How To...
Support Your Family to Stay Safe Online

Mr McLean - 23rd January 2024

The Tech Talk

2 in 5
Parents

Do not feel confident to have The Tech Talk with their kids discussing topics like **screen time, discovering quality content, digital safety and wellbeing and more**

1 in 4
Parents

Talks to their kids about their favorite online activities **less than two times a year**

Screen Time Rules are Changing

How much screen time for kids

Reached an **all-time high** on Google Search

2 in 5
Parents

Relaxed screen time rules

3 in 5
Parents

Allowed **increased screen time** for kids

Families are using Multiple Devices at Home

What age should a kid have a phone

Search topic grew by **152%** in 2020

70%
Of parents have kids with their **own phone**

Operating System:
73% Android
27% iOS

75%
Of parents have kids with their **own tablet**

Operating System:
37% Android
35% Amazon Fire Kids
28% iPad

Make Online Safety an Ongoing Conversation with your Kids

Online safety for kids

Reached an **all-time high** on Google Search

1 in 4
Parents

Have **not proactively** spoken to their kids about **online safety** over the past year

1 in 2
Parents

State their kid(s) has seen, experienced, or participated in **cyberbullying**

85%
Of parents

State their kid(s) have made **online purchases without their knowing**

40%
Of parents

State their kid(s) have been **scammed or phished** online

Source: Suzy Survey- January and February 2021 from a survey of 2000 US parents with kids under the age of 13.
Google Search Trends 2020
Learn more at: families.google

Google

- **48%** of young people say if they couldn't game online anymore, they would feel like they've lost a part of who they are

- Playing games online has helped **61%** of young people spend more time with friends virtually than they have done in real life

- **52%** of young people who play online games, say it's taught them to respect others

- **61%** of parents (with children aged 8-17) have been alerted to a new person within an online game that their child is unsure about

- Young people report at least one negative emotion in various online game situations. This includes seeing someone being mean or nasty **(73%)**,seeing someone cheat **(73%)**, and falling out with a friend **(68%)** when playing an online game

- Almost six in 10 young people **(59%)** want to learn more about how to play online games safely

- Almost 9 in 10 children (89%) aged 10 to 15 years said they went online every day.

- While the majority of children told us they only spoke to or exchanged messages with people online who they knew in person, around one in six children (17%) aged 10 to 15 years spoke with someone they had never met before (equivalent to 682,000 children) in the previous 12 months.

- An estimated 1 in 50 children (2%) said that they spoke to or messaged someone online in the previous 12 months who they thought was their age but later found out were much older.

- An estimated 5% of children aged 10 to 15 years met up in person with someone they had only spoken to online (equivalent to 212,000 children) in the previous 12 months.

- Around 1 in 10 children (11%) aged 13 to 15 years reported receiving a sexual message, while 1 in 100 reported sending a sexual message, in the previous 12 months.

- Girls aged 13 to 15 years were significantly more likely to report receiving sexual messages than boys (16% compared with 6%) in the previous 12 months.

- The majority of parents or guardians of children aged 10 to 15 years (64%) had some sort of rules about the length of time and when their children can go online.

Source: Office for National Statistics 2021

Benefits

- Entertainment
- Keeping in Touch
- Learning & Education
- Creativity

The online world can help children in many ways…

We know that technology and the online world can help children in many amazing ways – it lets them learn, explore their creative side, and connect with friends and family.

Play

All children play – it helps with development and social skills. This is the same online, and there are lots of educational games out there that can facilitate learning.

Create

Just like the wonderful creations children make at school and home, they love to explore their creative side digitally.

Learn

The internet is an endless source of information, which is helpful for homework, projects and general curiosity.

Connect

There are opportunities for children to talk to their friends and family wherever they are in the world, which children love to do, just as adults do.

