Safer Internet Challenge

with

KENT children's UNIVERSITY

In partnership with...

THE EDUCATION PEOPLE

Safeguarding

The Safer Internet Day Challenge is free for all schools and families to use throughout February and March! It has been co-produced by The Education People's Online Safety team (Education Safeguarding Service) and Kent Children's University. Do share these ideas with other people and if sharing online please use the hashtags:

#SaferInternetDay   #SID2023   #TEPSIDChallenge

SAVE the DATE
Safer Internet Day
2023 | Tuesday 7 February
www.saferinternetday.org

European Commission | INHOPE ins@fe

For more information about this Safer Internet Challenge please visit www.kcuchallenges.co.uk or email kcu@theeducationpeople.org

This Challenge ends on 31st March 2023

www.kcuchallenges.co.uk

Safer Internet Challenge

What is Safer Internet Day?

Safer Internet Day is celebrated globally in February each year to promote the safe and positive use of digital technology for children and young people, and to inspire a national conversation about using technology responsibly, respectfully, critically, and creatively. Co-ordinated in the UK by the UK Safer Internet Centre, Safer Internet Day is celebrated in over a hundred countries coordinated by the joint Insafe/INHOPE network, with the support of the European Commission, and national Safer Internet Centres across Europe.

Tuesday 7th February 2023 is Safer Internet Day 2023 and this year's theme is **'Want to talk about it? Making space for conversations about life online.'**

This year we are working in partnership hoping to answer the following questions:

What issues really matter to children and young people?
What changes do they want to see?
How can we all work together to advocate for them moving forward?

The Education People passionately believes that with the right support, and by working together, they can improve the life chances of all children and young people in Kent and beyond. They know that their success depends on the relationships they forge. That is why their strapline is 'Better Together' because they know it is all about them supporting young people to deliver the things that matter.
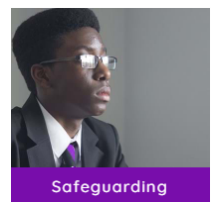
The Education People's Kent Children's University (Outdoor Learning) and the Online Safety (Education Safeguarding Service) teams have worked together to provide this Safer Internet Day Challenge. To find out more about their services, please visit www.theeducationpeople.org

For more information about this Safer Internet Challenge please visit www.kcuchallenges.co.uk or email kcu@theeducationpeople.org

www.kcuchallenges.co.uk

Safer Internet Challenge

For Children's University members

You can earn Learning Credits for this Safer Internet Challenge. You will earn at least 0.5 Learning Credit for each completed activity. Evidence could be the Safer Internet record sheet with photographs, videos, completed worksheets, Learning Logs, Word documents, Powerpoint presentations etc. Please see below information for how to collect the Learning Credits.

If you are not part of Kent Children's University but would like to find out more, please turn to the back of this pack. If your child would like to earn Learning Credits with us, you can download a temporary Passport to Learning from www.kcuchallenges.co.uk We can always transfer them to a real Passport to Learning in the future.

How to receive Learning Credits from Kent Children's University

Please return any evidence to Kent Children's University by Friday 31st March 2023.

Email: kcu@theeducationpeople.org or Post:
Kent Children's University, The Education People, Bewl Water Outdoor Centre, Bewlbridge Lane, Lamberhurst, Kent, TN3 8JH.

Please only send evidence upon completing all the activities you wish to complete. You can find examples of how to submit evidence on www.kcuchallenges.co.uk

Original evidence will be posted back to you along with Learning Credit Codes; which will be sent to your child in a letter, for them to transfer in to their Passport to Learning.

Why not earn extra Learning Credits with Children's University?

There are thousands of Learning Destinations and Partners across the country, as well as at-home learning opportunities. Take a look at our website for more information:
www.childrensuniversity.co.uk

For more information about Kent Children's University please visit
www.theeducationpeople.org/kent-childrens-university

www.kcuchallenges.co.uk

Safer Internet Challenge
Record Sheet

Let's celebrate! What is your favourite thing to do online?

No tech or better with tech?

A, B, C - How well do you know me?

Five-star review

Write an online safety story

Create the perfect listener - Earo the Hero

Complete an age-appropriate #SaferInternetDay quiz

You what?

Advocate for Change

Create a Family Online Safety Agreement

Many of these ideas have come from the UK Safer Internet Centre and Childnet.

If you are part of Kent Children's University, you will **earn at least 0.5 Learning Credits** for each activity completed.

Safer Internet Challenge

Let's celebrate! What is your favourite thing to do online?

Together we want this year's Safer Internet Day to be the biggest and best celeration year!

It is so important to recognise all the exciting and amazing things we can do online.

Maybe you like to play games, or chat to friends.

Maybe you use the internet to learn new things, or maybe you love watching videos.

Create a poster to show what you like doing online and give reasons why it is your favourite thing. Make it as eye-catching as you can.

What's your favourite thing to do online?

If you are part of KCU, you will **earn 0.5 Learning Credits** for creating a poster celebrating your favourite thing to do online Evidence could be your poster.

www.kcuchallenges.co.uk

Safer Internet Challenge

No tech or better with tech?

No tech or better with tech?

