



# Safe & Secure Online For Parents and Carers

*Presented by:  
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## Why I Volunteer...

## 3 Key Concepts:



- **Cybersecurity** – teaching children to keep them and their computers safe.
- **Cybersafety** – teaching online behaviors that will protect a child's physical well being.
- **Cyberethics** – teaching children to treat each other online as they would like to be treated.

## Dangers Facing Kids Online: 7 Statistics You Need To Know



1. 93% of boys & **62%** of girls have been exposed to Internet pornography before the age of 18.
2. 76% of first encounters with online predators happen in chat rooms.
3. 40% of teens have seen pictures on social networking sites of kids getting drunk, passed out, or using drugs.
4. 39% of teens have posted sexually suggestive messages.
5. 83% of boys & **57%** of girls have seen group sex online.
6. 18% of boys & **10%** of girls have seen rape or sexual violence
7. 15% of boys & **9%** of girls have seen child abuse images

Source: Covenant Eyes 1/17/2012 & "Associated Press-MTV Digital Abuse Survey 8/2011 conducted by Knowledge Networks

# Mobile Phones



## MOBILE PHONES



- **Know** how your child's phone works (e.g. Bluetooth, Internet access)
- **Agree** the type of content that you would like for them to download, receive, or send.
- **Save** any abusive messages/inappropriate images as evidence.
- **Decide** consequences for over charges.

# Sexting - Risks



- More than 25% of teens have been involved in sexting in some form.  
*Associated Press, 12-3-2010*
- The images are often initially sent to romantic partners or interests.
- Charges for possession, production and/or distribution.
- Confiscate devices, don't copy after discovery, avoid liability.
- Report to police, let police investigate



Sexting boy's naked selfie recorded as crime by police

3 September 2015 13K 110K



# Geotagging



Noronhas in Guernsey 3 164

Chips at Cobo, with our backs resting against the warm wall.

Annemoni  
Member since 2006

**Blackberry or other smartphone device that has a location service or GPS feature**

**When the image is captured it records the geographic coordinates into the data of the image**



# Even Good Kids Can Make Bad Decisions



- 54% of girls are friends on social networks with someone they have never met in person.
- 75% of children have been contacted by a stranger online.
- 37% responded and only 4% told someone older they trusted.

Source MSN 2011

- 20% of year 6 children have more than 50 online friends, some had as many as 200.

Source Safe & Secure Online Guernsey Survey

## Consequences



Consequences video -

<https://www.youtube.com/watch?v=hK5OeGeudBM>

# IN SUMMARY



Never Share photos online or with others they wouldn't want you to see

Ensure privacy settings are used

Teach online "stranger danger" do they know who they are talking to?

Report abuse

# EDUCATE YOURSELF



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

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

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

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

## Student/Parent Commitment to Safety

### For Students

- I'll think twice before I post personal information such as my full name, address, phone number, and the name of my school, or anything else that may endanger my friends, family, or myself.
- I'll think my actions through fully before posting photos or videos of myself or my friends online, and if I'm unsure if they're safe to add, I'll ask my parents.
- I'll make an effort to include my parents in my online activities, such as showing them my favourite websites or asking if they want to play my favourite games with me.
- I'll remember to ask my parents before downloading anything from someone I don't know or a website I don't trust. I'll also try my best to avoid downloading things for free that I would regularly have to pay for, and if I really want to download music or videos illegally, I'll talk to my parents and see if there is a way I can buy them instead.
- I'll try my best to keep my passwords safe and secure, and to refrain from telling anyone (even my best friends) what they are.
- If I want to meet someone in real life that I previously had only met online, I'll discuss it with my parents first and arrange the proper safety procedures with them. If they say they would rather I not meet the person, I'll respect their wishes, because it's for my own safety.
- While I'm online, I'll be cautious and trust my instincts. If something seems suspicious or makes me feel uncomfortable, depressed, or angry, then I'll bring it to my parent's attention and we'll decide what to do together.