4

Risks

UK Safer Internet Centre:

- **Conduct:** children may be at risk because of their own behaviour, for example, by sharing too much information
- **Content:** age-inappropriate or unreliable content can be available to children
- **Contact:** children can be contacted by bullies or people who groom or seek to abuse them
- **Commerce:** young people can be unaware of hidden costs and advertising in apps, games and websites

- Pace of Change - Lack of Shared Understanding

The Online Safety Curriculum at The Priory

Be Internet Legends.

To make the most of the internet, children need to make smart decisions. Be Internet Legends empowers younger children to use the web safely and wisely, so they can be confident explorers of the online world.

Sharp	Alert	Secure	Kind	Brave	Healthy
Think Before You Share	Check It's For Real	Protect Your Stuff	Respect Each Other	When In Doubt, Discuss	Look After Your Physical and Mental Wellbeing

Sharp

Think Before You Share

- Thoughtfully consider what you share and with whom
- Understand the consequences that come along with sharing
- Keep extra-sensitive information to yourself

Sharp		Defining what personal information is. *personal information, public, private*	Describing the importance of protecting personal information. Understanding the importance of behaving respectfully online and considering the effect of their online actions on others. *personal boundaries*	Recognising that the things we share online constitute our digital footprint, and that this can be positive or negative, as well as safe or unsafe. Understanding the importance of behaving respectfully online and considering the effect of their online actions on others. *digital footprint, positive, negative, settings*

Google's Be Internet Legends

Alert

Check It's For Real

- ✔ Know how to tell the difference between what's real and what's fake
- ✔ Understand phishing and how to report it
- ✔ Spot the signs of a potential scam

Alert		Recognising that the digital world is usually a positive place, but can also be a place where negative things happen. Recognising people online may not be who they say they are and may behave differently online. *honest, unreliable, suspicious, trustworthy*	Understanding how to recognise risks, harmful content and contact and how to report them. *fraud, phishing, scam, authentic, genuine*	Understanding the importance of being a critical and discerning consumer of information online. Recognising settings and features that protect us from harmful content and contact. *spear phishing, verifiable, deceptive, firewall, malware, encrypted*

Google's Be Internet Legends

| Secure | | Understanding that strong passwords are useful to protect personal information.

password | Understanding what constitutes a strong password and how they can assist in establishing privacy, whilst recognising that it is not always right to keep secrets if they relate to being safe.

privacy, security, hacker | Recognising the role passwords, privacy settings and other security features play in keeping us safe, including knowing how to find and change these in a variety of contexts.

two-step verification, security token |

Kind

Respect Each Other

- ✓ Use the amplifying power of the internet to spread positivity
- ✓ Block mean-spirited or inappropriate people
- ✓ Speak up against bullying and report it every time

Kind		Recognising that the same principles apply in online communication as offline. *bullying*	Understanding that the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. Understanding that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. *bystander, upstander, harassment, amplify, block*

Brave

When In Doubt, Discuss

- ✔ Speak up when you notice inappropriate behaviour
- ✔ Stand up when you see something you are not comfortable with
- ✔ Report when you witness people being treated poorly online

Brave	Recognising emotions (positive and negative) experienced whilst using digital technology. Knowing the importance of sharing negative emotions with a trusted adult.	Describing emotions (positive and negative) experienced whilst using digital technology. Identifying actions to take if experiencing negative emotions and identifying appropriate individuals to share concerns with, understanding the importance of sharing these until they get help. *emotion, feeling, positive, negative*	Understanding that humans experience a range of emotions, both positive and negative, whilst using digital technology, and knowing when, where and how to find help, advice and support.	
			Knowing that social media, some computer games and online gaming, for example, are age restricted. *age rating*	Knowing why social media, some computer games and online gaming, for example, are age restricted. *PEGI rating, app store rating*

Google's Be Internet Legends

Healthy

Look After Your Physical and Mental Wellbeing

- ✔ Follow age ratings on games
- ✔ Balance time online and offline
- ✔ Listen to your heart and mind

Healthy			Recognising that screen use can affect the way we feel, and that this is different for different people. *screen time*	Knowing strategies for developing digital healthy habits. *habit, healthy, unhealthy*	Identifying that digital activity can have a positive or negative impact on our digital wellbeing, and recognising how this affects us as individuals. *digital wellbeing*	Recognising activities and strategies that are beneficial to them individually.