Name: ....

For each of the activities below, discuss as a family: is this better when completed with tech or without tech? For example, would you rather ask a question you have to someone face-to-face, or a voice assistant like Alexa or Siri or Google?

Circle the symbol that best matches your verdict for each one. Different family members could use different colours pens and pencils to show their opinions.

	Better without tech	Better with tech	Undecided
Chatting to friends and family			
Playing games			
Learning and research			
Asking a question			
Getting help & support			
Saying sorry			
Shopping for clothes			

Reflection time

Overall, we prefer to do things...   without tech / with tech / no clear winner

We all agreed that...

We really disagreed about...

The most interesting one to discuss was...

I changed my mind about...

For each of the activities listed on the Safer Internet Day's "No tech or better with tech?" worksheet (available to download from www.kcuchallenges.co.uk), families should discuss: is this better with tech or without?

For example, would you rather ask a question you have to someone face-to-face, or ask a voice assistant like Alexa or Siri or Google? Will the different generations agree or disagree?

Circle the symbol that best matches your verdict for each one. Different family members could use different colours pens and pencils to show their opinions.

No printer? You could print at your local library or create your own version at home.

We would encourage you to take the worksheet back into school to share with your teacher so they have a chance to remind their class or relevant online safety messages.

If you are part of KCU, you will **earn 0.5 Learning Credits** for discussing whether tech or no tech is better. Evidence could be your completed worksheet.

Safer Internet Challenge

A, B, C - How well do you know me?

This activity is a fun way to find out how people would respond to different online situations. Why not play the game with your family?

Print and cut out, or make your own version of, these Safer Internet Day cards (available to download via www.kcuchallenges.co.uk).

How to play:
1. Cut out the cards.
2. Take one card each.
3. Take it in turns to read your card and ask the others if they think you will opt for A, B or C.

Adaptations:
- You could create A, B, C cards for people to hold up.
- You could ask the others to explain why they think you will choose A, B or C.
- You can keep score to see how well you know each other.

A, B, C – How well do you know me?

How to play:
1. Cut out the cards.
2. Take one card each.
3. Take it in turns to read your card and ask the others if they think you will opt for A, B or C.

Adaptations:
- You could create A, B, C cards for people to hold up.
- You could ask the others to explain why they think you will choose A, B or C.
- You can keep score to see how well you know each other.

A pop up comes up saying I have won £1,000. Would I...?
A. Fill out the form straight away and wait for the money
B. Ignore it
C. Ask someone what to do

I see a news story that is shocking and a bit suspicious. Would I...?
A. Share it on. Everyone needs to know this
B. Nothing
C. Try to find out if it is true

I'm struggling to keep my eyes open while watching some funny videos. Would I...?
A. Splash water on my face and get back to it
B. Go to bed
C. Wake up on the sofa

I see someone being mean to my friend online. Would I...?
A. Tell the person being mean to stop
B. Report the person being mean
C. Message my friend to ask if they are okay

There is an online challenge going around to raise money for charity. Would I...?
A. Tell someone else they should do it
B. Sign up and start raising money
C. Donate some money

There are only 2 controllers and there are 3 of us. Would I...?
A. Grab a controller straight away
B. Ask who wants to go first
C. Be happy to just watch

My device crashes losing all my work. Would I...?
A. Cry
B. Sigh
C. Try for hours to get it back

I'm playing in a team game but the team is struggling. Would I...?
A. Find a new team
B. Encourage the team
C. Play a different game

I see another player is stuck and realise that they must be new to the game. Would I...?
A. Take them out
B. Help them out
C. Call them out

I have just 5 minutes to spend online for the rest of my life. Would I...?
A. Video call someone
B. Watch videos
C. Play a game

Someone asks me for a selfie. Would I...?
A. Agree but take 10 goes to get it right
B. Smile and nail it first time
C. Run a mile

I'm doing really well on a game but need to go now or I'll be late to meet friends. Would I...?
A. Not even realise
B. Stop straight away when my timer goes off
C. Let them know I'll be a bit late

