



Elmtree Echo Special Edition

Safeguarding #5



Respect - Ambitious - Curious - Resilient - Inclusive



Safeguarding Team

Safeguarding children is everyone's responsibility. Governing boards must also ensure that the school designates an appropriate senior member of staff to take lead responsibility for child protection.

Key aspects of the 'Designated Safeguarding Lead' (DSL) role include

- Making sure all staff are aware how to raise safeguarding concerns
- Ensuring all staff understand the symptoms of child abuse and neglect
- Referring any concerns to children's social care
- Monitoring children who are the subject of child protection or child in need plans
- Maintaining accurate and secure child protection records
- Raising awareness of the school's safeguarding policies and procedures, and ensuring they are implemented and reviewed regularly

As a school, we have a team of trained and experienced DSLs who work together to support these functions. They form our 'Safeguarding Team'.



Mrs Ohene, Designated Safeguarding Lead



Jan Martin- ODBST Executive Safeguarding Lead



Miss Gettings, KS1 Leader, Deputy DSL



Mrs Garman
Family Liaison Officer
Deputy Designated Safeguarding Lead

Elmtree Infant and Nursery School



I am safe I feel safe

 I am safe
I feel safe

I can cross safely with the School Crossing Patrol



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 I am safe
I feel safe

I understand how to keep physically healthy



17

 I am safe
I feel safe

I know that the school is safe and secure



18

 I am safe
I feel safe

I know the PANTS rules



19

 I am safe
I feel safe

I keep my teeth healthy



20

 I am safe
I feel safe

I know how to keep myself clean



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 I am Safe
I feel Safe

I stay safe online



Relationships Education at Elmtree



We want all our children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why all primary age children are taught Relationships and Health Education as a compulsory part of the curriculum. These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life.

At Elmtree we have always taught relationships health education as part of our PSHE and we continue to have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs of our pupils. Our PSHE programme is a comprehensive, carefully thought-through scheme of learning which brings consistency and progression to our children's learning in this vital curriculum area.

The focus in primary schools is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils are be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the foundation blocks of teaching about consent, which then takes place at secondary.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries (including body boundaries) in play, in negotiations about space, toys, books, resources and so on.

Teaching about families requires sensitive and well-judged teaching based on the knowledge we have of our children and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care is taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

What is the link to 'I am safe, I feel Safe'

Teaching children and young people about healthy relationships in an all-inclusive way is such an important part of keeping children safe.

Topics such as relationships and online safety enable children to develop an understanding of how to be safe and to feel safe. For example, teaching key vocabulary in a sensitive but confident manner (appropriate to the age of the children) gives them the tools to explain things that might worry or concern them. As part of our RSHE work, we include NSPCC programmes such as 'PANTS' and 'Speak Out. Stay Safe'. We have shared information about these programmes in previous safeguarding newsletters and in issues of the 'Elmtree Echo.'

For more information see: [Relationships education \(Primary\) - GOV.UK](#)

Anti-Bullying Reminders



Anti-Bullying at Elmtree

Nearly everyone experiences difficulty at some time in their lives. At these times we need to know what we can do, and who can help us. If a child is being bullied, he or she may feel scared, vulnerable and quite alone. We want to support children to sort out the situation so that the bullying stops.

Bullying is always wrong and it is not the fault of the victim. At Elmtree we want to take bullying very seriously indeed. We want to work in a school that does not tolerate bullying of any kind from anyone. We hope that the information in this newsletter helps parents to help us to make sure that we can work together to make sure that school is a happy place for everyone to be.

What is bullying?

We have adopted the following definition of bullying:

“Bullying behaviour abuses an imbalance of power to repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals would not be seen as bullying” (Torfaen definition 2008)

There are many definitions of bullying but they have three common factors:

- It is deliberately hurtful behaviour
- It is repeated over a period of time

It is difficult for those being bullied to defend themselves

For children, we use the following description to help them to understand bullying:

- Someone is trying to hurt you
- It happens again and again

You can't stop it on your own

Advice for Children: What if I am bullied?