Google's Be Internet Legends

Acceptable Use Policy (AUP) for
Year R / KS1 PUPILS

To stay **SAFE** online and on my devices,

	I only **USE** devices or apps, sites or games if a trusted adult says so.
	I only **MEET** my class and teacher online if my teacher or trusted adult says it is ok to do so and is with me.
	I **ASK** for help if I'm stuck or not sure.
	I **TELL** a trusted adult if I'm upset, worried, scared or confused.
	If I get a **FUNNY FEELING** in my tummy, I talk to an adult.
	I look out for my **FRIENDS** and tell someone if they need help.
	I **KNOW** people online aren't always who they say they are.
	Anything I do online can be shared and might stay online **FOREVER.**
	I don't keep **SECRETS** or do **DARES AND CHALLENGES** just because someone tells me I have to.

Acceptable Use Policy (AUP) for
KS2 PUPILS

To keep everyone **SAFE, HEALTHY AND HAPPY** online and on my devices,

	I **LEARN** online – I use the school's Internet, devices and logins for schoolwork, homework and other activities to learn and have fun. All school devices and systems are monitored, including when I'm using them at home.
	I **LEARN** even when I can't go to school – I don't behave differently when I'm learning at home, so I don't say or do things I wouldn't do in the classroom.
	I **ASK** permission – At home or school, I only use the devices, apps, sites and games I am allowed to and *when* I am allowed to.
	I will **BE CREATIVE** online – I don't just spend time on apps, sites and games looking at things from other people. I get creative to learn and make things.
	I am a **FRIEND** online – I won't share or say anything that I know would upset another person or they wouldn't want shared. If a friend is worried or needs help, I remind them to talk to an adult, or even do it for them.
	I am **SECURE** online – I keep my passwords to myself and reset them if anyone finds them out.
	I am **CAREFUL** what I click on – I don't click on unexpected links or popups, and only download or install things when I know it is safe or has been agreed by trusted adults. Sometimes app add-ons can cost money, so it is important I always check.
	I **ASK** for help if I am scared or worried – I will talk to a trusted adult if anything upsets me or worries me online. If I get a funny feeling, I will talk about it.
	I **KNOW** it's not my fault if I see or someone sends me something bad – I won't get in trouble, but I mustn't share it. Instead, I will tell a trusted adult. If I make a mistake, I won't try to hide it but I will ask for help.

Acceptable Use Policies

Talking Online Safety

1: Talk

T alk
E xplore
A gree
M anage

T alk

Talking to your children,
openly and regularly, is the best way
to help them stay safe online.
For children, online life is real life.
In the same way that you'd
ask about their day, reach out to
your child to find out what they're
doing online regularly – **not just
when you're worried.**

Having a conversation with your child

Starting a conversation with your child about a sensitive issue or something you don't usually talk about isn't always easy, especially if this means you will be talking about things they prefer to keep private, but there are ways to make having these conversations with your child easier.

Starting the conversation:

Find a good time and place. Try to choose a good moment. Pick an opportunity when you know you're not going to be interrupted and you are both going to feel comfortable and have enough time – without turning it into one of those 'special talks' moments.

Think about how you are going to introduce the subject. You could mention a recent news story or just explain why you would like to talk to them about something. Try to be clear. It's no good having a difficult conversation if at the end of it they don't really understand what you wanted to talk to them about.

Explain to them why you are worried. Your child might think that you are getting worried for no good reason, but if you explain why something is troubling you they will understand why you want to talk to them. Tell them if it is something you've noticed in their behaviour or maybe something you have read about or seen their friends doing. Help them to understand your worries so that together you can work them out.