If you are part of KCU, you will **earn 0.5 Learning Credits** for playing this "A, B, C - How well do you know me?" game. Evidence could be your score sheet and a reflection on what you learned about others.
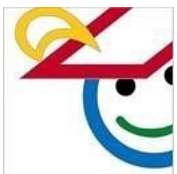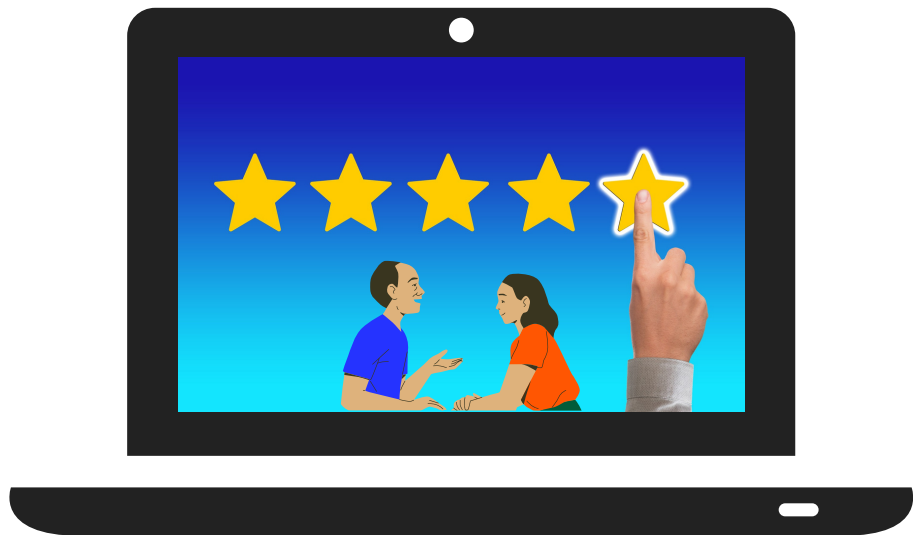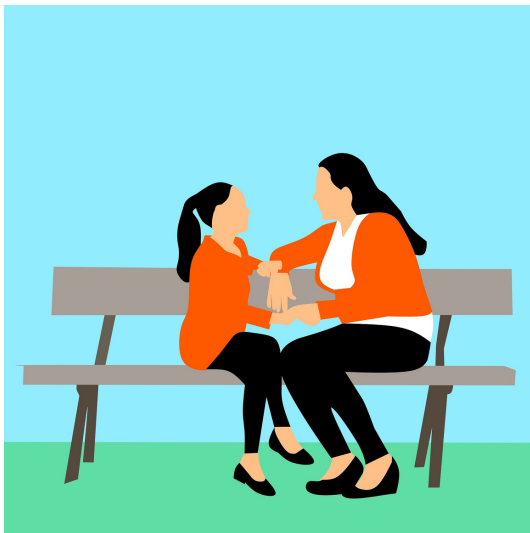
Safer Internet Challenge

Five-star review

Work together as a family to review one of your favourite things to do online.

You could choose to review your favourite app, game, streamer, or website.   It might be the resource that you created a poster for in the first Safer Internet Day Challenge activity.

Your parents and carers should get involved with this activity too by making notes and scoring the resource out of five for things like fun, creativity, safety features and information.

You should then interview your parent/carer to see what they have found out about the resource. You can then write a piece, create a PowerPoint or poster to share with Kent Children's University and possibly your school.

If you are part of KCU, you will **earn 1 Learning Credits** for creating a Five-star review about one of your favourite things to do online. Evidence could be a copy of your interview and review.

www.kcuchallenges.co.uk

Safer Internet Challenge

Write an online safety story

We can learn so much from other people and you can learn a great deal from children and young people around the world. With this in mind, we are encouraging you to become an author and illustrator to write your own online safety story.

To help you, why not look at the existing online safety stories out there to help you think how you could pitch your own book. These high quality online safety stories include:
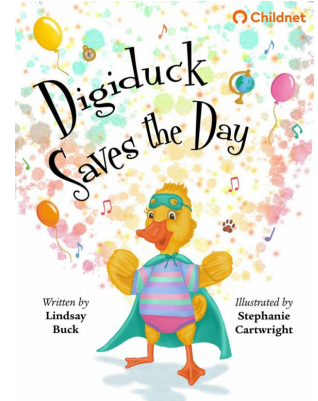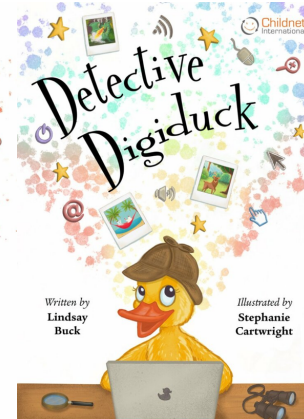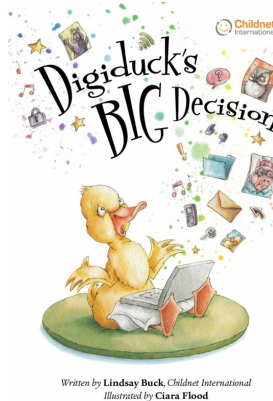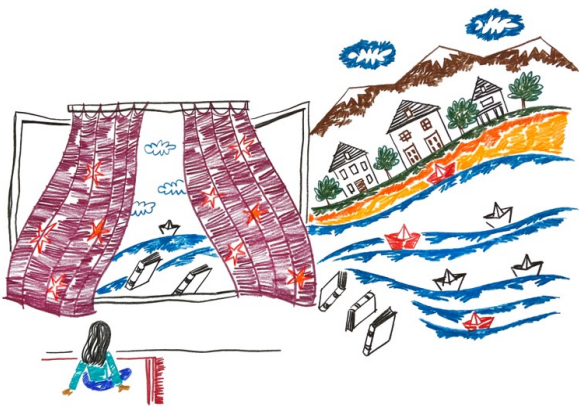
The above featured books are 'Hanni and the Magic Window' (childnet.com/hanni) or the Digiduck series (childnet.com/digiduck)

You could choose one issue to focus on or take a broader approach but you must ensure that there is a safe and positive resolution.

What top online safety tips might accompany your story?