### For Parents

- I will make a point to talk to my child about the risks of social networks and help them set their privacy settings to high security to keep them protected while they're having fun online.
- I will ask my child if it would be okay if they gave their passwords to me for safety purposes, and ensure that I won't go on their sites without their knowledge.
- I will make an effort to be involved with my kids online, especially if they invite me to look at their favourite sites or play their favourite games.
- If my child asks to meet up with an online stranger in real life, I will sit down with them and make them aware of the dangers that entails. I will keep an open mind and offer to go with them during the meeting. If anything seems suspicious, I won't hesitate to say no and inform my child of why they're not allowed to go.
- If my child posts a photo or video of them or their friends online that I feel is inappropriate or compromising their safety, I will talk to my child about the consequences and longevity of posting photos or videos online, and will calmly request them to remove it from their site.
- I will listen to my child when they talk to me about what happens online, and if a problem does occur, such as my child being a victim of cyber bullying, I will remain calm and support my child through the entire situation and report any abuse to authorities.



.....  
Student Signature

.....  
Parent /Guardian Signature

.....  
Date

The (ISC)<sup>2</sup> Foundation is a non-profit charity as a conduit through which (ISC)<sup>2</sup> members reach society and shape the industry at large with their unique skill sets. The (ISC)<sup>2</sup> Foundation was formed to meet these needs and to expand altruistic programs such as Safe and Secure Online, the Information Security Scholarship Program, and Industry Research. For more information on the (ISC)<sup>2</sup> Foundation, please visit [www.isc2cares.org](http://www.isc2cares.org).



# (ISC)<sup>2</sup> - Safe & Secure Online

## Parents' Guidelines to Internet Safety

Is your child spending more and more time online? Are you worried your child may be putting themselves in danger by talking to strangers on the internet?

**Don't worry!**

There are some steps that you can do to ensure your child's safety while still allowing them to have fun online.

### Educate yourself:

*You must first know the basics of the internet before you can teach your child how to become safe online.*

- Be aware of the types of websites and games that your child frequents. Make sure they have the proper safety and privacy settings.
- Most social networking sites have two types of privacy settings: Public (everyone and anyone can view your child's profile) and Private (only people on your child's friends list are able to view their profile).
- Understand what the different ratings for games and apps mean and then look up the ratings of the particular game your child wants to play. Make sure the game is appropriate for your child's age. Research what each rating includes.
- Look at ESRB's resources for parents ([http://www.esrb.org/about/parents\\_tips.jsp](http://www.esrb.org/about/parents_tips.jsp)) to decide what games are right for your child and how to add mods to make games more age-appropriate if need be.
- Geo-tagging is a feature on phones that posts the location of the photo when posted online. If your child uses their phone to post photos online, you may want to turn this feature off to protect their location and privacy.
- For an iPhone, go to Settings > General > Location Services and configure the location settings for certain apps or globally for all of them.
- For an Android, open the camera > click the small icon that looks like a satellite dish > set store location to "off".
- Take a moment to become acquainted with internet lingo that kids use while on the computer.
- BRB>be right back, AFK>away from keyboard, BTW>by the way, POS>parent over shoulder, g2g>got to go, GG>good/great game, TTYL>talk to you later, etc.
- These are always changing, so looking up a recent list every once in a while might be handy.
- If you feel the need to block access to some sites for your child, there are ways to do that. You may need to download a free and simple software that can block the sites that you designate. You may also want to consider monitoring your child's internet access instead of blocking sites, so you can allow them to explore online in a manner that allows you to easily step in if something is inappropriate.

### Educate your child:

*Teaching your child the ways to be safe online at an early age will help them establish safety skills that will stay with them throughout their life.*

- Explain to your child about having an "online reputation"- something which will be visible forever.
- Make sure to explain to them that anything they post now will be available for employers, college admissions officers, and anyone else to view in the future. Tell them to think twice before posting.
- Talk to them about changing their social networking sites' privacy features to private. Make sure your kids only accept friend requests from people that they know and they're careful posting private information online.
- If your child has an email account, make sure they know not to open emails or download anything from someone they don't know, to protect your computer from receiving damaging viruses.
- Make sure your child is aware that downloading music, videos, etc. without paying for them is illegal.