Let them talk. It's hard sometimes when a child doesn't want to open up. Asking them a question like 'how are things going' and remembering to give them time to answer will help. It's tempting to keep talking at them to fill the space – try not to.

Listen more than you talk. A conversation has to have two people in it. It's important you listen to them and that you explain you'd like them to listen to you. Talking at them is never going to work.

Be loving and supportive. The most difficult conversations can be made easier if your child understands that you care about them and whatever the outcome you will love them just as much.

[Having a Conversation - CEOP](#)

If your child tells you something that worries you:

Take a break. If your child is telling you things that worry you it is really important to stay calm and not to react immediately. Let them tell you what's going on and then decide together how you're going to deal with it.

Get help together. If your child tells you something which means they could be in danger you must report this to the relevant organisations. Try to agree to do this together. Don't take over unless you think that is your only option.

Get support for yourself. Your focus is going to be on looking after your child but remember to look after yourself as well and get support from your family and friends. You can get further advice from Thinkuknow , Parent Zone and Parent Info, and there are other organisations that can help you and your child.

What if your child doesn't want to talk?

If your child doesn't want to talk to you and you are still really worried don't give up. Try again another time or find a different way to start the conversation. Be patient and make sure they know where they can go themselves for support on difficult issues. You might want to talk to their teacher to see if they share your concerns – whatever you decide be ready when your child decides they want to talk to you.

If you have concerns about an adult your child is in contact with on or offline, you can report these concerns to CEOP.

If you are concerned your child is in immediate danger, call 999.

Having a Conversation - CEOP

10 Key messages to share with your child

However and wherever you have a conversation with your child, here are 10 top tips you can share to support them in staying safe online.

1. "You can always come to me if you need help." This is the most important thing to let your child know, and a way to give them confidence to speak to you when they need support.

2. "What would you do if this happened…?" Give your child strategies to deal with upsetting experiences online.

3. "Remember that not everyone is who they say they are online." Remind your child to always tell an adult if anyone they only know online makes them feel uncomfortable, or asks to meet up or share personal information or images.

4. "Keep your personal information safe, and other people's too." This includes full names, contact details, and real-time locations.

5. "Be respectful to others online." Remind them if it's not okay offline…

6. "Think before you post." Help your child to be aware that their online actions can have consequences for themselves and others.

7. "Remember to ask if it's okay." Asking for, and receiving permission from others online is important before sharing images, adding people into group chats, etc.

8. "Remember not everything is true online." Help your child to be a critical thinker to find accurate information.

9. "The things other people post online might not always show what their life is really like." Reassure your child that nobody's life is as perfect as it may seem online, and judging yourself against other's online lives isn't a fair comparison.

10. "Recognise how going online makes you feel and take a break when you need to." Your child may need support in doing this, such as timers and reminders.
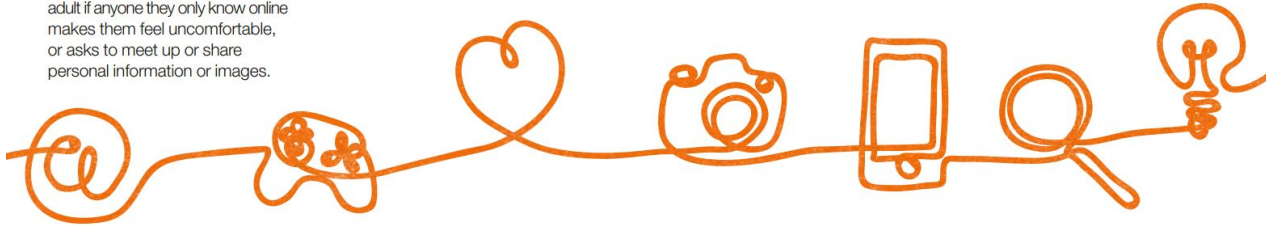
discuss and normalise

act as a role model

Have a Conversation - Childnet

Help your children build healthier habits and stay safer online

Working directly with experts and educators, we've developed tools and resources to help your family be safer as they explore technology.