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If someone is being bullied, they will feel sad, scared or worried. We want to remind children that if they are being bullied at school, at home or somewhere else then this is not their fault and there are lots of people who want to help.

The following advice may be helpful:

Tell Someone: Usually, it's difficult to sort out bullying on your own or even with the help of friends.

You should think seriously about telling an adult. **TELL TELL TELL.** Tell one of your 5 trusted adults.

Tell your class teacher, your parents or another member of staff. Don't be embarrassed about asking for help- all of these adults will be pleased to help you and will take your worries seriously. They will not tell anyone else about your worries unless they think that it will help you, or keep you safe.

Tell a friend what is happening: They may go with you to tell an adult and will want to support you.

Try to ignore the bully or say 'STOP! I don't like it' firmly and walk away: It is better to run away than to stop and be bullied. Remember to tell someone what happened. Keep calm and tell someone what has happened.

Don't fight back or retaliate: Do not behave in the same way as the person being unkind. If you fight back or retaliate, you could make the situation worse, get hurt or told off. Physically aggressive behaviour has consequences in school.

How parents can help

If you are worried that your child is being bullied, ask him or her directly. Encourage your child by saying that you want to help and support them, whatever the problem.

Take your child seriously and find out what exactly has been going on. Don't promise to keep the bullying a secret but reassure your child that you will help them sort out the problem.

If your child tells you that they are being bullied at school, tell us straight away. The school has a clear anti-bullying policy which is available on our school website.

We aim to take all incidents of bullying seriously and to investigate the issue fully. If you are concerned that the school is not helping your child, please raise this with one of the senior leadership team.

Banter or bullying

One of our focusses for Anti-Bullying week is the difference between 'banter' and bullying.

Banter is the playful and friendly exchange of teasing remarks but it can very easily be hurtful. We want our children to be kind and respectful to each other at all times.

Friendly banter is fun right? But what happens when it crosses that line and is bullying in disguise?

These guidelines are really helpful.

Think before you speak - Would it be funny if someone said the same things to you?

Don't pick on someone's insecurities. That's a low blow!

Be aware whether someone is enjoying the exchange of comments. If not, **STOP**.

Don't laugh along if you don't think it's funny.

Saying something is 'just banter' doesn't mean it is. There's a line. Don't cross it.

Unkind comments that are about characteristics that a child cannot change are unacceptable and will not be tolerated. For example, comments about hair, skin colour, background, religion or any other protected characteristic. Racism will not be tolerated. We take this very seriously at Elmtree.

Our behaviour code expects our children to be, 'Ready, Respectful, Safe and Kind.'



Further information- recommended websites and organisations:

The following websites all offer really good advice and guidance for parents.

Anti-Bullying Alliance

<https://anti-bullyingalliance.org.uk/anti-bullying-week/parents-and-carers>

Kidscape

<https://www.kidscape.org.uk/advice/advice-for-parents-and-carers/>

NSPCC

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

Childline

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/>

Childnet (Online Bullying)

<https://www.childnet.com/help-and-advice/online-bullying/>

Our safeguarding team

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Monitoring children who are the subject of child protection or child in need plans

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Safeguarding Children

Everyone's Responsibility

At Elmtree Infant and Nursery School we take the safety and well-being of our children very seriously.

Are you concerned about a child?

If you are worried about a child, you must share your concerns without delay

Please speak to any member of our safeguarding team.



Mrs Ohene
Headteacher
Designated
Safeguarding Lead



Mrs Dowling
Deputy Headteacher
Deputy Designated
Safeguarding Lead



Miss Gettings
KS1 Leader
Deputy Designated
Safeguarding Lead



Mrs Martin
OOBST
Safeguarding Lead



Mrs Garman
Family Liaison Officer
Deputy Designated
Safeguarding Lead



Our safeguarding governor is Rosie Washford-Mower.



Neglect

What is Neglect?

Neglect is defined in 'Working Together to Safeguard Children' 2018 as 'the persistent failure to meet a child's basic physical, emotional and/or psychological needs, likely to result in the serious impairment of the child's health or development.' Nationally it is the most common form of maltreatment in England.