If you are part of KCU, you will **earn 2 Learning Credits** for writing your own online safety story. Evidence could be a copy of your illustrated story book, which you might share with friends, family, your school and KCU.

www.kcuchallenges.co.uk

Safer Internet Challenge

Create the perfect listener - Earo the Hero

CREATIVITY

STAYING POSITIVE

We would like you to think about what makes a good listener and design your own superhero... Earo the Hero!

The good listener should be illustrated and presented as a superhero, with labels listening their powers.

Once finished, the characteristics of the good listener could be shared with your family, friends and school as well as Kent Children's University.

When creating your own superhero, think about these questions:

What makes a good listener?
Does a good listener just listen or do they ask questions?
How can a good listener make it easier for you to talk to them?
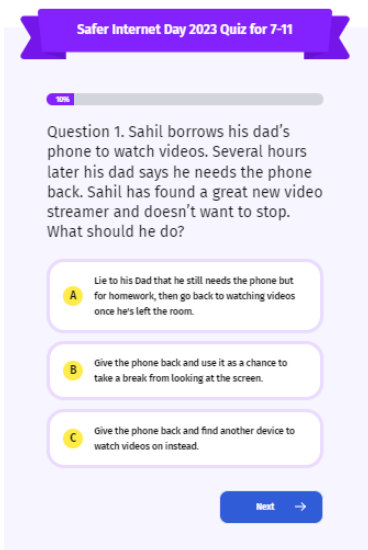**Can a good listener give advice?**

If you are part of KCU, you will **earn 1 Learning Credit** for designing your own Earo the Hero. Evidence could be your labelled illustration.

Safer Internet Challenge

Complete an age-appropriate #SaferInternetDay quiz

PROBLEM SOLVING

AIMING HIGH

Safer Internet Day 2023 Quiz for 7-11

10%

Question 1. Sahil borrows his dad's phone to watch videos. Several hours later his dad says he needs the phone back. Sahil has found a great new video streamer and doesn't want to stop. What should he do?

A Lie to his Dad that he still needs the phone but for homework, then go back to watching videos once he's left the room.

B Give the phone back and use it as a chance to take a break from looking at the screen.

C Give the phone back and find another device to watch videos on instead.

Next →

Safer Internet Day 2023 Quiz for 11-14

10%

Question 1. Aaron was upset when he saw a video from an animal rights group highlighting animal cruelty. He wants to do something about the issue but doesn't want to see upsetting photos and videos. What should Aaron do?

A A. Nothing. It is too risky to look for more information about this topic.

B Look for clues that a video may be upsetting and see if there are settings to help too.

C Report the video and the animal rights group.

Next →

The Safer Internet Centre has created three quizzes all about staying safe when online gaming. They have been placed in age-appropriate groups so you can find the quiz for you straightaway.

You can complete the relevant quiz online via the links below:
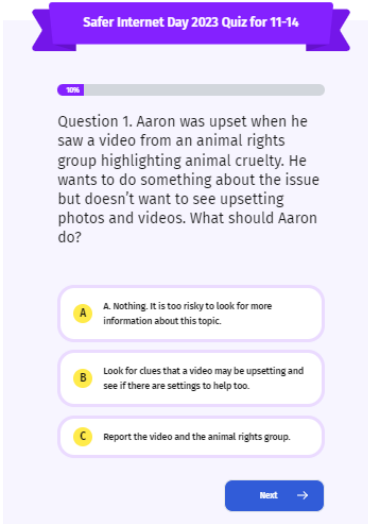
7- to 11-year-olds:
https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2023/quiz-for-7-11s

11- to 14-year-olds:
https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2023/quiz-for-11-14s

14- to 18-year-olds:
https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2023/quiz-for-14-18s

Keep a record of how you do but most importantly think about what you have discovered from completing the quiz.

