

# **KSCB Online Safety (E-Safety) Strategy**

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<b>Summary of Purpose</b>	This policy outlines roles and responsibilities of all KSCB partners in preventing, tackling and responding to e-Safety for children and young people, and their families and what steps partners will take to prevent and respond to it.	
<b>Review date</b>	This policy is due for review by August 2017. Users should ensure that they are consulting the currently valid version of the document by accessing <a href="http://www.kscb.org.uk">www.kscb.org.uk</a>	
<b>Accessibility</b>	This document can be made available in large print, or in electronic format.  There are no copies currently available in other languages.	
<b>How this document was created</b>	<b>Draft 1</b>	Document created by Author: October 2015
	<b>Draft 2</b>	Consultation with e-Safety Group of KSCB: Nov 2015- Jan 201
	<b>Draft 3</b>	Approval by KSCB: April 2016
<b>Equalities Impact Assessment</b>	During the preparation of this policy and when considering the roles & responsibilities of all agencies, organisations and staff involved, care has been taken to promote fairness, equality and diversity in the services delivered regardless of disability, ethnic origin, race, gender, age, religious belief or sexual orientation. These issues have been addressed in the policy by the application of an impact assessment checklist.	
<b>Version</b>	<b>Detail of change</b>	<b>Date</b>
<b>1.0</b>	Updated following feedback from KSCB	August 2016

## Introduction

### The Issue

The world for today's children and young people is rapidly changing; new technologies are creating fantastic and exciting opportunities in communication, learning and all aspects of daily life. Today's young people are born into a digital world, and are growing up surrounded by and immersed in technology and tools of the digital age. The development of touch technology has enabled very young children or those with additional needs to have increased access to the online world.

The use of the internet and digital technologies has become a seamless extension of a young person's physical world. Their lives and development are entwined with technology. Children's access to technology has increased dramatically in recent years with technology embedded throughout classrooms and now being a constant feature of everyday life. Access at home has increased and connectivity from public locations such as local cafes, shopping centers, libraries and youth clubs is now commonplace. Equally, the convergence of technologies and decreasing costs of ownership mean that, with access to a whole range of services from mobile phones to games consoles and other devices, children are no longer restricted to accessing the internet from a fixed location. As online content has increasingly available through mobile technologies, it has meant that children and young people are now 'always online' and any boundaries which may have existed between being 'real' and 'digital' are now disappearing. The online world is the child's world and in order for professionals to work effectively with children and families they must develop knowledge and understanding of the importance of technology, especially when taking into account the child's voice as part of everyday practice.

Internet technologies are not seen as an innovation for today's young people. They are creating a new world in which to grow up and are being prepared for opportunities which may not even exist in the present. Therefore it is essential that all those who work with children and young people recognise this. For many adults, technology is a change, it means a transformation of relationships with information, entertainment and communication. Many parents and carers may also be experiencing these changes as a 'revolution', possibly a disempowering and even frightening one, and some may find it becomes a barrier to communicating with their children rather than helping them.

New technologies can bring exciting opportunities to both adults and children and young people, but it is leaving them vulnerable to risks within their digital worlds often due to adults' lack of confidence and awareness. Digital world risks are similar to real world risks but exposure to them can be increased by the anonymity and ubiquity that the digital world brings. We can therefore no longer consider the well-being and safety of children and young people without considering their relationship with technology. We can no longer effectively safeguard them without addressing the dangers which can be found in the digital world.

Online safety (or e-Safety) reflects a range of issues associated with technology and a user's access to content, contact with others and behavioural issues. We can all be at risk from exposure to illegal or inappropriate content online, scams, viruses, identity theft, unwanted or unsuitable contact from strangers, cyberbullying, addiction and even our own behaviour online.

## Online Risks

	Commercial	Aggressive	Sexual	Values
<b>Content</b> Child as recipient	Adverts Spam Personal info	Violent content Hateful Content	Pornographic content Unwelcome sexual comments	Bias Racist Misleading info/advice
<b>Contact</b> Child as participant	Tracking Harvesting personal info	Being bullied, harassed or stalked	Meeting strangers Grooming	Self-harm Unwelcome persuasions
<b>Conduct</b> Child as actor	Illegal downloading Hacking Gambling Scams Terrorism	Bullying or harassing others	Creating and uploading inappropriate content	Providing misleading info and advice

**Table amended from EU Kids Online 2008 onwards**

Local Safeguarding Children Boards have a statutory duty to safeguard and promote the welfare of children in their locality. If we accept the challenge of the digital world then the responsibilities which come with this duty must now include the development of strategies for safeguarding children in the online environment.