Be Internet Legends.   Google

Sharp
Alert
Secure
Kind
Brave

Family Guide

[Google Families](#)

2: Explore

T alk
E xplore
A gree
M anage

E xplore

Exploring what your child enjoys doing online together will make them more likely to speak to you if they have any worries. By getting involved in the apps and games they like to use, you'll be in a better place to discuss their online behaviour with them.
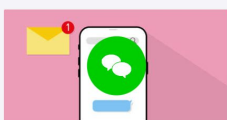
TikTok

Instagram

Facebook

Snapchat

Twitter

YouTube

Houseparty

KiK

Bebo

YouNow

Habbo

Reddit

Yubo

Whisper

Discord

Twitch

Omegle

AskFi

Social networking and messaging apps

Get insight into the world of social network and messaging apps and the risks and benefits they pose to children.
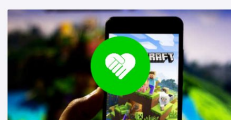
READ MORE

Social gaming and live streaming apps

Get advice on apps that allow children to connect with friends and strangers through online gaming and live streaming.
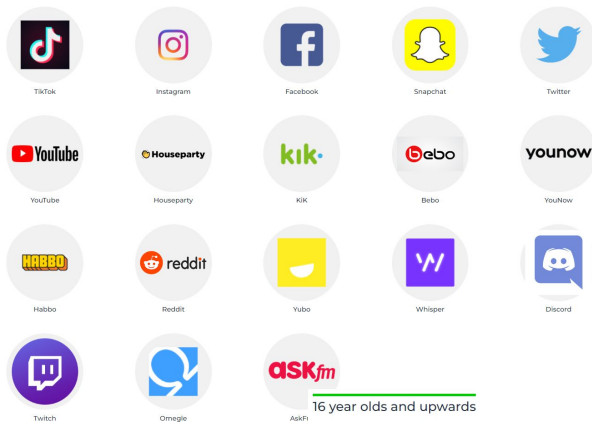
READ MORE

Anonymous and decoy apps

Learn more about issues linked with anonymous and decoy apps that may put children at risk of online safety issues.

READ MORE

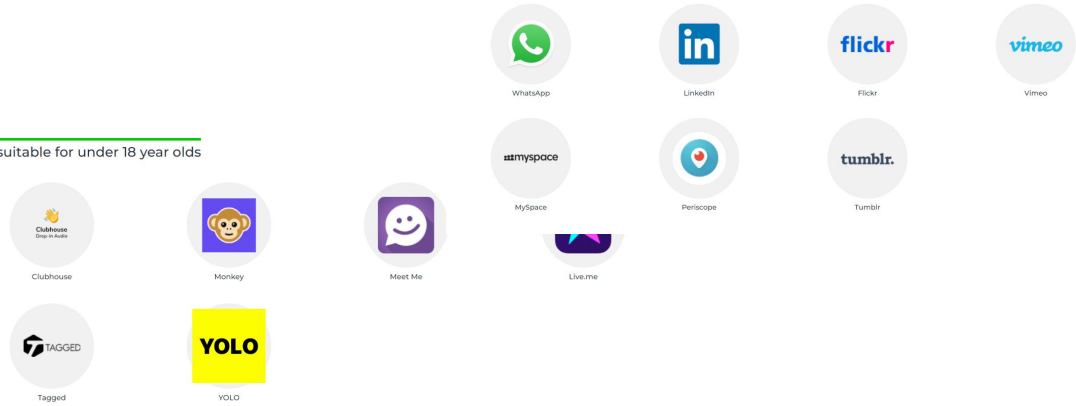16 year olds and upwards

WhatsApp

LinkedIn

Flickr

Vimeo

MySpace

Periscope

Tumblr

Not suitable for under 18 year olds

Clubhouse

Monkey

Meet Me

Live.me

Tagged

YOLO

- conduct
- content
- contact
- commerce

App Guide - Internet Matters

3: Agree

T alk
E xplore
A gree
M anage

A gree

Once you've talked about
what your child does online,
and explored the apps, sites
and games together,
you'll be better placed to
agree rules and boundaries
for what they do.