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# (ISC)<sup>2</sup> - Safe & Secure Online

- Talk to your child about cyber bullying and the implications it presents- make sure they know that just because they can be anonymous online, they shouldn't be cruel to anybody. Make them aware that cyber bullying is serious, illegal and can harm and even take others' lives if your child takes part in it.
- If your child is the victim in cyber bullying, tell them to save all messages or images and tell you or a trusted adult immediately. Make sure to watch for behaviours that may indicate depression, and report the abuse.

## Emphasize Communication:

*Having communication between you and your child will allow you to be aware of any issues immediately if they arise and can bring your family closer together by adding to the trust you have in each other.*

- Explain to your child about the dangers of the internet, such as stalkers waiting for your child to post valuable personal information, so that your child is aware of the dangers and knows there is a reason for safety precautions and not merely that their parents are "trying to ruin their fun" by being strict about the internet. They'll be much more open to following your rules if they know the reasons behind them.
- Encourage your child to talk to you about their online experiences. Ask them to share their favourite sites and games with you, and invite yourself to play with them. Make an effort to play with them, especially if they offer the chance to you. The internet can be fun for both parties!
- Talk to your child about the dangers of meeting up with someone in real life that they had only previously met online. Emphasise that they should ask you first, and maybe go with them if you allow them to meet the person.
- If you decide to block or monitor your child's online activities, consider telling them beforehand so they don't feel betrayed if they find out. If you include them in your decision and inform them that it's for their safety, they may be more understanding and open to your plan.
- Don't be afraid to ask your child questions about the internet- they may know more than you and be willing to share!
- If you create an open environment where you talk about and share the internet with your child, your child will feel they'll be able to trust you with their online activities. This way, if something bad comes up, such as your child being sent messages that make them feel uncomfortable or they're being cyber bullied, your child will know they can count on you to be there and you'll be able to resolve the problem efficiently.
- If your child is sent pornography or other messages that make them feel uncomfortable or upset, you should contact the authorities right away.

**Don't be afraid to have fun:** *Despite the dangers online, the internet is a great place to connect with friends and family, learn about new things, share information, and play games. Once you have your basic safety procedures in place, don't feel afraid to go online. As long as you and your child trust your instincts and are able to report any unsafe or uncomfortable messages or otherwise, you'll be in control of your own internet experience. Enjoy yourselves!*

## Useful resources

### General Advice:

<http://www.saferinternet.org.uk/>

<http://www.childnet.com/parents-and-carers>

<http://www.thinkyouknow.co.uk>

<http://swgfl.org.uk/products-services/esafety/resources>

<http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>

<http://www.net-aware.org.uk/>

### Cyberbullying:

[http://www.cyberbullying.us/cyberbullying\\_warning\\_signs.pdf](http://www.cyberbullying.us/cyberbullying_warning_signs.pdf)

<http://www.bullyingstatistics.org/content/stop-cyber-bullying.html>

### Gaming and other media:

<http://www.common sense media.org>

### Passwords:

<http://blog.kaspersky.com/password-check/>

## Internet protection

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**OpenDNS** – Web Content filtering: [www.opendns.org](http://www.opendns.org):

<http://www.opendns.com/home-internet-security/>

**K9** <http://www1.k9webprotection.com> (free device filtering)

**Apple** (OS X Mavericks): <http://support.apple.com/kb/PH14414>

**Windows 7:** <http://windows.microsoft.com/en-gb/windows/set-parental-controls#1TC=windows-7>

**Windows 8:** <http://windows.microsoft.com/en-gb/windows/set-up-family-safety#set-up-family-safety=windows-8>

**AVG Family Safety** – support for multiple devices and operating systems

<http://www.avg.com/gb-en/avg-family-safety>

### Anti-Malware:

AVG (Free): <http://www.avg.com/us-en/homepage>

Avast (Free) : <http://www.avast.com/en-us/index>

## Phone protection

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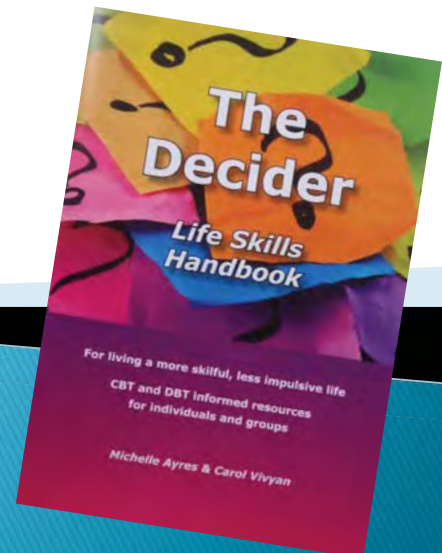
**iOS** (iPhone and iPad): <http://support.apple.com/kb/ht4213>

