GG Spring Safeguarding Newsletter for Parents. WORKING TOGETHER TO KEEP OUR CHILDREN SAFE.



ents. SAFE. Please find attached a poster to go through with your child. This reinforces the ONLINE SAFETY lessons we teach at school.

There is also a useful resource to help you have an open conversation with your child about their use of the internet. The guide supports you to approach this in the best

possible way.

Our Designated Safeguarding Leads



Using this resource

The resource has been created to help an adult and a child have a conversation together about life online.

We strongly advise that any parent, carer, or other adult using this resource reads this guide in full before starting, to ensure they are fully prepared.

Tips to help the conversation run smoothly



so they don't feel ambushed. Try to choose a slot that fits into both of your routines. Give your child plenty of advance notice

Sit together in a quiet space without distractions, for axompia away from other people and without too much background noise. Make sure you both feel comfortable and consider sitting side-by-side so you can look at the resource together.



Allow your child planty of time to lead positives at the start. Let them know the conversation and focus on the that you want to work together.

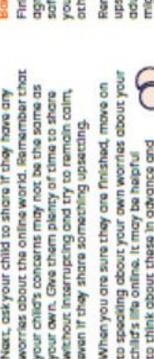
carefully to any confusion or concerns. and share their thoughts without incorruption or blame and listen Give them time to thi

Step-by-Step Guide

your child what they like doing on these devices. Give them plenty of time to lead this part and let them guide what you make a note of Once you are both settled, explain the purpose of this resource to your child. Together make a fist of the davices they have access to. Ask Box 1 and 2: Start with the positives

worries about the online world. Remember that your child's concerns may not be the same as your own. Give them planty of time to share Naxt, askyour child to share if they have any without interrupting and try to remain calm, ox 3 and 4: Recognising online worries

When you are sure they are finished, move on to think about these in advance and prioritise the most important ones, so the conversation is not too overwhelming



to specifing about your own worrles about you child's life online, it may be helpful

Box 5 and & Strategies to keep your child safe

Nact, ask your child what they already know about staying safe and happy online. This might include rules you've discussed in the past, things they've reporting or blocking. For each 'strategy', discuss learnt from school or friends, or safety tools fike how useful and realistic it is.

way. Afterwards, move the conversation on to things you can do to help your child, like offering emotional support or helping with safety settings. Ask them to be honest about whether it's something they will do. You may like to suggest some ideas but give your child a chance to assess these in the same

Box 7 and B: Wrapping up and agreeing expectations

Finish by summing upyour conversation. Recap and agree any rules or expectations you have for staying safe online. Don't forget the positives – expidin what your child can do online and the support you and others can offer.

upsets them, they should tell you or another trusted and any named adults they Remind your child that if anything online womles or might go to, in the findi box. Add a note of this,

For some children, regular reminders of key expectations may be helpful. Keep the notes you've made to look back on or add to if needed

Useful questions to help prompt Ideas

How conwe tell if something is trustworthy online? • What are the age ratings of the pps we use? • Who do we talk to online? • How can we stay safe when chatting with What should we think about before sharing something online? • What settings can we use to help peoplews only know online? . How can we manage the amount of time we spend online? . we make sureyou only see the content online that you want to see? games and apps we use? stoy safe? .

its and child For further help and resources visit:





My Life Online