Neglect can be a challenge for professionals to identify as can often be passive and not always by commission but by omission; however that does not mean that neglect should not be addressed and challenged.

Neglect may involve:

- Physical neglect – lack of shelter, inappropriate clothing, food, cleanliness and/or living conditions.
- Medical neglect – the minimising or denial of a child's illness or health needs (including dental health) and/or a failure to seek appropriate medical attention or administer medicine and treatment.
- Nutritional neglect* – not providing adequate calories or nutritional intake for normal growth (failure to thrive). This in extreme cases could be in the form of malnutrition or cases of obesity.
- Emotional neglect – lack of responsiveness to a child's emotional needs, including a lack of affection, love and validation, lack of nurture and stimulation, or undermining a child's self-esteem and sense of identity – potentially through ignoring, or isolating them.

Lack of supervision and guidance – failing to provide an adequate level of supervision (in or out of the home) and guidance to ensure a child's safety and protection from harm e.g. lack of a stair gate, medication not put out of a child's reach, child out in the community with no adult supervision.

Emotional neglect vs emotional abuse

Most experts distinguish between emotional neglect and emotional abuse by intention: emotional abuse is intentionally inflicted, emotional neglect is an omission of care.

Who does it affect

Neglect can happen at any age, sometimes even before a child is born, and can affect children of all ages. It tends to affect boys and girls equally. Often when a young person is experiencing neglect there may be barriers to them or their families engaging with interventions and support offered or provided

Neglect can have short and long-term effects on a child's development such as:

- Impaired brain development
- Physical development difficulties
- Physical health difficulties, illnesses or even disease
- Mental health difficulties, including social, emotional and behaviour difficulties

Relationships and attachment issues

It may also lead them to take risk taking behaviour or ignore safety guidance.

How is it different from other types of abuse?

Neglect differs from other forms of abuse in that there is rarely a single incident or crisis that draws attention to the family. It is repeated, persistent, neglectful behaviour that causes incremental damage over a period of time.

How can school staff spot neglect?

Staff in education settings are likely to observe a range of signs that a child may be suffering neglect. These could include:

- A child may routinely present as unkempt, dirty or odorous
- The child may display poor coping abilities or attention needing behaviour, including acting out / aggression / impulsivity
- The child may display attachment seeking behaviour, with staff or peers
- A child may be very underweight with no obvious medical cause and may take food from other children. They may be obese
- There may be unexplained changes in the child, especially in their behaviour
- The child may repeatedly miss health appointments or treatments, or no appointments may be sought by the carer
- The child may take a dip in their academic attainment or progress, or may always have been academically low, including poor language skills or poor problem-solving skills
- The child may have low self-esteem or present as withdrawn or have difficulty in making friends
- The child may be persistently absent from school or have a pattern of absence, including lateness
- You may receive reports of the child being out in the locality on their own (beyond what would be expected for their age)

You may just have a 'gut feeling', something isn't right

It is important to remember that schools' systems such as analysing attendance, record keeping/chronologies, seeking medical appointment evidence, parent evenings etc. all have a part to play in identifying and evidencing those persistent or ongoing cases of neglect.

What is the definition of emotional abuse and what would give a cause for concern?

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.



LEARN THE UNDERWEAR RULE

TALK PANTS AND YOU'VE GOT IT COVERED!

P RIVATES ARE PRIVATE

Parts of your body covered by underwear are private. No one should ask to see, or touch them. No one should ask you to touch or look at parts of their body that are covered by underwear. Sometimes doctors, nurses or family members might have to. But they should always explain why, and ask if it's OK first.



A LWAYS REMEMBER YOUR BODY BELONGS TO YOU

It's your body, no one else's. No one should make you do things that make you feel embarrassed or uncomfortable. If anyone tries, tell an adult you trust.



N O MEANS NO

You have the right to say 'no' – even to a family member or someone you love. Remember, you're in control of your body and your feelings are important.



T ALK ABOUT SECRETS THAT UPSET YOU

Secrets shouldn't make you feel upset or worried. If they do, tell an adult you trust. You will never get into trouble for sharing a secret that upsets you.