This document sets out the Kent Safeguarding Children Board's (KSCB) response, and strategic direction to this challenge.

## Position Statement

*" In the same way that we teach our children how to manage 'real world' risks, for example crossing roads, in stages and with rules, supervision and monitoring that changes as they learn and develop their independence, we need to engage with children as they develop and explore their online and gaming worlds... A useful way for us all to think about this is to look at how we protect children in places of benefit and risk in the real (offline) world: public swimming pools. Here there are safety signs and information; shallow as well as deep ends; swimming aids and lifeguards; doors, locks and alarms. However children will sometimes take risks and jump into waters too deep for them or want to climb walls and get through locked doors – therefore we also teach them how to swim. We must adopt the same combination of approaches in order to enable our children and young people to navigate these exciting digital waters while supporting and empowering them to do so safely."*

Dr Tanya Byron, [Byron Review](#), March 2008

This statement from the Byron Review (2008) demonstrates that when thinking of e-Safety, we cannot rely simply on technological solutions such as filtering and restricting access. We teach children to swim, not just to protect them from encountering risk but also for the enjoyment they get and the benefits it brings to them.

Kent Safeguarding Children Board (KSCB) believes that we must teach the children and young people of Kent to 'swim' in the online world, not only to ensure their safety but also to enable them to improve their emotional health, their ability to achieve and their engagement with and enjoyment of the world. E-Safety is about balancing the immense opportunities with the potential risks.

*"We live in an increasingly risk averse culture where we are limiting our children's out of home experiences because of fear of harm. However, risk taking is a developmental imperative of childhood - young people and children will always want to explore boundaries by taking risks, and they will sometimes play this out, at home, in the digital world with many parents unaware of this*

Dr Tanya Byron, Byron Review, March 2008

KSCB believes that in order to maximise the opportunities for children and young people within this environment, whilst minimizing the risk to them, we must encourage them to develop themselves as responsible online citizens. Such citizens will recognise their responsibility to keep themselves and their peers safe online, but they will also hopefully present themselves online as positive role models. It is through the development of a sense of everyone's personal online responsibility that we can help ensure the safety and well-being of today's children and young people.

*"Kids don't need protection, we need guidance. If you protect us you are making us weaker we don't go through all the trial and error necessary to learn what we need to survive on our own...don't fight our battles for us just give us assistance when we need it."*

*Children's Call for Evidence, Byron Review, 2008*

## **The definition of Online Safety (e-Safety)**

The term 'safeguarding' is defined for the purposes of this document in relation to Online Safety as the process of limiting risks to children when using technology through a combined approach to policies and procedures, infrastructure and education, underpinned by standards and inspection.

- Kent has adopted the definition of Online Safety (or e-Safety) as the safeguarding of children and young people in the digital and online world. Therefore this encompasses not only internet technologies but also mobile phones, gaming consoles plus other devices and technologies. Online safety must be to be considered as part of all professionals' wider safeguarding responsibilities.
- It must be recognised that online safety is not a technological issue and should not just be limited to settings where children have access to technology.
- Responsibility for online safety should not be delegated to colleagues with technical responsibilities or ICT/computing teaching, but must be firmly embedded within safeguarding policies, practices and responsibilities. Safeguarding is the responsibility of all staff in all settings and agencies.
- Online Safety is about educating children and young people about the benefits and responsibilities of using information technology safely. Restricting access to technology plays a limited role.

In this document, as in the [Children Act 1989](#) and the [Children Act 2004](#), a child is defined as anyone who has not yet reached their eighteenth birthday. Where we use the word 'child' (or its derivatives) in this document, we mean 'child or young person'.

Terms such as 'e-Safety', 'online', 'communication technologies' and 'digital technologies', when used in this document, refer to all fixed and mobile technologies that children may encounter, now and in the future, which allow them access to content and communications that could raise online safety issues or pose risks to their well-being and safety.

