



Foreword from **Alan Mackenzie**

Welcome to Edition 9 of **#DITTO**

Hi there, I'm Alan Mackenzie.

I'm an independent consultant specialising in online safety, specifically within education to children, young people, schools and other organizations, and parents.

I'm a strong believer that technology, for the most part, is neutral; behaviour is the most important aspect.

To understand behaviour, we have to be a part of children's lives in order to understand what they're doing with technology and why.

We have to be curious and guide them to realise the wonderful opportunities that the online world gives to all of us, and be there to support them when they need it.

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It seems like such a long time since I put the last DITTO together in July, but in reality it has only been a few weeks. But with that said, we've had some pretty decent weather for a change although it does seem to be changing now, so I'm looking forward to getting on the road visiting schools all over the UK once again.

Completely off topic, I've been looking at drones lately after being shown one by a friend. I'm hooked, love it. My wife and I usually holiday somewhere remote with mountains; a drone would be amazing (and when I say "would be" I really mean "will be.")

I do love technology (which is why I mentioned drones) and just lately I've been considering what the next big thing is when it comes to communication. We've had text, emojis, images, videos, live video chat, what's next? I think we're going to be seeing virtual reality chat pretty soon, Facebook are already testing it which means it won't be long.

As exciting as that is, and I can see some amazing benefits (imagine sitting and having a chat with your friends in the Tate gallery discussing the artwork), I can already see the potential for some very serious issues with children.

Technology moves fast, we have to keep up!





Great news

If you read the last edition of #DITTO in July I mentioned that I was considering a junior version of the magazine and asked for feedback. The main point of a junior edition is that it is articles written by children and young people, for adults. The reason for this is that I would like to redress the balance that the online world is a scary and dangerous place, the fact that there are enormous opportunities online, and who better to talk about this than the children themselves?

I received great feedback from schools and parents who think this would be a really positive thing, and a number of schools have contacted me to say they have pupils that would like to get involved and write articles.

So I'm really pleased to say this will be going ahead for a trial period, it's wholly reliant on schools and the children and young people. I know that pressures of time is a major factor so we'll have to see how it goes for a few months.

It's likely the first edition will be coming out in late October and will initially be an addendum to this magazine. Want to get involved? Let me know, the more the merrier.

Alan Mackenzie

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Is 'Safety' Still Relevant?

e-Safety or online safety, e-safeguarding or digital citizenship as well as numerous other names. The words and terminology is used interchangeably and there have been questions raised in the past whether the word 'safety' is still relevant. It's completely understandable, e-safety in the past was very much about concentrating on specific safeguarding concerns (abuse, exploitation, bullying etc.) and yet we all know there is far more than just those specific (but very important) areas.

For me it's tomatoes and tomatos, the name is largely irrelevant as far as I'm concerned, it's about what you're doing, not what it's called. And it's a very subjective area largely based on opinion, so here's my opinion.



Let's first of all consider what it isn't.

It isn't about scaring the living daylight out of children. Every time I see a well intentioned but hard-hitting video a few thoughts come to mind. Firstly, what is it teaching children? Because as far as I'm aware we don't teach children through fear. Some of the videos I've seen lately to 'teach children about the dangers of the online world' are really hard-hitting to the point where there's not only potential for emotional trauma but they also go as far as suggesting the child was to blame. Hard hitting is one thing, positive impact is another and in this context the two don't work together.

It isn't about locking them down in a walled garden of hope because that simply doesn't work. Severely locking down their internet access in the hope that it will protect them can have the opposite effect.

It isn't about continually targeting the so-called dangers. There are risks in every walk of life in everything that we do. Put it this way, if somebody was continually talking to you about

all the bad and dark things, eventually you'd stop listening, that's just human nature.

And it isn't about making assumptions of the risks that children and young people face.



SO NOW LET'S CONSIDER WHAT IT SHOULD BE.

First of all, children have to be front and centre. It's about them so unless we're asking, debating and collaborating with them then we're doing them a disservice.

Secondly it's about embracing the opportunities that are available to children and young people. The sheer scale of opportunities for learning and creativity is enormous and children and young people should be able to take advantage of these.

