Pupils Guide to How to be Safe Online

It is essential you evaluate what you see online - This will enable you to make judgements about what you see online and not automatically assume that what you see is true, valid or acceptable.

Things to consider:

* is this website/URL/email fake? How can I tell?
* what does this cookie do and what information am I sharing?
* is this person who they say they are?
* why does someone want me to see this?
* why does someone want me to send this?
* why would someone want me to believe this?
* why does this person want my personal information?
* what’s behind this post?
* is this too good to be true?
* is this fact or opinion?

**How to recognise techniques used for persuasion**

This will enable you to recognise the techniques that are often used to persuade or manipulate others. Understanding that a strong grasp of knowledge across many areas makes people less vulnerable to these techniques and better equipped to recognise and respond appropriately to strongly biased intent or malicious activity.

We need to recognise:

* online content which tries to make people believe something false is true and/or mislead (misinformation and disinformation),
* techniques that companies use to persuade people to buy something,
* ways in which games and social media companies try to keep users online longer (persuasive/sticky design);
* criminal activities such as grooming.

**Online behaviour**

You need to understand what acceptable and unacceptable online behaviour look like. Brownedge St Mary`s same standard of behaviour and honesty apply on and offline, including the importance of respect for others. You need to recognise unacceptable behaviour in others.

You can recognise acceptable and unacceptable behaviour by:

* looking at why people behave differently online, for example how anonymity (you do not know me) and invisibility (you cannot see me) affect what people do
* looking at how online emotions can be intensified resulting in mob mentality
* learning techniques (relevant on and offline) to defuse or calm arguments, for example a disagreement with friends, and disengage from unwanted contact or content online
* considering unacceptable online behaviours often passed off as so-called social norms or just banter. For example, negative language that can be used, and in some cases is often expected, as part of online gaming and the acceptance of misogynistic, homophobic and racist language that would never be tolerated offline.

How to identify online risks

When risks are identified you must make informed decision about how to react. This is not about providing a list of what not to do online, but help you assess a situation, think through the consequences of acting in different ways and decide on the best course of action.

**How and when to seek support**

If you need to seek support if you are concerned or upset by something you have seen online, you can

* Tell your teacher, parent or Safeguarding Lead in school – [Miss Mault](mailto:mault@st-maryshigh.lancs.sch.uk), [Mrs Dudaniec](mailto:dudaniecl@st-maryshigh.lancs.sch.uk), [Mrs Watson](mailto:watsons@st-maryshigh.lancs.sch.uk), [Mrs Sinclair](mailto:sinclairc@st-maryshigh.lancs.sch.uk)
* access support from
  + the police
  + [the National Crime Agency’s Click CEOP reporting service for children](https://www.ceop.police.uk/CEOP-Reporting/)
  + [Childline](https://www.childline.org.uk/)
  + [Internet Watch Foundation.](https://www.iwf.org.uk/)
* various platforms and apps will have ways in which inappropriate contact or content can be reported.