If you are part of KCU, you will **earn 0.5 Learning Credits** for completing a Safer Internet Day quiz. Evidence could be a copy of the quiz, screenshot of the results and an evaluation of what you learned.
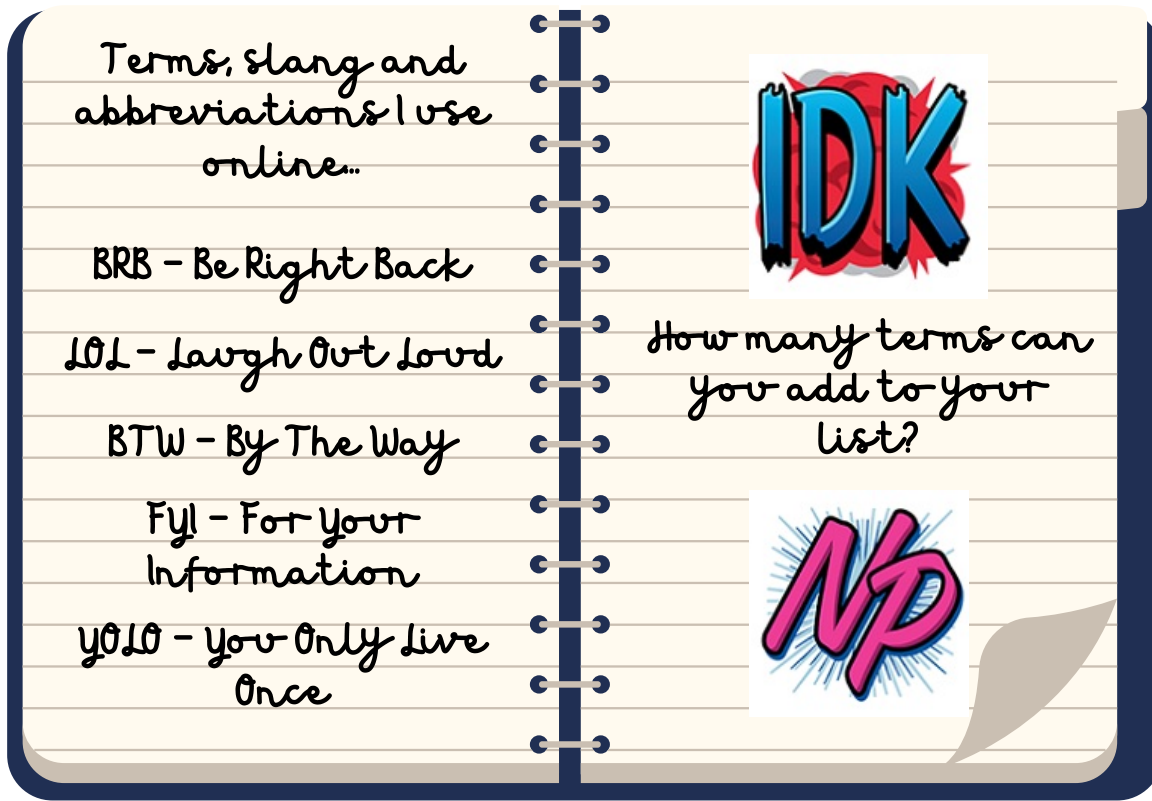
www.kcuchallenges.co.uk

Safer Internet Challenge

You what?

Technology has changed the way we communicate, allowing us to contact friends, family and brands in completely different ways. Why not educate your parents and carers on the terms, slang and abbreviations you and your friends use and see online? We will start you off with some terms...

Terms, slang and abbreviations I use online...

BRB – Be Right Back

LOL – Laugh Out Loud

BTW – By The Way

FYI – For Your Information

YOLO – You Only Live Once

IDK

How many terms can you add to your list?

NP

When you share the terms, slang and abbreviations with Kent Children's University we will turn them into a KCU dictionary defining key terms.

If you are part of KCU, you will **earn 0.5 Learning Credits** creating your list of online terms, slang and abbreviations that you use. Evidence could be your final list.

Safer Internet Challenge

Advocate for Change

We are encouraging all schools and youth settings to be Advocates for Change by contributing to the Safer Internet Day's national youth charter being delivered to government and the internet industry. This national youth charter will set out the changes children and young people want to see in how they are supported online.

To complete this activity, we would like you to complete the Charter template (available on www.kcuchallenges.co.uk) then share the information with your school or youth setting and encourage them to become Advocates for Change.

Advocating for change

18

Contribute to our national youth charter being delivered to government and the internet industry!

This Safer Internet Day we are creating a national youth charter setting out children and young people's agenda and the changes they want to see in how they're supported online. This charter will be delivered to government and the internet industry.
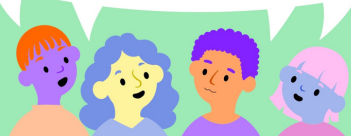
We are asking schools and settings across the country to create their own youth charter using our template. You can then share this with us so we can create a national charter which best represents all children and young people's interests.

1. Discuss with your learners what they would like to include in their own youth charter.
2. Complete the template on the next page
3. Share your final ideas with the UK Safer Internet Centre here:
   saferinternet.org.uk/sid-charter

Note to educators: We are asking you to submit one key demand for each audience, so make sure to identify these with learners ahead of time.

The following questions may help shape your conversations:

- What would a better or perfect internet look like? Can you describe it in one sentence? What adjectives would you use?
- What could the government do to make the internet a safer and more positive place for children and young people? Do you feel listened to by the government? How could they show children and young people they care about their opinions and experiences?
- What could the companies who create apps, websites and online spaces do to help keep children and young people using their services safe? How could they show they care about the opinions and experiences of children and young people?
- What could other adults such as teachers or parents and carers do to support and improve children and young people's online experiences? How can they show they are listening?
- What role do children and young people have to play in creating a better internet? What actions can all children and young people take to keep themselves and others safe online?

Our Safer Internet Day Youth Charter, as written by: ....

We want an internet that is...

The government can help achieve this by...

The internet industry can help achieve this by...

Children and young people can help achieve this by...

The government can show they're listening to children and young people by....

The internet industry can show they're listening to children and young people by....

Teachers and professionals working with young people can help achieve this by...

Parents and carers can help achieve this by...

Teachers and professionals can show they're listening to children and young people by....

Parents and carers can show they're listening to children and young people by....