**Android** (mostly apps, multiple options): <http://internet-safety.yoursphere.com/2014/04/10-android-parental-control-apps/>

**Windows:** <http://www.windowsphone.com/en-us/how-to/wp8/apps/set-up-my-family-for-windows-phone>

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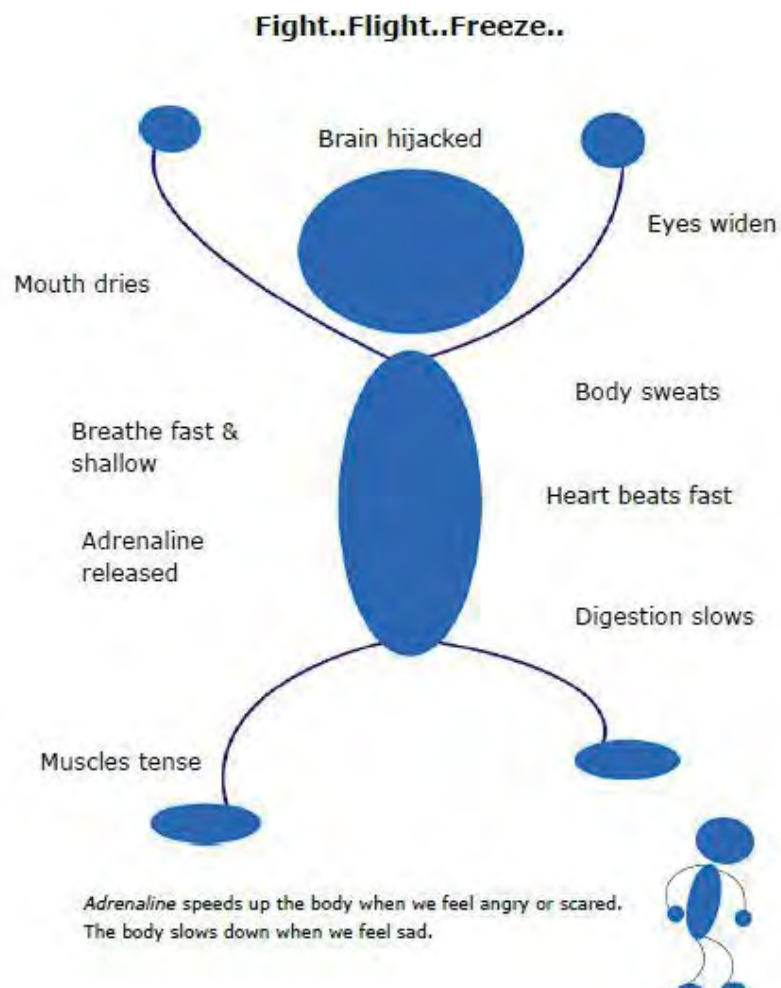
# The Decider Life Skills