To do that we have to understand what they're doing and why in order that we can support them to recognise and navigate round the risks.

So with that in mind, what do we mean by safety? Well you could go off at a tangent with this one but let's keep it simple: from the perspective of home and school, safety is simply an umbrella name that wraps around 3 key aspects, namely education, support and guidance. That's really simplified, for example a school would need to consider policy, leadership and management, embedded curriculum, the police would need to consider pro-active targeting of offenders etc. There's more of course but you see what I mean.

Education is such an important aspect and this alone is huge; it isn't just about strangers and it certainly isn't Computing or ICT, it's so much more than that.

Equally I don't just mean education in school, parents have got to engage much more as this is fundamentally an issue at home.

I'm a great believer that what we educate in school we should replicate at home as well. So when you send home your school newsletter, let parents and carers know what you have been doing and why, make sure they understand the key concepts and that you're there to help if they need a bit more information. And remember, you (school) don't have to do all the work, get the students to do it. I'll put money on the fact that you've got a few YouTube vloggers, some artists and a few budding writers in school so use that to your advantage. Make a video or a series of videos, write a series of blogs, be creative.

Support and guidance is just as important and I know it sounds obvious. But put it this way, if we're constantly talking to students about risks and dangers it's going to come across as judgmental. A very interesting conversation I had with a small group of young people in which they stated something similar to this:

"We're not all trolls and bullies, we know if a stranger is talking to us inappropriately and we're not all taking selfies to boost our self esteem. A minority are yes, but the majority aren't. Guide us to recognize when something is going to go wrong in a way which is informative, don't concentrate on the extremes but be realistic, and if it does go wrong support us in a non-judgmental way. If I've had to come to you, it means I need help."

So back to the original question, is safety whether it's e-safety, online safety or whatever other safety you want to call it still relevant?

If you're using safety as the umbrella word which contains the key aspects of education, support and guidance in order to embrace the amazing opportunities of a connected and collaborative world, then the answer is yes!

Alan Mackenzie



DOING IT TOGETHER

Advice for parents

In my 'What is...' article a few pages on, I mention one of the sites I use to check whether any of my details have been hacked from some other website or service.

This one site has been quite useful for me in the past, no more so than just recently as I explain later in the article. Unfortunately this is something that is happening all too often, just look at the very recent hacks of Instagram (reported as 6 million user details hacked) and Equifax (reported as 143 million user details hacked).

Just because the media tends to concentrate on the 'celebrity' aspect it doesn't mean that these things don't affect us all, because potentially they do with one good example being identity theft which can lead to fraud, harassment and so much more.

Part of the problem is that over the years every single one of us leaves a breadcrumb trail of who we are and it isn't always possible to manage this, but there are ways in which we can mitigate some of the issues.

This is something you can easily do at home, either with your children if they're young or advise them to do for themselves if they're that bit older (e.g. teens).

What we're doing is giving children and young people the tools to use so that they can keep an eye on things; we know that good digital skills and good parental oversight are two of the biggest aspects for a child and young person to have a trouble-free online life. By doing these things together you are learning at the same time and it opens up opportunities for discussion.

Go to the website:

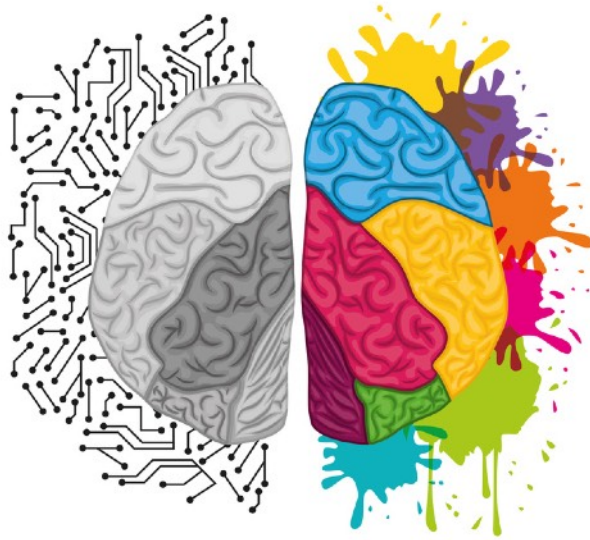
www.havebeenpwned.com

Enter any details you have used in the past (email address and usernames) and any you are currently using.