If you are part of KCU, you will **earn 1 Learning Credit** for becoming an Advocate for Change. Evidence could be the Advocating for Change template and evidence of your school/setting's participation.

www.kcuchallenges.co.uk

Safer Internet Challenge

SPEAKING

LISTENING

Create a family online safety agreement
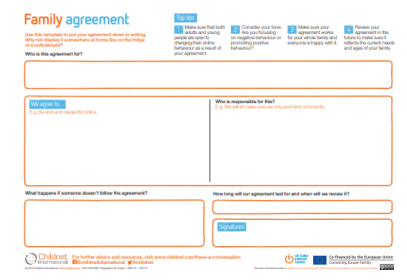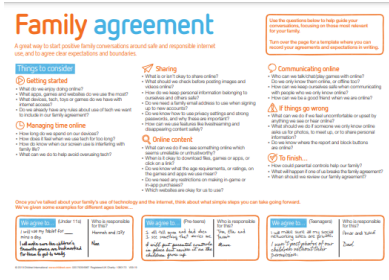
Childnet

Work together as a family and use one of the Childnet templates on
www.kcuchallenges.co.uk to create a Family Online Safety Agreement.

A family agreement is a great way to start a conversation with your whole family about how you all use the internet, and to start discussions together around how to behave in a positive way when online, whether this is at home, at school or at a friend's house.

Childnet's family agreement provides a list of things to consider when creating a family agreement, and some examples to get you started. An agreement template is also provided to help families set clear expectations for positive and safe internet use.

For more information about how to put the family agreement into practice visit this Childnet blog.

NOTES: Try to focus on positive behaviours and the importance of telling an adult if they see something that makes them feel worried, upset or uncomfortable. These rules should be for the whole family, so adults need to remember to role model positive online behaviour too.

If you are part of KCU, you will **earn 1 Learning Credit** for creating a Family Online Safety Agreement. Evidence could be a copy of the agreement.

Safer Internet Challenge

Keeping Children Safe Online: "GOLD"en Rules for Families

The internet is an essential part of children's lives and can provide a range of positive opportunities. Whilst there can be risks for children and young people online, many of them use the internet regularly without coming to any harm, so it's important for families to be realistic. Education around safe use is essential as banning the internet or specific websites, games and apps does not work and can make children feel less able to report a problem.

The following tips might help you to consider how you can help keep your family safe online.

Ground Rules

- Discuss and agree as a family how the internet will be used in your house.
  - Start by letting your children tell you what they think is and isn't acceptable to do online, then add your own rules and boundaries to the list.
  - Decide on what information should be kept private online, such as contact information, photos in school uniform, and agree rules for making and meeting online friends.
  - Set rules relating to use of webcams, video chat, live streaming and live voice; even when children are talking to people they already know, they can still experience risks. Find more information about live streaming at:
    - https://www.thinkuknow.co.uk/11_13/Need-advice/live-streaming/
    - www.childnet.com/young-people/secondary/hot-topics/video-chat-and-webcams
  - Explore how to create strong passwords and discuss how to keep passwords safe, for example not sharing them with their friends or using the same password for several accounts. For more advice on passwords, visit:
    - www.getsafeonline.org/personal/articles/passwords/

- Make sure your child understands that their online actions and behaviours can have offline consequences and agree on sanctions for breaking the rules.

- You might find it helpful to write 'ground rules' down as a visual reminder.
  - See a template 'family agreement' at: www.childnet.com/resources/family-agreement

- Remember these are whole family rules, so consider your own use of the internet and lead by example. Think about how much time you spend online and consider the information you are sharing on your social networks about your children and who can see it.

www.kcuchallenges.co.uk

Safer Internet Challenge

Keeping Children Safe Online: "GOLD"en Rules for Families

<u>Online Safety</u>

- Install antivirus software and secure your internet connection.
    - More advice on online security can be accessed at www.getsafeonline.org/

- Make the most of the parental controls on your children's internet enabled devices and games consoles to help restrict access to inappropriate content. They can also help you manage how much time your child spends online.
    - Do your research and select the tools which are most suitable to you, your child and the technology in your home. Find more information on parental controls at:
        - www.internetmatters.org
        - www.saferinternet.org.uk/advice-and-resources/a-parents-guide

    - Set up filters on internet search engines to limit the likelihood of your children accidentally coming across inappropriate content when searching online.
    - Ensure your child understands that parental controls are in place to protect them, not restrict them; some children will actively work around parental controls if they feel constrained without knowing why.

- Read any parental guidance and safety recommendations for games, apps or websites before allowing your child to use them.
    - The following guides provide balanced information to help you make informed decisions:
        - www.askaboutgames.com/
        - www.commonsensemedia.org

- Be aware that parental control tools and filters are not always 100% effective and you can't rely on them alone to protect your child online. It's important to monitor and supervise your child's online activities; where possible access should take place in a family area, but this may depend on the age and ability of your child.

www.kcuchallenges.co.uk

Safer Internet Challenge

Keeping Children Safe Online: "GOLD"en Rules for Families

<u>Listen</u>

- Try to maintain an open mind and positive attitude when talking with your child about the internet.

