



## SAFEGUARDING NEWSLETTER

Sir Graham Balfour School is committed to safeguarding and promoting the welfare of children and we will continue to provide materials/newsletters for parents and carers outlining how schools and parents can work together to keep children safe.

***It is key to remember that safeguarding children is everyone's responsibility.***

All of the School's safeguarding policies and procedures are available on the school website and we encourage parents to view these documents to get an understanding of how we keep children safe.

### **PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE)**

**Personal, Social, Health and Economic (PSHE) Education** is a school curriculum subject in England which focusses on developing the knowledge, skills and attributes to keep children and young people healthy and safe and to prepare them for life and work. PSHE education is defined as a planned programme to help children and young people develop fully as individuals and as members of families and social and economic communities. Its goal is to equip young people with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly.

The Department for Education (DfE) state that "all schools should make provision for PSHE, drawing on good practice" and that PSHE education is "an important and necessary part of all pupils' education".

### **PSHE Assemblies**

Since returning in September, ALL our students have been receiving, every half term, a PSHE Assembly.

During our most recent Year 10 and 11 PSHE Assemblies, our aims have been to ensure our students have an understanding of the following:

- *What a healthy relationship/friendship means*
- *The Law: sharing/asking for nude pictures*
- *Myths/misconceptions about sex, language used in society*
- *The Law: An understanding of 'CONSENT'*

Students have been made aware of the schools expectations:

- \* *We are a school that embodies the values of caring, respecting one another and tolerating each other differences*
- \* *Listen and support to one another*
- \* *Demonstrate respect and consideration*
- \* *Sanctions will be given to those who do not embody these values and deliberately sets out to cause harm to any member of our school community*

Our Year 7, 8 and 9 students have received similar assemblies on Healthy Relationships and Friendships which has focussed on the following:

- *Responsibility for ourselves and others*
- *Respect, Kindness and Compassion for ourselves and others*

During the next half term our Years 7, 8 & 9 will be receiving Cardiopulmonary resuscitation (CPR) training, with our Years 10 & 11 assemblies will focus on contraception, sexually transmitted infections and further information on 'consent'.

## Apps / Websites parents should be aware of.....



Launched in Germany a couple of years ago, Tellonym is an anonymous messaging app that allows people to post and answer questions and messages. Billing itself as "the most honest place on the internet", it requires the poster of a comment or question to send out a link to their contacts. They then answer, anonymously, giving their thoughts.

Developed by Callosum Software, the app has faced a backlash for the ease at which users can post inappropriate and potentially distressing content.

Omegle is a service that lets you chat with strangers in a simple online chat. Pressing on the 'Start a chat' button connects you with a random user. All chat sessions are anonymous and there is no need to register or pick a chatroom. You can start chatting right away!



### **WHAT IS DIGITAL RESILIENCE?**

"Digital resilience involves having the ability to understand when you are at risk online, knowing what to do if anything goes wrong, learning from your experiences of being online, and being able to recover from any difficulties or upsets. Children who are digitally resilient will be equipped to handle the challenges of the modern, digital world." - [Parent Zone](#)

#### ***You need to be able to explore life online***

Digital resilience grows through online use and learned experience and can't be developed through the avoidance of the digital world. In other words, you don't help your children to become digital resilient by keeping them away from the internet.



It's many parent's instinct to use as many tools and filters as they can to 'protect' their child from nasty things they may find on the internet. This may be useful for very young children, and tools are important for all

internet users – we'd all do well to check our privacy settings more often – but when it comes to raising digitally resilient children, it is vital that parents ensure they are allowed to explore the online world.

The reality is, if you attempt to make parental controls your first line of defence, your child will do what children are programmed to do – they'll attempt to find a way around them and could end up in much less safe parts of the net, such as the murkier parts of the dark web. More importantly, you won't be helping them to develop digital resilience.



Digital resilience is not fixed. It's not a single ability or a set of lessons that can be learnt. It is something that every child can have and parents can do more than anyone else to foster it. Set clear boundaries for their life online and then step away, letting them explore the online world safe in the knowledge that you will be there to help if anything goes wrong.

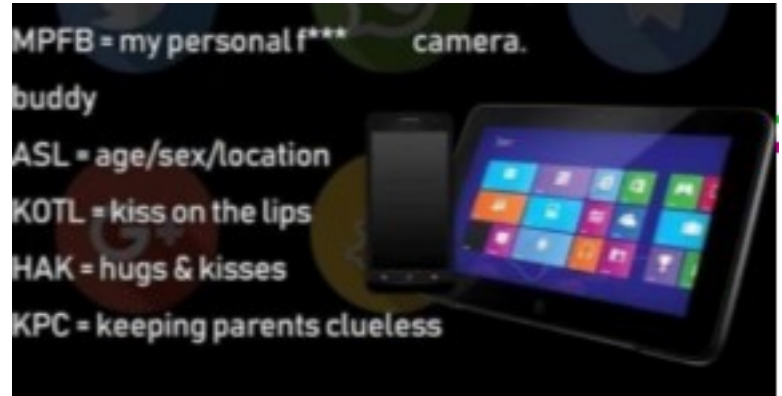
# Sneaky teen texting codes



What your teen's texts really mean.

|                                 |                              |
|---------------------------------|------------------------------|
| LH6 = let's have sex            | 1174 = meet at a party spot  |
| KYS = kill yourself             | ADR = what's your address    |
| CD9 = code 9, parents around    | GYPO = get ya pants off      |
| 99 = parents are gone           | CU46 = see you for sex       |
| LMIRL = let's meet in real life | WTPP = want to trade photos? |
|                                 | GNOC = get naked on          |

# Other Useful Guidance and Information



While much of the media is saying MOMO is a hoax, we have included some guidance for those students who have come forward and shared their concerns/worries about this latest internet craze.