As in any other area of life, children and young people can be vulnerable and may expose themselves to dangers: either knowingly or unknowingly when using the internet and other digital technologies. Particular concerns may affect children and young people considered to be more vulnerable if they have special educational needs as such children may not understand concepts such as “safe” unless in a specific situation.

Online safety is not just about safeguarding children and young people, it is also important to ensure that professionals and parents/carers are educated to enable them to prepare children for the digital world. Professionals also need clear advice and boundaries regarding safe online practice in order to protect themselves and the reputation of their organisations.

Online safety concerns may include:

- Exposure to inappropriate or harmful material online e.g. gambling content, pornography or violent content
- Bullying via technology (known as online or cyberbullying)
- Exposure to illegal material such as indecent images of children
- Children and young people creating and sharing youth produced sexual images of themselves or their peers (known as sexting); KSCB has produced guidance for professionals with regard to this  
[http://www.kscb.org.uk/\\_data/assets/pdf\\_file/0006/60909/Sexting-KSCB-version-5-final.pdf](http://www.kscb.org.uk/_data/assets/pdf_file/0006/60909/Sexting-KSCB-version-5-final.pdf)
- “Digital” self harm
- The threat of danger from making contact with unsuitable adults or peers via social networking sites, gaming, instant messaging or chat rooms
- Use of technology within child sexual exploitation
- Problematic internet use (internet “addiction”)
- Exposure to content that promotes worrying or harmful behaviour e.g. suicide, self-harm and eating disorders
- Becoming victims of cybercrime such as hacking, scams/hoaxes, fraud and identity theft
- Becoming a perpetrator of cybercrime such as hacking and piracy
- Radicalisation and extremism online
- Publishing too much personal information online

Please note that this list is not exhaustive and it is important that professionals keep themselves up-to-date via training, self-directed learning and other sources of support accessible via the KSCB website.

The Strategy can be accessed via KSCB website at [www.kscb.org.uk](http://www.kscb.org.uk)

## Audience

This document is for:

- All partner agencies of the Kent Safeguarding Children Board
- The third sector
- The wider Kent workforce
- Children, young people and families

## Kent's Strategy Model

The key focus of the strategy is to meet the needs of all the children and young people in Kent.

It is essential that all agencies safeguard children and young people online and support them by promoting safe and responsible online behaviours from the earliest point and work to empower children to manage online risks. KSCB procedures 2.2.10 identifies partner agency actions to be taken concerning child protection concerns involving new technology.

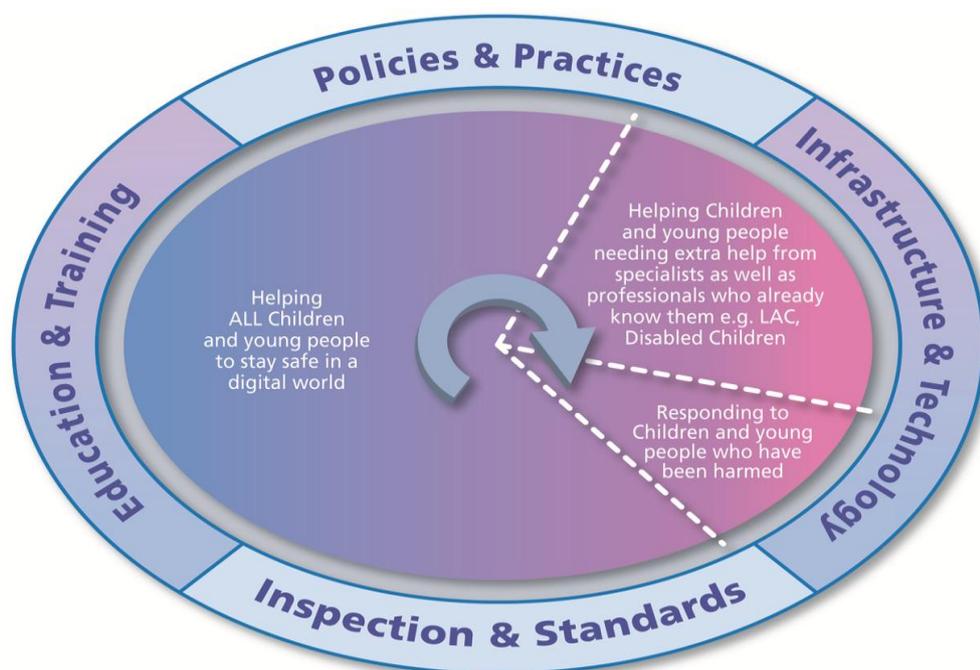
KSCB partner agencies will have a key role to play "universally" in creating safe environments for Children It is essential we work together to create a safe environment online for all children and young people.