## THE FIZZ



# Feeling THE FIZZ



## 12 Key Life Skills







IT WILL PASS





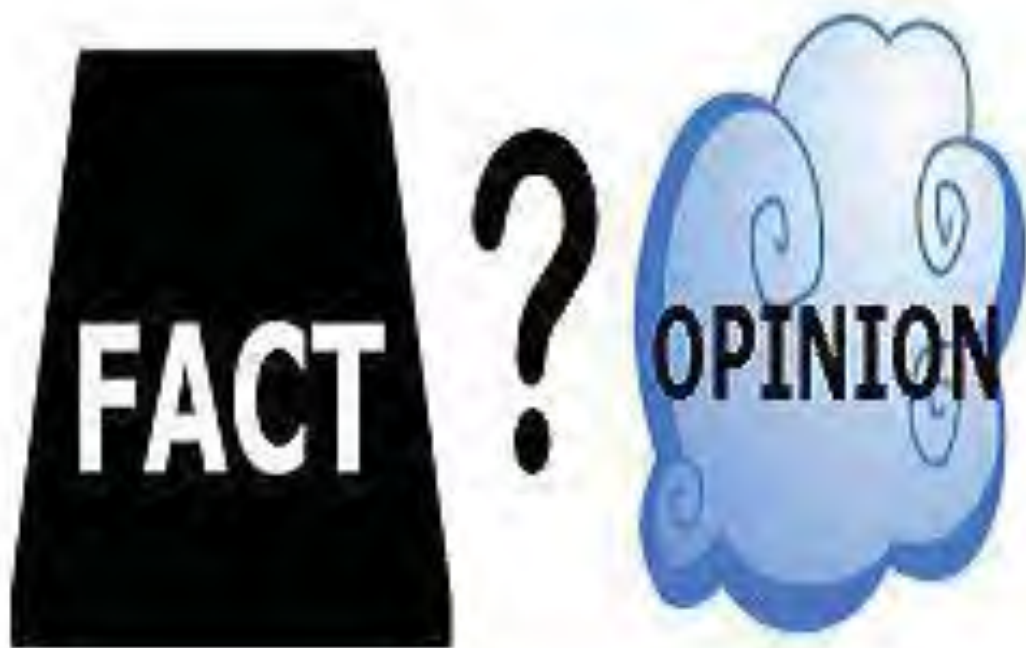
RIGHT NOW

54321

NAME THE EMOTION



# OPPOSITE ACTION



# LISTEN



# CRYSTAL CLEAR



# SELF CARE



# VALUES







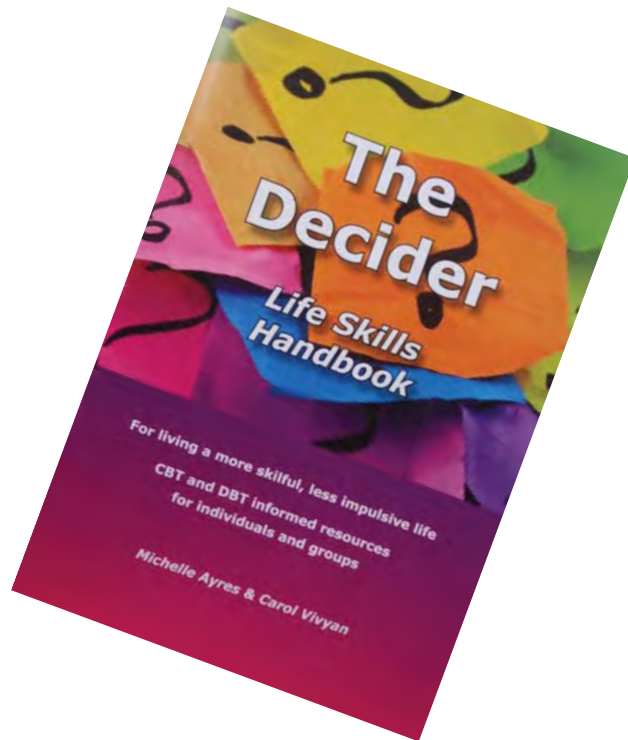
REFLECT





# The Decider Life Skills

- ▶ Handbook (Sept)
- ▶ 12 key Life Skills
- ▶ Web app

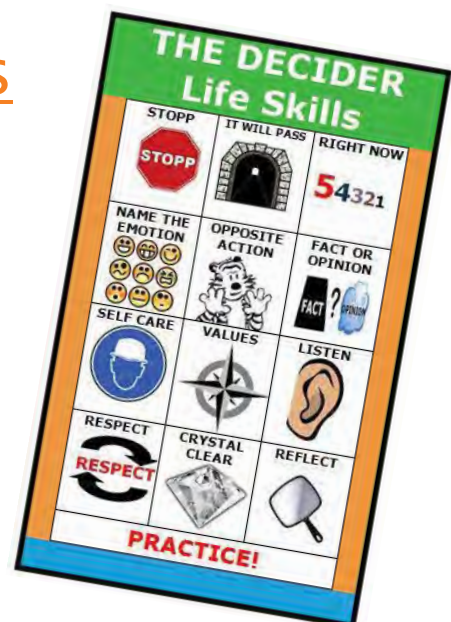


# The Decider Life Skills

## WEB APP

[www.thedecider.org.uk/Is](http://www.thedecider.org.uk/Is)