S PEAK UP. SOMEONE CAN HELP

Talk about stuff that makes you worried or upset. An adult you trust will listen, and be able to help. It doesn't have to be a family member. It can be a teacher or a friend's parent – or even ChildLine.



Online safety- Guides for parents

We hope you find the following guides helpful. The following guides are available below (click each image to see a larger version).

What Parents Need to Know about Group Chats

A free online safety guide on group chats. Occurring through messaging apps, on social media and in online games, group chats are among the most popular ways that young people engage with their peers online. Involving, by definition, three or more individuals, these groups allow users to send messages, images and videos to everyone in one place. While they are useful for helping friends, people with shared interests or members of a club to communicate and coordinate activities, they can also leave young people feeling excluded and bullied – as well as providing opportunities for inappropriate content to be shared and viewed. In the guide, you'll find tips on a number of potential risks such as bullying, inappropriate content and unknown members.

What Parents Need to Know about YouTube Kids

YouTube Kids is a child-friendly version of YouTube, offering a colourful and easy-to-navigate environment which is suitable for young children. The app is easily accessible and can be downloaded for phones and tablets without needing the YouTube app to be on the device already. Although YouTube Kids is obviously intended to be (and mainly succeeds in being) an extremely child-friendly platform, it has still raised concerns over its advertising policy as well as inappropriate content seeping through the curation process. In the guide, you'll find tips such as disabling the search option, restricting viewing time and monitoring the watch history.

Online Safety for Under 5s - Top Tips

According to Ofcom research, a significant proportion of children are already online by the time they start school, with many 5-year-olds owning their own mobile phone and more than half using messaging platforms. As becoming familiar with technology is generally encouraged in younger children, it is essential that trusted adults recognise both the benefits and the risks of infants and toddlers going online. In the guide, you'll find tips such as managing screen time, block in-app purchases and using devices together.

What Parents & Carers Need to Know about YOUTUBE KIDS

YouTube Kids is a child-friendly version of YouTube which offers a colourful and easy-to-navigate environment that's suitable for young children. This app is easily accessible and available for mobile devices, which can be downloaded without needing the YouTube app on the device. Despite YouTube Kids seeming like a very child-friendly platform, it has raised concerns over its advertising and inappropriate content seeping through the curation process.

SETTING UP

1 Download the YouTube Kids app and connect your own YouTube channel.

2 Input your child's name, age and birth month.

3 Select the types of videos you want to include for your child based on their age and your own personal choice.

4 If you decide to approve the content yourself, the app will present you with sample videos for you to accept and reject.

5 Once you've made your choice, you're ready to use the app!

Advice for Parents & Carers

REMOVE ADVERTISEMENTS

Like YouTube, adverts on YouTube Kids are also quite pervasive. If you decide you don't want your child being exposed to adverts, you can subscribe to YouTube Premium which will remove adverts on YouTube Kids. However, it's worth remembering that this doesn't block adverts that content creators decide to make as part of their content, and children are still able to access channels from branded fast food or toy companies.

BE WARY OF UNSUITABLE CONTENT

YouTube Kids has a far lower chance of showing unsuitable material than YouTube, but there are still reports of malicious users deliberately uploading inappropriate content. It's important that your child feels able to talk to you if they were ever exposed to upsetting content in the future. It's also safest to report inappropriate videos: tap the three dots in the corner of the video and select 'Report'.

DISABLE SEARCH OPTION

YouTube Kids allows you to disable the search feature, which you may find useful in preventing your child from unintentionally finding age-inappropriate content. Doing this will also give you more control over what your child is watching. It's also worth noting that setting an age limit will ensure that your child is only exposed to recommended videos that are deemed suitable for their age group.

RESTRICT VIEWING TIME

The YouTube Kids app provides you with the option of setting up a timer to monitor and limit your child's daily usage, which automatically stops the video when it reaches the set time. It may be best to make use of this feature to prevent screen addiction - which can potentially lead to children staying up too late, affecting their mood and concentration the following day.

