PARENT INFORMATION | PRIMARY PARENTS

PRIMARY WELLBEING

ONLINE SAFETY

The internet has become an integral part of life. It is a powerful resource and for children growing up in a world where the internet has always been available, it is an essential tool.

There are many positive uses of the internet - learning, skill development, socialising. However, there are also risks. It is our aim at Trinity to ensure that students have a positive online experience and we hope to achieve this by teaching them how to safely navigate the internet. These skills can then be transferred to home and other public places (e.g. internet cafés).

Not all students will experience problems. However, by ensuring students understand the risks and equipping them with the knowledge and skills, together we are helping them be cybersafe.

Our eSmart Committee continue to work on processes and guidelines to assist our community in becoming a School where the smart, safe and responsible use of information and communications technology is a cultural norm. Students in our Primary Schools have created a set of guidelines - 'Primary Schools Netiquette' - which outline respectful and safe behaviours for students when interacting online.

Images from http://www.thinkuknow.org.au/site/index.asp

PRIMARY SCHOOLS NETIQUETTE

BIG IDEA: Treat others as you expect to be treated

1. Be nice
> Think before you post anything online

2. Be honest
> Take care what you click on
> Report all bullying
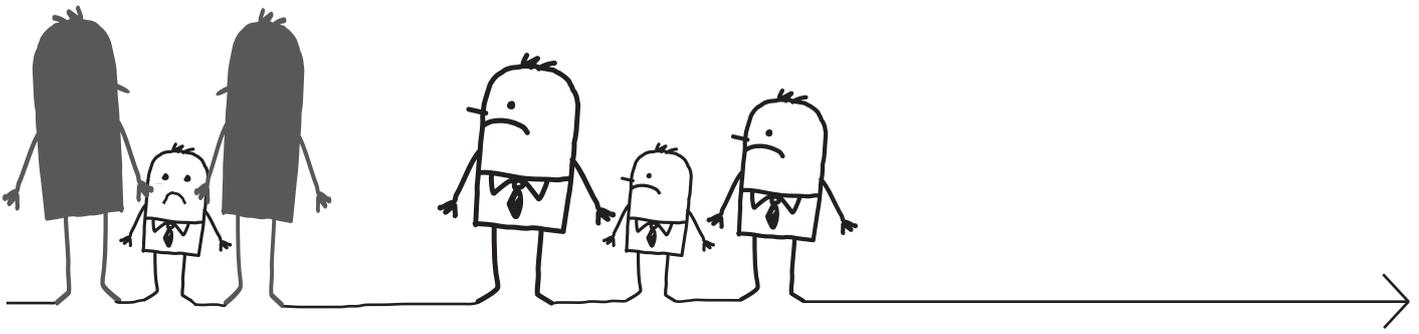> Tell an adult if you see something inappropriate

3. Be yourself
> Act as you do in the real world

4. Be clear
> Always make sure that your writing makes sense

5. Be safe
> Keep personal information safe
> Have more than one password
> Always sign out

GUIDELINES TO ENCOURAGE SAFE INTERNET USE AT HOME

Cybersmart is a national cybersafety and cybersecurity education programme managed by the Australian Communications and Media Authority (ACMA), as part of the Australian Government's commitment to cybersafety. There are many useful links and resources on this website to help parents protect and support their children and adolescents - these can be found at http://www.cybersmart.gov.au/.

The following strategies have been taken from the Cybersmart website to assist parents in establishing ground rules and boundaries for safe internet use at home:

Before starting:

→ talk with the family about the importance of staying safe online and having an internet safety plan.
→ teach children how to use the internet safely. Use an educational programme suitable for the child's age.
→ learn about the internet and the types of internet services children use. Check with the local public library to see what courses are offered.

Set up correctly:

→ determine if your internet service provider can assist with advice for staying safe online. If not, switch to one that can.
→ look at where the computer is set up. If it is in a bedroom, move it to a public area of the house where it's easier to supervise.
→ make sure safety software is installed on the computer. This may include an internet content filter and other security software such as anti-virus programs, spyware and adware.
→ use a safe search engine for all web searches.

Create family guidelines:

→ discuss the benefits and risks of going online with children and offer support if they get into trouble.
→ create an internet safety contract with children, setting house rules for internet use.

*We encourage parents to have a look at commonsense media for examples of family media contracts: http://www.commonsensemedia. org/educators/parent-media-education/family-media-agreements.

When online:

→ stay involved in the child's use of the internet and new technologies. Work with them. Set up an account, join the child's 'friends' and see what they are doing. It can be a fun experience for parents too.
→ help the child set up their profile to make sure that they don't put too much personal information online.
→ check the privacy settings for internet services and see how to report abuse. Many social networking, virtual networks and gaming sites have facilities to do this.
→ supervise and monitor the use of the internet, particularly with younger children. If issues arise, address them quickly and know who to report problems to.
→ above all, keep the lines of communication open. Children need to be confident that they can talk to an adult about what's happening, without being afraid that they're automatically going to get into trouble.

PRIMARY LIFE SKILLS PROGRAMME

The Primary Life Skills Programme is structured around four themes. These themes are addressed by all Year groups at the same time each term, allowing for other School activities (e.g. assemblies and meetings) to reinforce the classroom sessions being undertaken. Similar to our 7-12 Life Skills Programme, these sessions take place during the School day and are led by classroom teachers. Through the Life Skills Programme we aim to equip our boys with the necessary social and emotional skills to assist them in dealing with the challenges they will face during their development and further enhance the pastoral support we provide them at School.

Social Skills (Term 1) Social skills are behaviours that enable an individual to interact and communicate effectively with others and avoid negative social interactions. There are a range of social skills including: communication, cooperation, assertion, responsibility, empathy, engagement and self-control. Some students learn social skills more easily than others; however, research indicates that all students can benefit from explicit teaching of these skills.

Boundaries (Term 2) A boundary is a barrier; something that separates two things. There are a range of boundaries including: physical, psychological, emotional, family, role and communication. They exist in order to determine who participates and how they may participate; they also exist for protection. Good boundaries offer information and help establish guidelines, rules or limits to help a person identify what are reasonable, safe and permissible ways for others to behave around them or how they will respond when someone steps outside those limits.

No Bullying (Term 3) Bullying is a form of harassment which involves repeated intimidation, over time, of a less powerful person by a more powerful person or group of people. It can involve physical, verbal or psychological behaviour which makes another person feel embarrassed, offended, upset, devalued, degraded, afraid, frustrated or angry. Cyber bullying is a form of bullying that can take place anytime using electronic technology including: mobile phones, chat rooms, social networking sites, blogs, emails, videos and photos. It is essential that all students learn how to identify bullying behaviour and develop confidence, skills and strategies to be bully free.

Resilience (Term 4) Psychological resilience is an individual's ability to cope with stress and adversity. It is often referred to as one's ability to 'bounce back' to a state of normal functioning. With increasing rates of anxiety and depression, developing resilience is vital in order to equip children for the inevitable challenges ahead and to support their emotional and psychological development.

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