Username: stopp  
Password: posters





# The Ladies' College

## English Department

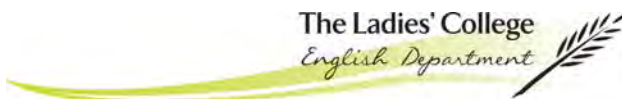
Ms Beverley Knox  
Mrs Sara Egan  
Ms Julie Doyle  
Mrs Jane Massey  
Mrs Laura Casebow



## English

English lessons are founded upon the ability to think logically and express opinions on a wide range of subjects, the ability to conceptualise ideas, plan, solve problems and revise methodology in the light of experience.

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*English Department*



## English

Reading

Writing

Spelling, punctuation and grammar

Speaking and Listening

Independent learning

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## Texts

There are worse crimes  
than burning books.  
One of them is  
not reading them.

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— Joseph Brodsky

## Texts

Novels:

*Northern Lights* by Philip Pullman

*Private Peaceful* by Michael Morpurgo

*Chinese Cinderella* by Adeline Yen Mah

*The Pearl* by John Steinbeck

Shakespeare:

Introduction and



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## Texts continued

Drama:  
*Frankenstein*  
*Dracula*



Poetry:  
Ballads, different forms  
and creative  
interpretation



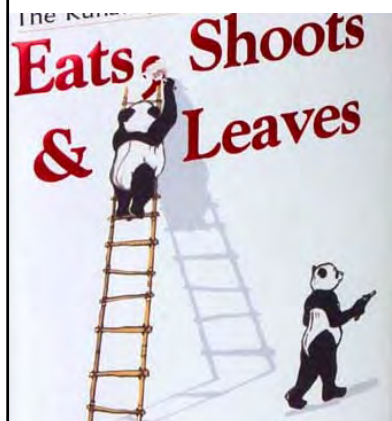
Media and  
Non-Fiction:

[Girl Power Toy Ad](#)

<https://www.youtube.com/watch?v=HP4VtjpUlp0>



## Grammar, punctuation and spelling



Lynne Truss

Do they matter?

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English Department



## Grammar, punctuation and spelling

man eating shark or man-eating shark?

"Let's eat grandma!" vs "Let's eat, grandma!"

Tar Pauline

everything at half-price

hare stylist

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## Vocabulary

unknown

passive

active



capacious

alacrity

melancholic

stalwart

decipherable

vestige

absolute conviction

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## Co-curricular

The Spelling Bee  
Learn to Love Literature – sponsored reading  
The Guernsey Eisteddfod  
The Ladies' College Magazine – Ilex  
Victor Hugo in Guernsey Festival 2016  
Connell Prize Essay



## Practicalities

3 hours a week

Reading time

Homework

Do come and talk to us!

The Ladies' College  
*English Department*

The logo for The Ladies' College English Department. It features the text "The Ladies' College" in a serif font, with "English Department" in a smaller, italicized serif font below it. To the right of the text is a stylized leaf or branch graphic. A green swoosh graphic is positioned below the text.

## Literature and Language

There is no discovery without risk and  
what you risk reveals what you value.

*Jeanette Winterson*





## The Mathematics Curriculum

Key Stage 3: Rem, Lower & Upper Four

Key Stage 4: Lower and Upper Five

Key Stage 5: Lower and Upper Sixth



## KS3 Curriculum

- Number
- Algebra
- Shape and Space
- Data Handling



## Lessons

- Three hours per week
- Two homeworks per week  
Remove 20 minutes  
L4 & U4 25 minutes





## Setting

- Mathematics taught in 4/5 sets
- Why have sets?
- How do we choose your daughter's set?

## Co-curricular

- Maths Challenge (UKMT)
- Team Challenge
- Cipher Challenge
- Maths Club



Normalised scores

Amy thought she could do better than her results in the January exams. She worked really hard in the second half of the term, used all the revision tips from Mrs Clancy's talk and revised thoroughly. She came home upset after her May examinations.....