MONITOR WATCH HISTORY

YouTube Kids has also made it possible for parents and carers to see what their children are watching on the app by clicking on the 'Recommended' icon on the top right of the home screen. It may also be worth having a look at what your child has recently watched by clicking on their history tab. The red bar on the video shows how much of the video has been watched.

WATCH TOGETHER

It's important to make YouTube Kids a fun and positive experience for your child. This may require spending time finding channels and content that you and your child will enjoy and benefit from. Try introducing family sessions where you can share the most enjoyable videos that you and your child have recently watched. This can be a great way of giving you and your child many new things to talk about with each other.

Meet Our Expert

Clare Godwin (a.k.a. Lunawolf) has worked as an editor and journalist in the gaming industry since 2015, providing websites with event coverage, reviews and gaming guides. She is the owner of Lunawolf Gaming and is currently working on various gaming-related projects including game development and writing non-fiction books.



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What Parents & Carers Need to Know about

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GROUP CHATS

Occurring through messaging apps, on social media and in online games, group chats are among the most popular ways that young people engage with their peers online. Involving, by definition, three or more individuals, these groups allow users to send messages, images and videos to everyone in one place. While they are useful for helping friends, people with shared interests or members of a club to communicate and coordinate activities, they can also leave young people feeling excluded and bullied – as well as providing opportunities for inappropriate content to be shared and viewed.

WHAT ARE THE RISKS?

BULLYING

Unkind comments or images which are purposely aimed at an individual can be shared freely in a group chat – allowing and often encouraging others to join in the bullying behaviour. If this content is shared in a group of their peers (especially a larger group), it serves to amplify the hurt, embarrassment, anxiety and isolation that the victim feels.

EXCLUSION AND ISOLATION

This common issue with group chats can happen in several ways: starting a new group, for instance, but deliberately excluding a certain child. Likewise, the chat may take place on an app which one child doesn't have access to, meaning they can't be involved. A child can also feel isolated when a group chat is used to discuss or share images from an event that everyone else but them attended.

INAPPROPRIATE CONTENT

Some discussions in group chats may include inappropriate words, swearing and unsuitable images or videos. These could be viewed by your child if they are part of that group, whether they actively engage in it or not. Some chat apps have a disappearing message function, so your child may be unable to report something they've seen because it can only be viewed once or for a short time.

SHARING GROUP CONTENT

It's important to remember that – while the content of the chat is private between those in the group – individual users can easily share a message, photo or video with others outside of the group or screenshot what's been posted. The risk of something your child intended as private becoming public (and potentially going viral) is higher if there are people they don't know well in the group.

UNKNOWN MEMBERS

Within larger group chats, it's more likely your child will be communicating with people they don't really know. These strangers may be friends of the host, but not necessarily friendly toward your child. It's wise for young people not to share personal details and stay aware that they have no control over the messages and images they share after they've put them online.

NOTIFICATIONS AND FOMO

A drawback of large group chats is the sheer number of notifications. Every time someone in the group messages, your child's device will be 'pinged' with an alert; potentially, this could mean hundreds of notifications a day. Not only is this highly distracting, but young people's fear of missing out on the latest conversation results in increased screen time as they try to keep up with the chat.

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Advice for Parents & Carers

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CONSIDER OTHERS' FEELINGS

Group chats are often an arena for young people to gain social status. This could cause them to do or say things on impulse, which could upset others in the group. Encourage your child to consider how other people might feel if they engaged in this behaviour. If your child does upset a member of their group chat, support them to reach out, show empathy and apologise for their mistake.

PRACTISE SAFE SHARING

In any online communication, it's vital for young people to be aware of what they're sharing and who might potentially see it. Discuss the importance of not revealing identifiable details like their address, their school or photos that they wouldn't like to be seen widely. Remind them that once something is shared in a group, they lose control of where it may end up and how it might be used.

GIVE SUPPORT, NOT JUDGEMENT

Remind your child that they can confide in you if they feel bullied or excluded in a group chat, instead of responding to the person who's upset them. Validate their hurt feelings and help to put them back in control by discussing how they'd like to handle the situation. On a related note, you could also empower your child to speak up if they're in a chat where others are being picked on.

