfiles/conversation_starters.pdf

E - Safety	Deliver PHSE activities to inform studnets about how they can keep their information safe online, what information to be shared, what information not be shred	**Resources:** • http://www.childnet.com/ufiles/Lesson-Plans.pdf • https://www.kpbsd.k12.ak.us/Workarea/DownloadAsset.aspx?id=33708

Parents and Carers

Online Healthy & E-Safety	• Offer parent workshops by the NSPCC – Online Safety : • Send link to all parents via text on approved online social networking sites that supports games and apps.: • Weblink to be offered to parent/carer with first hand experience: • Call the Young Minds Parents Helpline: 0808 802 5544 (Monday to Friday 9.30am – 4pm, free for mobiles and landlines)	**Resources:** • https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/e-safety-schools/ • https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/e-safety-schools/ • https://selfharm.co.uk/ • https://primarysite-prod-sorted.s3.amazonaws.com/waterside-school/UploadedDocument/f6a59e6833f44f8fbcb0c6ac4c09002c/papyrus_conversation_starters.pdf

Governors

Online Healthy & E-Safety	• Governor lead to undertake online e-learning from MINDEd	**Resources:** • https://www.minded.org.uk/Catalogue/Index?HierarchyId=0_36391_36846_36849&programmeId=36391 • https://primarysite-prod-sorted.s3.amazonaws.com/waterside-school/UploadedDocument/f6a59e6833f44f8fbcb0c6ac4c09002c/papyrus_conversation_starters.pdf

Module 6

(Recommended for Summer Term 2)

ONLINE HEALTHY

Sexual Health
Sexting and Pornography
Appreciating Difference

ONLINE SAFE

iRights for children and young people
Grooming

Pupils		
Online Healthy	• Introduce LGBT including bullying (HBT bullying) in an assembly/form class and sexting. • Introduce the message of online pornography & sexual health in an assembly /form class. Guidance for primary schools on age appropriate material in regards to pornography and sexual health can be found at: • Engage with pupils about pornography & sexual relationships in a form class - to cover sexting, nude selfies, sexual exploitation and revenge porn. Using resources from thinkuknow.co.uk resource library (inc. videos for different age groups). • Guidance for primary schools on age appropriate material in regards to pornography and sexual health can be found at • Children watch age appropriate resources from thinkuknow.co.uk resource library (inc. videos for different age groups) on topics including nude selfies, sexting, and sexual exploitation. www.thinkuknow.co.uk/professionals/resources/. To write a reflection on topics. • Guidance for primary schools on age appropriate material in regards to pornography and sexual health can be found at • www.parentzone.org.uk/article/what-porn-education-might-look-primary-school • Children write/illustrate a variety of lessons about LGBT and HBT bullying	**Resources:** • https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/ • www.parentzone.org.uk/article/what-porn-education-might-look-primary-school • www.thinkuknow.co.uk/professionals/resources/ • www.parentzone.org.uk/article/what-porn-education-might-look-primary-school • https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources/ • https://vimeo.com/142124812 • https://vimeo.com/142124811

E-Safety	• Highlight to pupils the importance of Young People and the law. Include discussion online rights. • Pupils understand that they have rights and that there are responsibilities with those rights	**Resources:** https://www.bbc.co.uk/cbbc/curations/growing-up-digital

Schools

Online Healthy	• Discuss LGBT support in school: • Include hyperlink (s) on the school website Inc. • Staffs are aware of how to respond to reported incidents. • Review and update policy for handheld and mobile devices. • School has appropriate monitoring and filtering in place and software is being regularly updated with urban slang and trend words. School acts on inappropriate use. • Add information sheet on school website on pornography and sexual exploitation • The school has systems for logging and following up online-safety incidents - see attached example • Children watch age appropriate resources from thinkuknow.co.uk resource library (inc. videos for different age groups) on topics including nude selfies, sexting, and sexual exploitation.. To write a reflection on topics. • Guidance for primary schools on age appropriate material in regards to pornography and sexual health can be found at • Cyber- Racism. It stops with me.	**Resources:** • https://www.stonewall.org.uk/sites/default/files/an_introduction_to_supporting_lgbt_young_people_-_a_guide_for_schools_2015.pdf • www.parentzone.org.uk/article/should-i-be-concerned-about-internet-porn • www.parentzone.org.uk/advice/sex-relationships • www.thinkuknow.co.uk/professionals/resources/ • www.parentzone.org.uk/article/what-porn-education-might-look-primary-school • https://itstopswithme.humanrights.gov.au/what-can-you-do/speak/cyber-racism • http://www.childnet.com/ufiles/Lesson-Plans.pdf •
E-Safety		**Resources:**

Parents and Carers

Online Healthy & E-Safety	• Develop a short engagement plan for parents and carers • Send parents a link for guidance and advice on pornography & sexual health • Sign post in the school newsletter to visit the school website to download information sheet on pornography and sexual relationships / exploitation. • Host an evening session for parents covering sexual exploitation, nude selfies, revenge porn and sexting. • Parenting LGBT Support: • Host an evening session for parents covering LGBT and LGBT related bullying	**Resources:** • www.parentzone.org.uk/article/should-i-be-concerned-about-internet-porn • www.parentinfo.org/articles/pornography/all • www.parentzone.org.uk/advice/sex-relationships • http://www.gayparentmag.com/ • https://www.bbc.co.uk/cbbc/curations/growing-up-digital •

	Governors	
Online Healthy &	• Staff report to governors on e-safety and any concerns re: pornography / sexual health. • Governors ensure procedures are in place to prevent child sexual exploitation.	**Resources:**

- To access more resources and information we advise schools to sign up to Barnet's Digital Resilience Award on KHUB through https://khub.net/group/barnet-digital-resilience-award-group
- For more information please contact:: Jayne Abbott (Resilient Schools Programme Manager) on Jayne.abbott@barnet.gov.uk