Geography January =	70%	Mean =	70%
Geography May =	60%	Mean =	55%

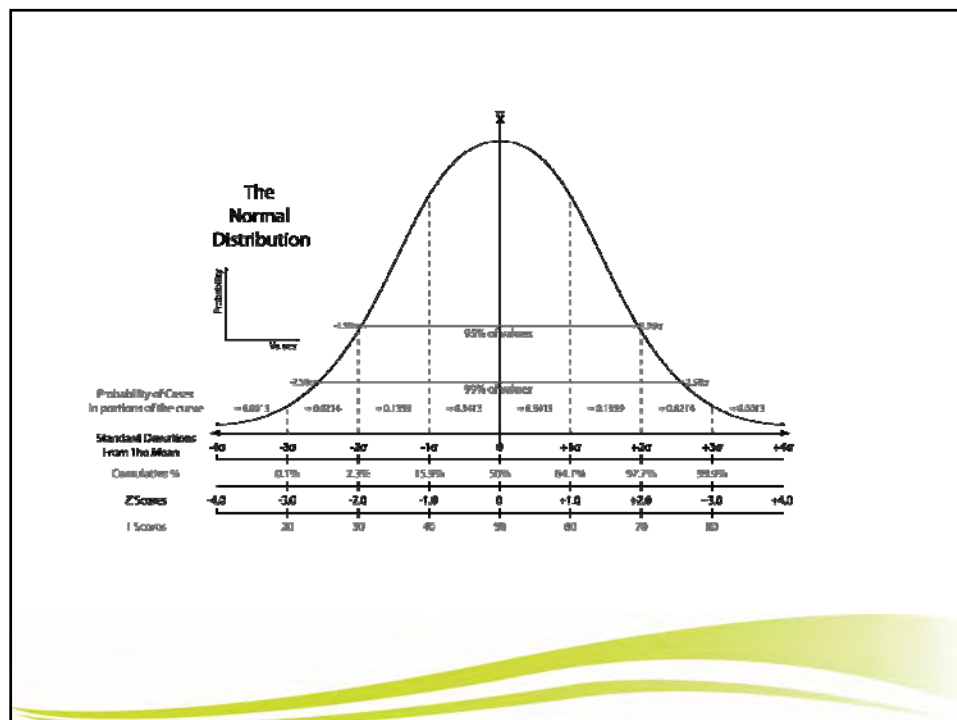
Bella has her results in Biology, Chemistry and Physics and comes home saying she is not very good at Physics.....

Biology =	80%	mean =	80%	
Chemistry =	70%	mean =	65%	Range ?
Physics =	60%	mean =	50%	