It's important to note that new challenges are arising on the internet all the time. We have created this guide to raise awareness of the issue and offer advice on helping parents to talk to their children about making safer decisions online. See also our '7 conversation starters' guide for more tips on better communication with your child.

Momo is a sinister 'challenge' that has been around for some time. It has recently resurfaced and once again has come to the attention of schools and children across the country. Dubbed the 'suicide killer game', Momo has been heavily linked with apps such as Facebook, WhatsApp, YouTube, and most recently (and most worryingly) YouTube Kids. The scary doll-like figure reportedly sends graphic violent images, and asks users to partake in dangerous challenges like waking up at random hours and has even been associated with self-harm. It has been reported that the 'Momo' figure was originally created as a sculpture and featured in an art gallery in Tokyo and unrelated to the 'Momo' challenge we are hearing about in the media.

## What parents need to know about MOMO

### CHILDREN'S VIDEOS BEING 'HIJACKED'

There have been recent reports that some seemingly innocent videos on YouTube and YouTube Kids (such as 'surprise eggs', unboxing videos and Minecraft videos) have been edited by unknown sources to include violence provoking and/or other inappropriate content. Even though YouTube monitor and remove videos that include inappropriate content, clips can be uploaded and viewed thousands of times before they get reported and removed. As a parent, it's difficult to spot these videos as the harmful content doesn't appear until partway through the video.

### DISTRESSING FOR CHILDREN

Popular YouTubers and other accounts have been uploading reaction videos, showing their experience of the MOMO challenge. Some of the videos include a disclosure message warning that the content may be "inappropriate or offensive to some audiences" and that "viewer discretion is advised" but these videos are still easily accessed by clicking 'I understand and wish to proceed'. The image of the 'Momo' character can be deeply distressing to children and young people and it's important to note that it may slip through parental settings and filters.

### SUGGESTED VIDEOS ON YOUTUBE

Video apps such as YouTube include an 'up next' feature which automatically starts playing another video based on the video just watched. Due to YouTube's algorithm, users are shown 'suggested videos' that they may be interested in. The thumbnails used on suggested videos are purposefully created in a way to encourage viewers to click them. During our research, we found that when watching one Momo related video, we were shown countless other Momo themed videos and other scary content which would be age-inappropriate for children under 18.

## Top Tips for Parents

### TELL THEM IT'S NOT REAL

Just like any urban legend or horror story, this concept can be quite frightening and distressing for young people. Whilst this may seem obvious, it's important for you to reassure to your child that Momo is not a real person and cannot directly harm them! Also, tell your child to not go openly searching for this content online as it may only cause more distress.

#### BE PRESENT

It's important for you, as a parent or carer, to be present while your children are online. This will give you a greater understanding of what they are doing on their devices, as well as providing you with the opportunity to discuss, support and stop certain activities that your child may be involved in. As the nature of each task become progressively worse it's also important to recognise any changes in your child's behaviour.

#### TALK REGULARLY WITH YOUR CHILD

As well as monitoring your child's activity, it's important for you discuss it with them too. Not only will this give you an understanding of their online actions, but those honest and frequent conversations will encourage your child to feel confident to discuss issues and concerns they may have related to the online world.

### DEVICE SETTINGS & PARENTAL CONTROLS

Ensure that you set up parental controls for your devices at home. This will help to restrict the types of content that your child can view, as well as help you to monitor their activity. In addition to this, it's vital that you are aware of your device and account settings to ensure your child's utmost safety. For example, on YouTube you can turn off 'suggested auto-play' or videos to stop your child from viewing content that they have not directly selected.

#### PEER PRESSURE

Trends and viral challenges can be tempting for children to take part in; no matter how dangerous or scary they seem. Make sure you talk to your child about how they shouldn't succumb to peer pressure and do anything they are not comfortable with, online or offline. If they are unsure, encourage them to talk to you or another trusted adult.

#### REAL OR HOAX?

As a parent it is natural to feel worried about certain things you see online that may be harmful to your child. However, not everything you see online is true. Check the validity of the source and be mindful of what you share as it may only cause more worry.

### REPORT & BLOCK

You can't always rely on parental controls to block distressing or harmful material. People find ways around a platform's algorithm in order to share and promote this type of material. Due to this, we advise that you flag and report any material you deem to be inappropriate or harmful as soon as you come across it. You should also block the account/content to prevent your child from viewing it. Also encourage your child to record/screenshot any content they feel could be malicious to provide evidence in order to escalate the issue to the appropriate channels.

#### FURTHER SUPPORT

Speak to the safeguarding lead within your child's school should you have any concerns regarding your child's online activity or malicious content that could affect them.

If your child sees something distressing, it is important that they know where to go to seek help and who their trusted adults are. They could also contact Childline where a trained counsellor will listen to anything that's worrying them.

The Childline phone number is 0800 1111.

**SOURCES:**  
<https://www.bbc.com/news/health-55333>  
<https://www.youtube.com/watch?v=1K0L219E>  
<https://www.dailymail.co.uk/news/uk-news/article-4730962>

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