Some points to agree on

1

What content is appropriate for your child's age? Video games, films, social networks?

2

Who should your child talk to online and how will they know that their friends are who they say they are?

3

Agree what it is or is not appropriate to share – think about what could be personal information (name, address, location, photos in school uniform).

4

What parental controls will you set and how will you review these?

5

Agree when is, and when isn't a suitable time to use their devices. How do these rules work both ways? Be a role model for your child. Regularly review what you've agreed so you and your child are up-to-date.

Remember

Each family has their own approach – it's important to work out what's right for you. A good place to start is the 'family agreement' template we've created which you can find on the NSPCC website or at the back of this booklet. Visit nspcc.org.uk/familyagreement

Be Internet Legends.

Being Internet Legends means being sharp, alert, secure, kind and brave. To demonstrate these qualities, all members of our family promise to stick to the following commitments:

Think Before You Share
We will thoughtfully consider what we share and with whom—what impact it could have on ourselves and others—and keep extra sensitive information to ourselves (i.e., home address, current location, other people's business).

Check it's For Real
We will watch out for phishing and scams and report questionable activity to each other every time.

Protect Your Stuff
We will take responsibility for protecting important information by crafting strong and unique passwords with characters, numbers and symbols.

Respect Each Other
We will spread positivity and respect, and we will block and report hurtful online behaviour. If we see others being harmed online, we will be upstanders, not bystanders.

When in Doubt, Discuss
We will stand up for ourselves and others when we notice hurtful or inappropriate behaviour online. We will discuss situations that make us uncomfortable with each other as a family.

Because that's what it takes to be safer and more confident explorers of the online world.

Signed,

Family agreement

A great way to start positive family conversations around safe and responsible internet use, and to agree clear expectations and boundaries.

Use the questions below to help guide your conversations, focusing on those most relevant for your family.

Turn over the page for a template where you can record your agreements and expectations in writing.

Things to consider

▶ Getting started
- What do we enjoy doing online?
- What apps, games and websites do we use the most?
- What devices, tech, toys or games do we have with internet access?
- Do we already have any rules about use of tech we want to include in our family agreement?

🕐 Managing time online
- How long do we spend on our devices?
- How does it feel when we use tech for too long?
- How do we know when our screen use is interfering with family life?
- What can we do to help avoid overusing tech?

✈ Sharing
- What is or isn't okay to share online?
- What should we check before posting images and videos online?
- How do we keep personal information belonging to ourselves and others safe?
- Do we need a family email address to use when signing up to new accounts?
- Do we know how to use privacy settings and strong passwords, and why these are important?
- How can we use features like livestreaming and disappearing content safely?

🔍 Online content
- What can we do if we see something online which seems unreliable or untrustworthy?
- When is it okay to download files, games or apps, or click on a link?
- Do we know what the age requirements, or ratings, on the games and apps we use mean?
- Do we need any restrictions on making in-game or in-app purchases?
- Which websites are okay for us to use?

💬 Communicating online
- Who can we talk/chat/play games with online? Do we only know them online, or offline too?
- How can we keep ourselves safe when communicating with people who we only know online?
- How can we be a good friend when we are online?

⚠ If things go wrong
- What can we do if we feel uncomfortable or upset by anything we see or hear online?
- What should we do if someone we only know online asks us for photos, to meet up, or to share personal information?
- Do we know where the report and block buttons are online?

✅ To finish…
- How could parental controls help our family?
- What will happen if one of us breaks the family agreement?
- When should we review our family agreement?