## Measuring academic potential

MidYIS sat in Remove

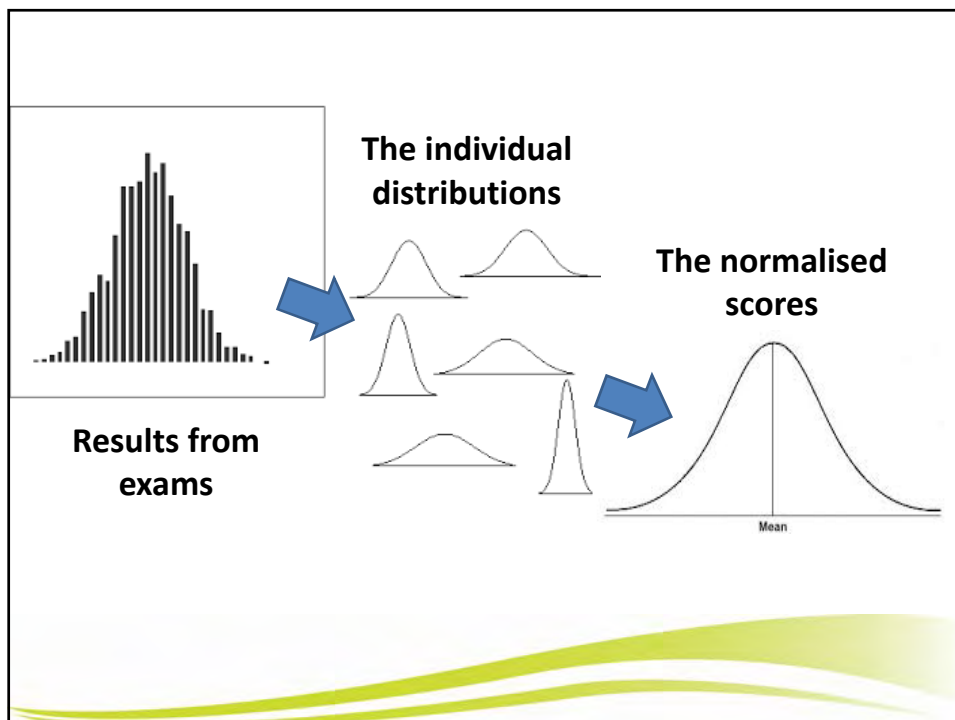
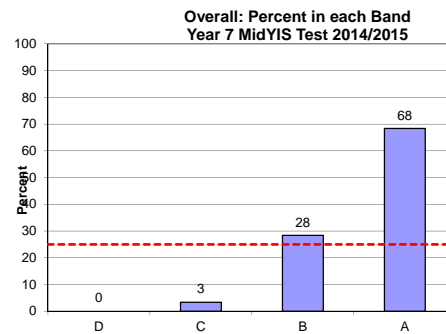
- Centre for Evaluation and Monitoring ([www.cem.org](http://www.cem.org))
- Used by over 2000 schools
- 4 sections - vocabulary, mathematical, non-verbal (shapes/spatial awareness) and skills (perceptual speed/accuracy)
- Cannot revise!
- Nationally standardised across a large population with a mean of 100 and standard deviation of 15



## The Ladies' College population

### Our MidYIS results

- We are selective
- Historically mean MidYIS of 118
- We use our MidYIS results and standardise all our internal examinations against these





## Our standardised scores

Enable comparisons to be made

- Between subjects
- Within a single subject over a period of time

The average score for all subjects and year groups is 118

About two thirds of students will score between 103 and 133

A change of 5 is significant - look for a trend to support



### INTERNAL EXAMINATION SCORES

#### How are they reported?

The scores for all subjects and year groups are standardised so as to provide a direct comparison both between subjects and within a single subject year on year. The same score in two different subjects means that the student is performing equally well in both subjects relative to her peers.

#### What do the numbers mean?

The average score for all subjects and year groups is 118 with roughly two thirds of the students scoring between 103 and 133.

#### How should I interpret the record of historical averages?

A difference of plus or minus 5 or more marks from one average to another is significant although this should be interpreted in the light of an overall trend.

Look at these examples:-

#### Example 1:

Spring 2007	Summer 2007	Spring 2008	Summer 2008	Spring 2009			
106	109	104	103	108	0	0	0

Although there are small changes the increases and decreases tend to balance out. The above pupil could be described as performing broadly in line with expectation.

#### Example 2:

Spring 2007	Summer 2007	Spring 2008	Summer 2008	Spring 2009			
125	122	124	117	110	0	0	0

The above student clearly shows a marked decline in performance from Summer 2008 onwards, she drops from 124 to 110 over three sessions each fall being greater than 5. Falling averages such as these should be a cause for concern.

#### Example 3

Spring 2007	Summer 2007	Spring 2008	Summer 2008	Spring 2009			
117	114	119	118	127	0	0	0

The above student has shown a marked improvement between this year and last (an increase of 8 or 9 after a stable earlier average is significant) and the student should be congratulated on performing above expectations.

For any further clarification or understanding of your daughter's examination results, please contact Mr Barnes directly at [hbarnes@ladiescollege.ac.gg](mailto:hbarnes@ladiescollege.ac.gg)

### Example 1:

Spring 2007	Summer 2007	Spring 2008	Summer 2008	Spring 2009
106	109	104	103	108

- Although there are small changes the increases and decreases tend to balance out
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### Example 3:

Spring 2007	Summer 2007	Spring 2008	Summer 2008	Spring 2009
117	114	119	118	127

- Marked improvement between this year and last
- An increase of 8 or 9 after a stable earlier average is significant
- Congratulations...now keep it up!