On a number of occasions in the past this simple tip has revealed hacks that I didn't know about and alerted me to my user details being stolen.

In case you're wondering, the use of the urban word 'pwned' is debatable, but essentially means someone annihilated (owned) in a game or power over someone. In this context it means that someone has power over you as they have your details (you've been owned/pwned).

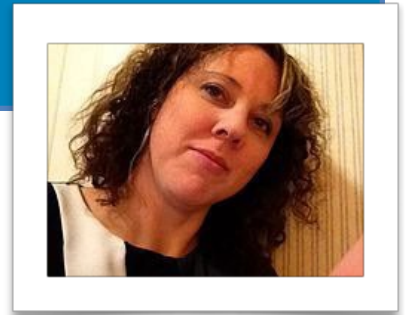
If you do find anything untoward, get those passwords changed or, if you don't use the account anymore, get it deleted.



Critical Thinking

Catherine Knibbs (BSc, MBACP (Accred), UKCP Adult Psychotherapeutic Counselling) is a child/adult trauma therapist and author. She is the leading researcher on cyber trauma in the UK, specialising in online abuse in all forms and provides consultancy, education and training on this topic.

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My last article talked about fake news, scare stories and critical thinking. This one is not so far from that in terms of the topic, however I wanted to write something that feels more hopeful for you as teachers and parents.

I took a number of small social media sabbaticals this year for a few reasons. The main reason being for self care. You see when you submerge yourself in something, such as a bath you expect to get wet. Well, so the same goes for social media and the incessant negative stories and topics that I research, means that I can become both overwhelmed or begin to view the world in a skewed manner if I don't practice what I preach in terms of looking after myself.

As a professional working with people and stories of their traumas, negative life experiences and worries for much of my day, this can happen to me as a therapist in the real world, and so in turn researching cybertrauma can also have this impact.

I keep a very close eye on myself in this respect and know when to take some time out and regularly discuss this in supervision to make sure I'm not becoming vicariously traumatised. This is a (helpful) suggestion for you too.

As I took these mini sabbaticals during late spring and summertime there were some awful tragedies occurring throughout the world and being shared on social media (no more so than at any other time I might add), however I made a conscious decision to refrain from social media to see what happened for me as usually this is one of the points when I research much more closely, it is after all my chosen topic of interest.

In short I found that I managed the breaks and they were delightful. I am aware that this may cause some people to break into a cold sweat when thinking about taking time out from social media and this is not an article about the benefits

of social media sabbaticals. What I did find out, what has interested me and is the remit of this article, is that social media exacerbates the fear factor and this was apparent with my clients who brought their social media stories and scares into the therapy room for the entire time I was on my sabbaticals.

So what I wanted to communicate is more about the psychology of fear, violence, crime and terrorism and how this is not actually as prominent as social media makes out (this is not rocket science here by the way and you should not be surprised by this statement).

Firstly let me introduce two excellent researchers and academics who have studied humans and violence. Stephen Pinker and Gavin de Becker are world renowned in their studies of human behaviour and violence and show that the incidences of violence are less in terms of prevalence and degrees of actual bodily harm since we began as a species to harm each other (Seriously good reads by both of these authors and I recommend them both).

So what does this mean in terms of this article? Well as the new term begins, new pupils, new topics of 'social media' issues, you may find your pupils talk about terror, fear, violence, graphic issues and terrorism much more. This is because Manchester, Grenfell, Barcelona and Finland, North Korea etc. have been given much more 'airtime' through social media.

The increase of this airtime is likely to increase the awareness of this topic into younger peoples lives (years 7-11) and their understanding of this topic is likely to be limited in terms of cognitive skills (reasoning, critical thinking and executive functions- see Pinker's work). In turn this may mean they can become fearful of a topic due to limited understanding and 'gossip' from their peers who are also in the same frame of

reference. I'm sure you all have an understanding of this with the 'ghost/zombie' stories we all heard and participated in during adolescence; fear breeds fear.