- If your child discloses an online issue or concern to you, ensure you listen to them.
    - Avoid being angry or blaming them; reassure them that they have done the right thing by telling you.
    - Take their concerns seriously; even if you feel they are overreacting or their worries are unfounded, it is important not to dismiss their feelings as this can prevent them from coming to you for help again in the future.
    - Support your child to report and block people online who may have tried to contact them or have sent them nasty or inappropriate messages or content.
    - Help your child to report to the site or service where the concern happened.

- Depending on the issue, you can report specific concerns online at:
    - Inappropriate content: https://reportharmfulcontent.com/
    - Terrorist content: https://act.campaign.gov.uk/
    - Child Sexual Abuse Imagery: https://www.iwf.org.uk/
    - Online Child Sexual Abuse: https://ceop.police.uk/

- Be alert to any changes in behaviour, language and attitude in your child that may indicate that something is upsetting them online, for example, if your child starts to withdraw from family and friends or becomes secretive about their online behaviour.
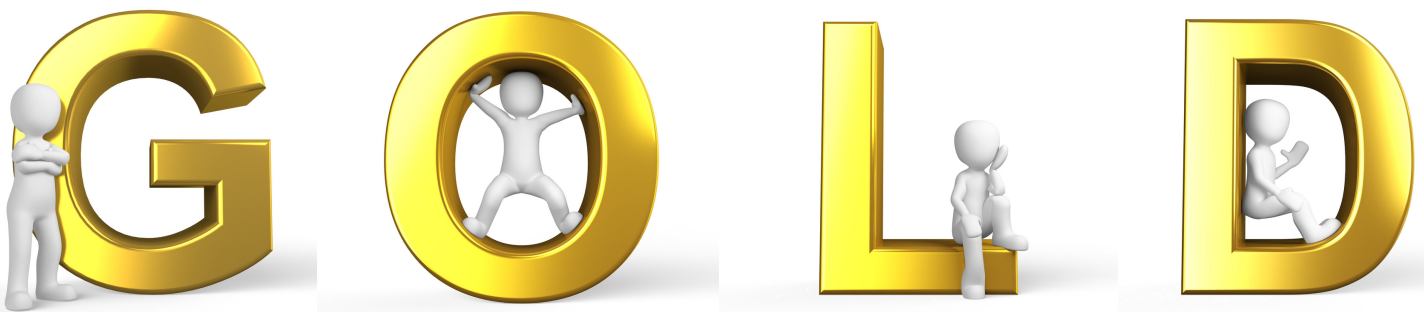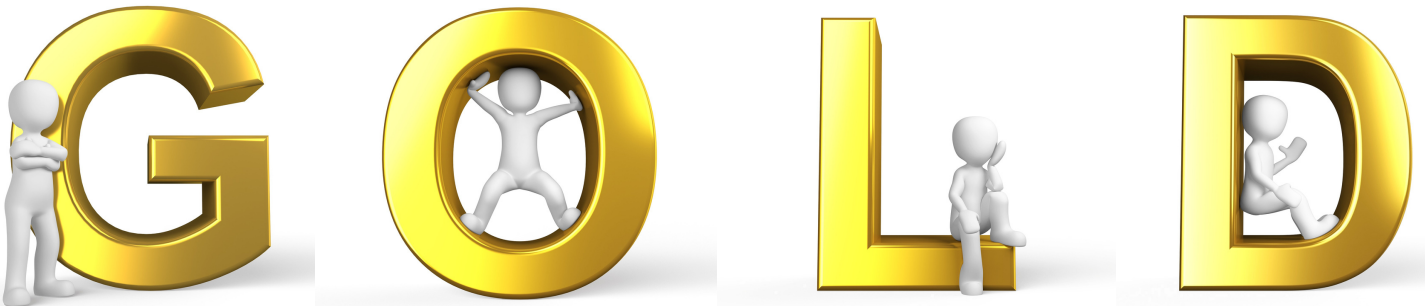
Safer Internet Challenge

Keeping Children Safe Online: "GOLD"en Rules for Families

<u>Dialogue</u>

- Take an active interest in your child's online activities and engage in their online world with them.
  - Ask your child which games, apps, websites or tools they like to use and why; playing together with your child can often open opportunities to discuss safe behaviour online.
  - Ask your child if they know where to go for help; do they know where to find safety advice or information about privacy settings and know how to report or block users on their games and websites.

- Make sure your child knows that they should come to you, or another trusted adult, for help if something happens online that makes them feel scared, worried or uncomfortable.
  - Talk to your child about being kind online and encourage them not to retaliate or reply to cyberbullying and to keep any evidence; you may need to show your child how to take screenshots on their device.
  - Have a look at the following links for useful tips on talking to children about online safety in an age appropriate way:
    - www.childnet.com/parents-and-carers/have-a-conversation
    - www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/talking-your-child-staying-safe-online/

Safer Internet Challenge

Websites to visit for more information:

Think U Know: www.thinkuknow.co.uk
The Child Exploitation and Online Protection Centre (CEOP) have a website which is suitable for children aged 5-16 and has a section just for parents/carers with advice and information.

ChildLine: www.childline.org.uk
The ChildLine website has a wide range of info and advice on both online and offline safety. There is info about online gaming, grooming and the Zipit App which helps children feel empowered when confronted with inappropriate chat online. They also provide a helpline for children to get advice over the phone: 0800 1111.