Once you've talked about your family's use of technology and the internet, think about what simple steps you can take going forward. We've given some examples for different ages below…

We agree to… (Under 11s)	Who is responsible for this?
I will use my tablet for ___ mins a day.	Hannah and Izzy
I will make sure the children's favourite games are bookmarked for them to get to easily.	Nan

We agree to… (Pre-teens)	Who is responsible for this?
I will tell mum and dad when I see something that worries me.	Tom, Ella and Yasmin
I will put parental controls in place but review it as the children grow up.	Mum

We agree to… (Teenagers)	Who is responsible for this?
I will make sure all my social networking sites are private.	Amar and Yusuf
I won't post photos of our children without their permission.	Dad

Family agreement

Use this template to put your agreement down in writing. Why not display it somewhere at home like on the fridge or a noticeboard?

Top tips
1. Make sure that both adults and young people are open to changing their online behaviour as a result of your agreement.
2. Consider your tone. Are you focusing on negative behaviour or promoting positive behaviour?
3. Make sure your agreement works for your whole family and everyone is happy with it.
4. Review your agreement in the future to make sure it reflects the current needs and ages of your family.

Who is this agreement for?

We agree to… E.g. Be kind and respectful online.

Who is responsible for this? E.g. We will all make sure we only post kind comments.

What happens if someone doesn't follow the agreement?

How long will our agreement last for and when will we review it?

Signatures

Childnet International For further advice and resources, visit www.childnet.com/have-a-conversation

UK Safer Internet Centre   Co-financed by the European Union Connecting Europe Facility

[Have a Conversation - Childnet](#)

My Family's Digital Toolkit

Answer some simple questions about your family and get a personalised online safety toolkit

GET YOUR TOOLKIT   FIND OUT MORE →

Digital Family Toolkit - Internet Matters
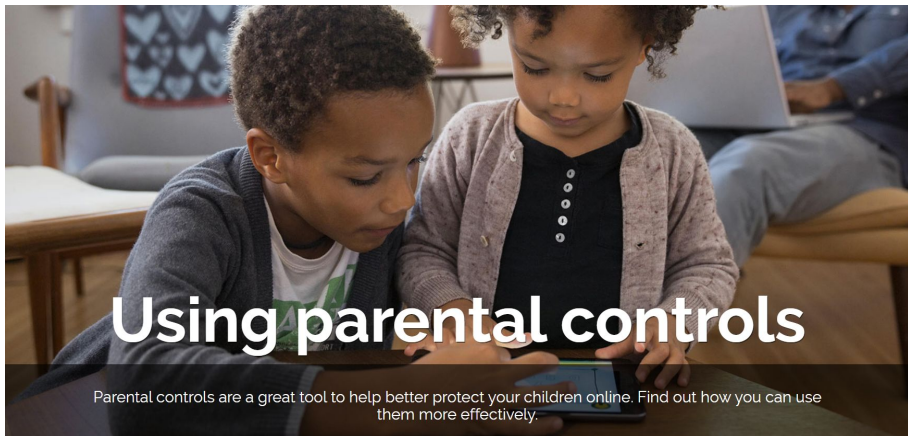
4: Manage

T alk
E xplore
A gree
M anage

Manage

Managing your family's settings and controls through technology can also help keep your child safe online.

Using parental controls

Parental controls are a great tool to help better protect your children online. Find out how you can use them more effectively.

What do parental controls do?

These controls are designed to help you manage your child's online activities. Parental controls can set online time restrictions for your child and create content filters to manage the content they see. Parental controls can be used across your broadband, Wi-Fi, apps, games consoles and personal devices including mobile phones and tablets. There are various types, some of which are free but others which can be bought.

However, nothing is totally fool proof so they shouldn't replace the need for you to support and advise your child on online safety.

How can I use parental controls?