If this is applied to a social media frame then you should be able to see how the miscommunication of fear based stories of violence create an anxiety in young people that is then further communicated in the hope of understanding it.



As teachers I feel you can help your pupils learn to think critically and by challenging the facts around the news stories yourself and with your pupils. You may be able to appease the fear and anxiety somewhat by having these discussions rather than avoiding them.

The hopeful news is, as a species we are actually less violent now than in the past. Due to the medium of social media we can now discuss and share incidents much faster and become aware of issues that in the past would have happened, perhaps in another country (without our awareness). We are actually overloaded with this kind of information and this can skew our thinking in a negative way.

What are the options?

Perhaps this is the kind of educated debate we can have with young people to support critical thinking, challenge the status quo of fear-based news, create a balanced view of events and also provide ourselves with a reassurance that the world is not as violent as we think and that fear should be our intuitive gift, rather than our daily bread & butter served up with lashings of anxiety, worry and speculation.

Lets change the menu.

Cath



What is

DOXXING

I've written before about things like personal information, posting online and digital footprint.

Doxxing is essentially an extension of that; where someone has deliberately looked for information about you and is using that information against you online, perhaps to cause embarrassment, to intimidate, to victimise, extort and a relatively new phenomena, to identify people who outrage the public. For example people who have attended rallies and their pictures are on social media, then people try to identify them and their personal/private information.

Whilst the intentions behind the latter example are good there have been some pretty serious

search for and publish private or identifying information about a particular individual on the internet, typically with malicious intent.

consequences in the past where people have been wrongly identified and accused of things such as being a sexual predator, a racist etc.

For most purposes, the person being doxxed hasn't done anything wrong, perhaps they've made an opinion online and someone disagrees then goes to extraordinary lengths to 'out' them online.

So why mention doxxing?

I'm sure I've probably mentioned before that telling children, "Don't share personal information

online,” is a pretty weak, but well-intentioned message. It’s impossible not to share personal information, particularly when you understand that personal information in the digital age relates to much more than age, school, date of birth etc., and whilst messages such as this might work with younger children we’ve got to go a lot deeper for older children, particularly through their teen years.

Whilst not strictly doxxing, I would like to give you an example of something that happened to me over the summer break which goes to show how difficult it is when considering what we are sharing online because, for the most part we have control over what we share (we choose whether we share or not), but sometimes there’s nothing whatsoever we can do.



I have a couple of websites for different purposes, and on each of those sites I have security software installed. One function of that software is to prevent unauthorised access to the administrative tools on the website. In practice this means that if someone uses the wrong username or password twice in the space of a few minutes, their computer address (IP address) is automatically blocked for a few hours. If this happens I am notified by email what has happened and the username they have tried. This is all fairly standard and is mostly used to prevent a ‘brute force attack’ where someone can use a huge dictionary containing tens of thousands of words to attempt to guess the password.

A few weeks ago I started to get scores and scores of emails every hour from the security software. Someone was trying to hack my website using automatic software (bots) from all over the world, but what struck me as odd was one of the usernames they were trying to use. This was odd

because the username being used was correct for the admin login, yet you would not be able to guess this username from the website or from me, it was a random username and not even a proper word, so how did they know?

I have used this particular username a few times in the past, but I have never ever made it public. Now I’m no IT security expert, but I do know a few things, and the only way I can think for that username to be somewhere online is that a site I have used in the past had been hacked, and the username (plus email address and sometimes other information such as passwords) had been posted online.

So using the advice I always give to others, I went to the site www.haveibeenpwned.com and entered the username, and there it was. That username had been hacked from a web service I used 4 years ago.

Coincidence? I don’t know. Whether I had been targeted deliberately or by chance I’ll never know, but it just goes to show that the longer we spend online, the bigger digital trail we leave behind us, and unfortunately we cannot always be in control of that data. Once the information is out there, either posted by us or by others, it’s extraordinarily difficult to remove it and in a lot of cases it’s impossible. The recent hack of Instagram (6 million accounts - Sept 2017) just goes to show that it can potentially affect every single one of us, not just the celebrities.