UK Safer Internet Centre: www.saferinternet.org.uk
UK Safer Internet Centre provides a wide variety of advice and guidance to help you discuss online safety with your children. There are useful checklists for privacy settings on social networks and suggestions to consider before buying devices for your children.

Childnet: www.childnet.com
Childnet has resources, including videos and storybooks, to help you discuss online safety with your children. It includes advice on setting up parental controls, cyberbullying and setting up a family agreement for safer internet use.

Internet Matters: www.internetmatters.org
Internet Matters bring you all the information you need to keep your children safe online. It has a tool which guides you through how to set up parental controls on all the different devices in your home to protect your children.

Parent Zone: www.parentzone.org
Parent Zone sits at the heart of modern family life, providing advice, knowledge and support, to shape the best possible future for children, as they embrace the online world. They help parents develop the right skills and understanding, so that their children can discover the possibilities and opportunities available to them online.

NSPCC: www.nspcc.org.uk/keeping-children-safe/online-safety/
The NSPCC is here to support parents with online safety advice, and they are here for children and young people – to protect them and help them recover from abuse.

www.kcuchallenges.co.uk

Safer Internet Challenge

What is Kent Children's University™?

Kent Children's University is part of an international charity that provides 5 to 14 year olds with access to exciting and innovative Learning Activities and experiences outside of the normal school day.

Raising children's aspirations is important to us. We celebrate achievement and reward participation through the award of Children's University certificates.

Any child, aged 5 to 14 years can join us and, when issued with a Passport To Learning, is able to take part in Validated Learning Activities and experiences at national Learning Destinations.

Each hour of Children's University Validated learning they complete brings the child closer to a Graduation ceremony held at a Kent University.

For every child that takes part in Children's University, we want the following outcomes:

- Feel they have grown in confidence and self-belief
- Enjoyed new experiences, in new places and want to keep exploring
- Believe they have a broader range of essential skills
- Feel empowered to make positive choices about their future
- See learning that is fun, aspirational and lifelong
- Feel their eyes have been opened to a multiplicity of learning activities and opportunities
- Feel celebrated for their commitment to learning by their family, school, and community.

What is a Learning Destination?

Learning Destinations are places and organisations to which children can 'travel' with their Passport to Learning. They provide high quality learning activities and experiences with a 'wow' factor and have passed the Children's University's™ own quality assurance process.As well as being an after-school or holiday activity organised by the school, a Learning Destination can range from a museum to a farm, or from an airport to a school. There are Learning Destinations across the country. Validated sites display Learning Destination signs to demonstrate that they have been Quality Assured by Children's University.

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Recognising and rewarding participation

Children's University™ students use Passports to Learning, in which they record the number of hours of completed CU validated learning activities. Children are encouraged to progress through the national certification scheme, based on the number of hours of attendance throughout their involvement with the Children's University™.

What does a Children's University Graduation ceremony look like?

Children's University graduation ceremonies are held at real 'grown-up' universities. Children wear real caps and gowns as they step onstage to receive their awards and certificates. It is a great evening out for the children, their families, friends, and teachers.

These are inspirational and memorable events that send a powerful message of encouragement to children and parents: if you enjoy doing something, and persevere at it, you can achieve great things!

Learning outside school plays a vital role in helping children's development as young learners, confident individuals, and responsible citizens - as well as being vital to their wider well-being. Children's University works hard to bring together a network of high-quality learning providers in the local area and nationally, and to engage and support children to take part.

Regardless of how far a child progresses through awards, Children's University recognises and celebrates the individual journey they took to get there: the commitment and perseverance they showed, their willingness to try new things, and the new skills and interests they built along the way.

How can we get involved?

Check with your child's school to see if they are running or planning to run Kent Children's University. If not, we have a Family Membership model that you can look at and subscribe to via www.kentchildrensuniversity.co.uk
This Family Membership is also open to EHE children in Kent and Medway too.

www.kcuchallenges.co.uk

Safer Internet Challenge

What is the function of the Educational Safeguarding service at The Education People?

The Education Safeguarding Service is a team of qualified education professionals and registered social workers, all of whom have extensive knowledge and experience of safeguarding children.

Our role is to support schools and Early Years settings to respond to safeguarding concerns and offer advice and guidance on a wide range of safeguarding issues. We can also be commissioned to provide a range of high-quality training and a variety of review services to promote best practice and support education establishments in making children as safe as they can be.

What is the Online Safety team responsible for?

The Education Safeguarding Service has a specific Online Safety team that are responsible for providing specific advice and supporting the delivery and oversight of online safeguarding arrangements in Kent schools, education and early years childcare settings.

The online safety team provides specific advice and guidance for Kent schools and educational settings, acting as an initial point of contact for local online safety enquiries, and developing links with relevant local and national agencies. The online safety team also provide staff training and support DSLs in promoting safe practice in line with local and national guidance.

How can we find out more?

For more information about the Education Safeguarding Service and the services they provide, please visit: www.theeducationpeople.org/our-expertise/safeguarding/

Safeguarding

All products for Safeguarding >