Accessing device controls can vary according to the manufacturer. Controls can offer differ types of protection. From filtering out adult content in search results, to preventing your child from buying things when playing games. You can find instructions on how to set controls on the manufacturer's website or to find specific guidance for your device, network or platform use this online tool from Internet Matters.

Control settings will apply whether the device is being used in your home or outside. It's also easy for controls to be switched off, so make sure your child understands why the settings are in place.

- console / device
- broadband provider
- online controls
- website / app

Parental Controls - CEOP

More than nine in ten parents of 5-15s who use parental control software consider it useful [1]
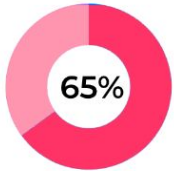
65% of young people aged 11-16 are in favour of the controls [2]
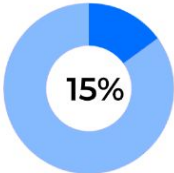
15% of Teens say parental controls and restrictions should only be taken away once they're over 18 years of age [3]

Smartphones and other devices

Select the device from the dropdown list

VIEW ALL

Entertainment & Search engines

Select the device from the dropdown list

VIEW ALL

Broadband & mobile networks

Select the device from the dropdown list

VIEW ALL

Social media

Select the device from the dropdown list

VIEW ALL

How to… guides with step-by-step instructions for things ranging from Samsung devices to BBC iPlayer to Facebook to Virgin Media WiFi to Minecraft.

Parental Controls - Internet Matters

You can report to CEOP if you are concerned that your child is being sexually abused or groomed online. This might be from someone they know or someone they have only ever met online.

Are you worried about online sexual abuse or the way someone has been communicating with you online?

Make a report to one of CEOP's Child Protection Advisors

Should I make a report to CEOP? ➜
If you're worried about online abuse or the way someone has been communicating online, let CEOP know.

What happens when I make a report? ➜
One of our experienced Child Protection Advisors will be there to make sure you get the help that you need.

How can CEOP help me? ➜
Online abuse affects many children and young people every day, CEOP has helped thousands of people in need of support.

Make a report ✏

What kind of things do parents/carers report to CEOP?

Things parents and carers have reported include:

- I am worried my child is being groomed online
- My child has shared a nude picture online and is now being threatened
- Someone is asking my child to communicate with them on a live-streaming platform
- My child is meeting up with someone they met online

- I've noticed changes in my child's behaviour which I think may be due to someone they met online
- My child has learning difficulties and I am worried about the people they are talking to online
- I am a foster carer/adoptive parent and I am worried that my child's abusive birth father/mother is trying to contact them online

[Child Exploitation and Online Protection (CEOP)](#)

Top Tips

1. **Have conversations** from a young age and regularly. **Normalise** conversations about being online.	2. **Set boundaries**, but be realistic. Agree and set boundaries, using tools like parental controls to help maintain them. Hand hold.	3. **Lead by example**. Behave positively. Be open and honest about negative experiences.	4. **Talk** about apps and games. Be curious.
5. **Reassure** children that they can always talk to you. Children are encouraged to talk to a trusted adult - be ready for that, and respond positively and calmly if they do.	6. Talk about **personal information**. Discuss the sharing of personal information and privacy.	7. Talk about being **kind** online. Discuss how friendships online are similar and different to the real world. Talk about cyberbullying, and know how to block and report.	8. **Act** on warning signs. If something goes wrong, respond to it calmly but effectively.

Further Guidance & Support for Families

Internet Matters A collaboration of different digital organisations that provide guidance and advice, including guidance on particular apps and guidance for setting up parental controls.	**Childnet** Guidance and advice on online safety, including for particular topics and apps.	**CEOP** Guidance and advice on online safety, as well as a tool for reporting inappropriate contact online.
DfE Guidance Guidance from the Department for Education for parents and carers on how to keep children safe online.	**Google Families** Guidance and activities for families to complete, linked to the school's online safety curriculum.	**The Priory School** Information about the school's curriculum and links to further support and guidance.