I always give young people the advice to check their credentials on sites such as HaveIBeenPwned every so often, although I do wish they could change the name as it’s always met with much hilarity when I say the name out loud! It’s a good way of checking if their username or email address has been hacked from an online service because this sort of thing is happening all too often now.

The difficulty lies in convincing young people that it may sound completely meaningless now, but not necessarily in 2, 5, 10 years time which is why using real examples is so important, not to scare the living daylights out of them, but just let them know it can happen to anyone and give them support and guidance what to do.

Alan Mackenzie

PREVENT

Sean Arbuthnot is an ex police officer and highly regarded Prevent Duty specialist and trainer, having worked in the area since 2013. He is familiar with the many debates that surround Prevent and welcomes open dialogue and debate.

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“Are you British or Irish?”



Growing up in Northern Ireland I used to dread this question. If I felt brave or cheeky I would proudly state that I was both but this rarely satisfied my interrogators!

Schools and childcare providers now have a duty to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. However, there is much uncertainty about how to do this, particularly when defining our values as “British” potentially alienates huge swathes of people in the UK who don’t identify with being British first and foremost. People like me.

A recent [report](#) from Coventry University’s Centre for Peace, Trust and Social Relations noted that British values is one of the most problematic elements of the Prevent Duty for schools, not least because “defining values in terms of their Britishness...is potentially hindering rather than helping engagement.”

And yet Ofsted place significant weight on the

importance of British values. Chief Inspector Amanda Spielman [recently stressed](#) that schools need to do more to stop terrorism by properly promoting British values and not just put up “pictures of the Queen.” Definitive examples of exactly how to do this are hard to come by, not least because Ofsted don’t want this to become a tick box exercise.

So how can schools and childcare providers effectively promote fundamental British values within their settings?

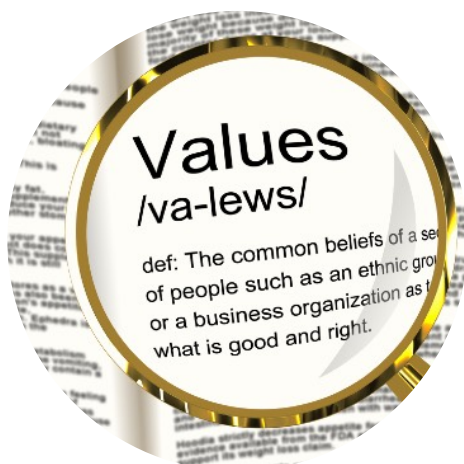
Firstly, this shouldn’t be new territory. Schools have [always been required](#) to respect these values in order to improve the spiritual, moral, social and cultural development of pupils. Only recently has there been a duty to “actively promote” them.

In my view, this focus on *Britishness* facilitates lazy interpretations of values. Some lists suggest that children should be encouraged to listen to British music like Freddy Mercury or they should eat roast dinners at school! By all means, schools are welcome to display union flags and celebrate the Queen’s birthday but this merely pays lip service to what British values are trying to achieve.

Implementing British values is actually pretty straightforward. In many cases, schools are already doing it because they are perfectly compatible with existing aims and core values, for example:

Democracy

This is about ensuring that every student has a



voice that is heard and respected. School councils are a fantastic example of this. As a governor at a local primary school I recently observed our school council interviewing applicants for a teaching post. Their feedback was valuable at the final decision-making stage and each member of the council seemed to walk a little bit taller as they left school that day. Even in nursery settings, taking turns, free choice sessions or voting on tasks through a simple show of hands demonstrates active participation in democracy in a sensitive and sensible way.

Rule of law

All schools should promote acceptable standards of behaviour. Even simple activities like tidying up reinforce this. Learning about the British legal system and welcoming guest speakers from the police, fire service and local politics can also promote the rule of law.