Kent has a long established e-Safety Strategy Advisory Group. KSCB has worked in partnership with this group to develop policies and procedures across all agencies. This group provides advice and support to the KSCB by reporting through the Education Subgroup. Kent still retains an e-Safety Officer employed within the Education and Young People Services directorate who provides specialist advice, support and training for professionals and works in partnership with KSCB to safeguard the children and young people of Kent.

Some groups of children and young people are considered more vulnerable to harm than others. This may include children in care, children from families facing multiple disadvantage, disabled children, children with special educational needs and disabilities, young offenders and children growing up in deprived areas. It is important that we recognise this vulnerability of particular groups of children and target support to help reduce these risks. This support could be provided within universal settings or through more specialist services.

Unfortunately, some children and young people will be harmed online and it is important that we respond to this need so that they are able to receive appropriate and timely support in response to this whether it is for the short or long term.

## Kent's Strategic Priorities



The above online safety model outlines the key objectives for the online safety Strategy which is underpinned with areas of policies and practices, infrastructure and technology, education and training and standards and inspection and over-arched by the 3 levels of Safeguarding as identified above and expanded upon below.

### **1. Enabling children and young people and their families to keep safe in a digital world**

- To raise awareness with professionals regarding the importance of new technology and enable practitioners to recognise the potential benefits as well as risks posed.
- To ensure agencies are able to support practitioners in working in partnership with families and other agencies to ensure that children and young people can continue to use new technology safely.
- To ensure all agencies have in place up-to-date and appropriate safeguarding policies which ensure online safety is viewed as an essential part of the children's workforce roles and responsibilities.
- To encourage and promote safe and responsible access to new technologies for all children and young people in Kent.
- To ensure that all practitioners understand the importance of professional behaviour online and the potential implications of misuse.
- To educate, support and empower children and young people to access and embrace the benefits of new technology whilst understanding the risks and implications for their future.

### **2. Enabling vulnerable children and young people to keep safe online**

- To raise awareness with professionals working with vulnerable children and young people regarding the potential benefits as well as heightened risks posed by new technology.
- To enable professionals working with vulnerable families to explore risks, support families in implement appropriate safeguarding strategies and refer online safety concerns accordingly.
- To educate, support and empower children and young people to access and embrace the benefits of new technology whilst understanding the risks and implications for their future whilst considering any additional needs or vulnerabilities which may influence this.

### **3. Responding to children and young people who have been harmed.**

- To enable professionals to respond to, manage and support children, young people and families experiencing online concerns
- To monitor online safety arrangements and incidents and ensure support for children, young people and their families.

## Appendix A

### References and Links

CEOP

[www.ceop.police.uk](http://www.ceop.police.uk)

[www.virtualglobaltaskforce.com](http://www.virtualglobaltaskforce.com)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Internet Watch Foundation

[www.iwf.org.uk](http://www.iwf.org.uk)

NSPCC

[www.nspcc.org.uk](http://www.nspcc.org.uk)

[www.childline.org.uk](http://www.childline.org.uk)

Kent Safeguarding Children Board

[www.kscb.org.uk](http://www.kscb.org.uk)

UK Safer Internet Centre

[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

Childnet International

[www.childnet.com](http://www.childnet.com)

Internet Matters

[www.internetmatters.org](http://www.internetmatters.org)

Byron Review

<http://tinyurl.com/byronreviewDfE>

The Parent Zone

[www.theparentzone.co.uk/](http://www.theparentzone.co.uk/)

Information Commissioners Office

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

Education and Young Peoples Services e-Safety Content

[http://kelsi.org.uk/pupil\\_support\\_and\\_wellbeing/safety\\_health\\_and\\_wellbeing/child\\_protection\\_safeguarding/e-safety.aspx](http://kelsi.org.uk/pupil_support_and_wellbeing/safety_health_and_wellbeing/child_protection_safeguarding/e-safety.aspx)