AVOID INVITING STRANGERS

Sadly, many individuals online hide their true identity to gain a child's trust – for example, to gather information on them, to exchange inappropriate content or to coax them into doing things they aren't comfortable with. Ensure your child understands why they shouldn't add people they don't know to a group chat – and, especially, to never accept a group chat invitation from a stranger.

BLOCK, REPORT AND LEAVE

If your child is in a chat where inappropriate content is being shared, advise them to block the users sending the material, report them to the host app or platform and exit the group. If any of this content could be putting a minor at risk, contact the police. Emphasise to your child that it's OK for them to simply leave any group chat that they don't feel comfortable being a part of.

SILENCE NOTIFICATIONS

Having a phone or tablet bombarded with notifications from a group chat can be a massive irritation and distraction – especially if it's happening late in the evening. Explain to your child that they can still be part of the group chat, but that it would be healthier for them to turn off or mute the notifications and catch up with the conversation at a time which better suits them.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



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ONLINE SAFETY FOR UNDER 5s

10 Top Tips for Parents and Carers

According to Ofcom's most recent research, a significant proportion of children are already online by the time they start school, with 17% of 5-year-olds owning their own mobile phone and 50% using messaging platforms. As becoming familiar with technology is generally encouraged in younger children – and has been essential for education during the pandemic – it is crucial that trusted adults recognise both the benefits and the risks of infants and toddlers using digital devices. We've compiled our top tips to help the under-5s start their online safety journey.

1 USE DEVICES TOGETHER

This lets you monitor and control what your child is using the device for. It also provides the interaction that supports children's understanding of what they're seeing – allowing them to ask you questions, and so on.

PARENT CODE:

6 BLOCK IN-APP PURCHASES

If your child uses a device that's linked to a payment method (such as a bank card), use the parental controls to block buys from app stores, as well as in-app purchases. That will prevent your child from accidentally spending money while on your device.

2 ACTIVATE PARENTAL CONTROLS

Most digital devices have built-in parental controls that can limit the type of content children have access to. If your little one uses any device (even borrowing yours), it's a good idea to explore what controls the device has and enable them whenever they have access to it.

7 CHOOSE SAFE APPS AND SITES

There are some fantastic apps and platforms that are specifically designed to be safer for children. Always check the PEGI age rating before downloading an app, and test it yourself before allowing your child to use it.

3 MANAGE SCREEN TIME

This can be tricky, especially if your child is interested in a certain video, app or game. Try to agree on some ground rules and get your child into a routine which includes certain times of the day when they go without devices.

8 INVOLVE THE FAMILY

If your toddler has older siblings, it's likely that their rules for device use will be different – and that they'll access content that isn't appropriate for younger ones (a particular worry if they share devices). Encourage the whole family to be good role models and help little ones stay safe online.

4 TALK ABOUT BEING SAFE ONLINE

Just like we teach children about being safe in the real world, we need to educate them about how to stay safe online. Use age-appropriate language to help them understand, and plenty of hand gestures can reinforce what you're telling them.

9 IF IN DOUBT, ASK

The easiest way to find out what your child is doing online is usually just to talk about it with them. Developing an open dialogue at an early age helps them grow up feeling able to talk to you about their digital life – providing opportunities to intervene if you're concerned.

5 SET A GOOD EXAMPLE

Children often learn by watching and copying those around them, and using digital devices is no exception. When you're around your child, try to follow the same rules that you've set for them. Let them see you balancing your time online with interacting with people in real life, too.

10 SUPPORT CREATIVE & ACTIVE PLAY

Physical and creative activities are important for a child's wellbeing, and there are plenty of ways to incorporate technology into that. For example, you could encourage games that require physical movement; dance and sing along to songs your child loves; and follow step-by-step crafting videos.

Meet Our Expert

Konstantina Moustaka is a professional development and EYFST coordinator at an 'outstanding' nursery school in London. She has been working as a nursery and early years practitioner, both in the UK and internationally, for the past 16 years.



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Source: https://www.ofcom.gov.uk/_data/assets/pdf_file/0024/254808/children-made-use-of-digital-report-2022.pdf



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