Individual liberty

This may seem like a lofty goal but ultimately it's about building pupils confidence and self-esteem, making them feel valued and empowering them with feelings of responsibility towards their peers, the local community and beyond. Accepting pupils for who they are, displaying artwork, encouraging charitable giving and establishing community links are simple ways to promote this.

Mutual respect and tolerance of different faiths and beliefs

It is vital for schools to promote diversity, inclusivity and challenge stereotypes. Pupils should be aware that the freedom to hold other faiths and beliefs is protected in law. Visits to religious places of worship can encourage respect and equal treatment of others.

Once British values are understood as common sense, straightforward goals, educators can consider innovative and creative ways to embed them and link them to existing school values.

Through the effective promotion of British values, schools and childcare providers can build resilience to radicalisation and other safeguarding issues. Lessons around PSHE, citizenship, and critical thinking are key to this. British values are not intended to stifle debate. After all, the [Prevent Duty](#) expects schools to be "safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism."

Some people have reasonably suggested that British values should be renamed. Common values, human values, universal values all seem like sensible suggestions. But to be honest, I don't really care what the values are *called*. I'm more concerned about what they actually *are*.

Getting bogged down in debates about definitions can be a distraction from the important business of implementing and embedding positive values that encourage young people to become confident, tolerant, respectful citizens in a modern society.

Whatever you call them, that's what British values are about.

Sean Arbutnot



Wayne Denner inspires and motivates thousands of young people, parents, educators and professionals, delivering talks and up to the minute resources on online reputation, protection and well being, benefits and risks of social media, employability and entrepreneurial topics in Ireland, UK, US and UAE.

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Over the past 12 months on our e-safety blog we've reported a number of anonymous messaging and feedback apps. It seems that this trend in such apps won't be slowing down anytime soon.



In the past week we noticed one such app soar to the top rankings within the app store as the most downloaded app.

'Sarahah' (Arabic for 'candor', 'openness' or 'honesty') has become popular with US teenagers and has been gaining popularity with users in other countries such as the UK and Ireland.

Sarahah is similar to other apps we've reviewed in the past such as Yik Yak, Secret, and After School - with those apps there were obvious online safety concerns of which parents need to be aware.

What is Sarahah?

According to the app's website, 'Sarahah helps you in discovering your strengths and areas for improvement by receiving honest feedback from your employees and your friends in a private manner'.

Sarahah originally started out as a website intended for employees to give anonymous feedback to their employers.

How it works

Once the Sarahah app has been downloaded, users must create an account on the app. The user will create their name, i.e. name.sarahah.com. They can then search for other Sarahah users on the app and send anonymous text based messages.

The main difference with this app compared to others is that users can only send messages - they cannot respond to messages received.

The app does offer some limited privacy features which allow users control over the following 2 options:

- Appear in search
- Receive messages from non-registered users.

As with other anonymous apps we've highlighted in the past, there is always the potential for apps of this nature to be misused in relation to bullying, harassment or abuse. Trolling could also be another potential concern.

Teenagers can also use the Snapchat 'Paperclip' feature to share links to their Sarahah profile, encouraging others to send them anonymous feedback.

Teenagers and young users can be especially vulnerable due to their prolific need for affirmation of their online identity on social networks.

One to watch for!

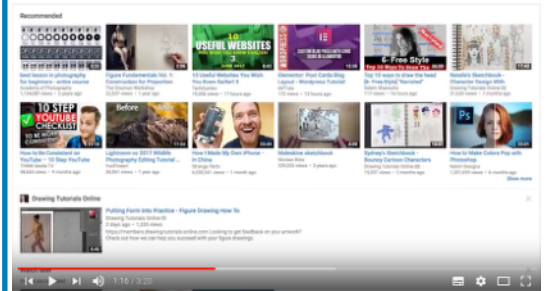


A free 20-page guide to help schools with their parent engagement strategy.

<http://www.esafety-adviser.com/parentengagement/>

For parents: if children say they are seeing inappropriate videos on YouTube, here's a video with some words of advice.

<http://bit.ly/2viDZAd>



Video: Online Safety Update 2017
Keep staff up to date

<https://www.theonline.academy/sept2017/>





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