

# Tools & resources to keep children safe online

SWGfL (Southwest Grid for Learning)

**Graham Lowe**

SWGfL Safeguarding Lead consultant

Somerset Safeguarding Children Partnership

# Tools and Resources to Keep Children Safe Online

Friday 6<sup>th</sup> December 2024

Graham Lowe  
SWGfL Safeguarding Lead Consultant  
E: [graham.lowe@swgfl.org.uk](mailto:graham.lowe@swgfl.org.uk)  
W: [swgfl.org.uk](http://swgfl.org.uk)






**Professionals Online  
Safety Helpline Annual  
Report 2023**

**TABLE 3 - TYPE OF PLATFORM HOSTING CONCERNING CONTENT REPORTED TO THE PROFESSIONALS ONLINE SAFETY HELPLINE.**

Social Networks	1,656
Websites	33
Out of Remit	16
Emails	11
Apps	5
Unknown	5
Mobile Device	3
Online Games	3
Peer-to-Peer	2
Chatrooms	1
Online Community/Forum	1

Teacher	2,024
Other School Staff	89
General Public	77
DSL	71
ICT school support	57
Head Teacher	42
Assistant/Deputy headteacher	33
MAT employee	23
Other	20
Parent	17

Local Authority	15
Charity/NGO	13
Police	7
Unknown	7
Social Worker	6
Child (12-18)	5
Medical Staff	5
Social Care	5
Out of Remit	4
Foster Carer	2



## Professionals Online Safety Helpline

Supporting professionals working with children and young people, with any online safety issue they may be having

If we rank the categories from highest to lowest, the top five are:

- Online Reputation (46%)
- Cyberbullying (36%)
- Potentially Harmful Content (5.3%)
- Other (4.6%)
- General Enquiry (1.9%)

# Artificial Intelligence



Where we were...



<https://saferinternet.org.uk/events>



AI in Education -  
Decoding the  
Hype

Wed, 29 Jan 2025, 13:30

On Sale

View

A screenshot of the SWGfL website. The header includes the SWGfL logo and navigation links: Catalogue, Tailored, Magazine, Store, Careers, About, Donate, Sign in. The main content area features a large banner titled "Artificial Intelligence and Online Safety" with a sub-headline "AI is changing the way we use technology. In this hub we break down everything you need to know about how to continue to stay safe online." Below the banner, there is a section titled "Artificial Intelligence" with a sub-headline "Artificial Intelligence (AI) is changing the way we engage with technology. With AI constantly evolving and improving, it can be daunting to understand its strengths as well as its limitations. There are plenty of examples of AI out there with varying purposes, from chatbots to self-driving cars, and as such, the world of AI can be confusing to navigate at times." The page also includes a search bar and a "View" button.



[https://bit.ly/GL\\_SORA](https://bit.ly/GL_SORA)

Where we are...



<https://swgfl.org.uk/topics/artificial-intelligence>

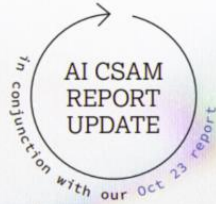
These incredibly realistic 'deepfake', or partially synthetic, videos of child rape and torture are made by offenders using AI tools that add the face or likeness of another person to a real video.

<https://www.iwf.org.uk/about-us/why-we-exist/our-research/how-ai-is-being-abused-to-create-child-sexual-abuse-imagery/>



July 2024 | V1.1

## What has changed in the AI CSAM landscape?



Prompt: from fantasy to photo-realistic reality

PUBLIC VERSION

## Executive summary

Use of Artificial Intelligence (AI) to generate child sexual abuse material (CSAM) is increasing, and the technology is fast improving.

The dark web child sexual abuse forum surveyed in October 2023 was revisited, and a new analysis found that:

- More criminal AI CSAM images were shared – a total of **3,512 AI CSAM images**.
- **90% of images assessed by IWF analysts were realistic enough to be assessed under the same law as real CSAM.**
- Those images **contained more images in the most severe category of CSAM in the UK** (Category A, which contains penetrative sexual activity, bestiality, or sadism) than in October 2023 – this time, 32% of criminal pseudo-photographs were Category A, indicating that perpetrators are experiencing more success generating complex 'hardcore' scenarios.

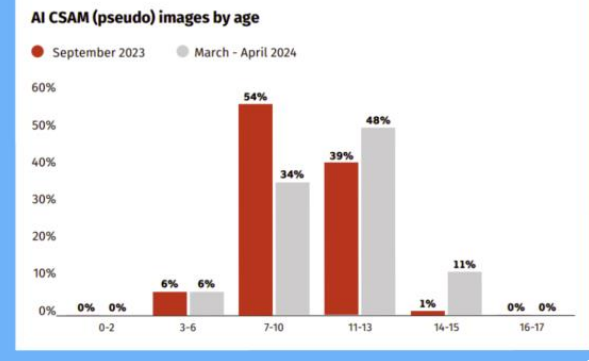
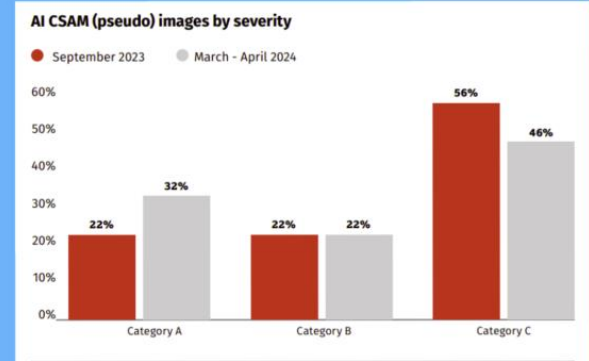
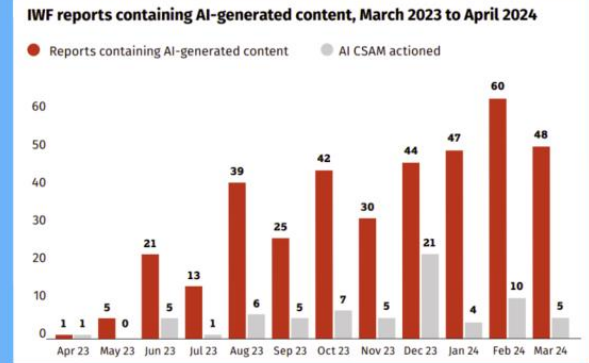
### Other findings:

- **The first AI CSAM videos are now in circulation.** These are mostly partially-synthetic – 'deepfake' – videos, though some primitive fully-synthetic videos also exist.
- The IWF has been encountering **an increasing amount of AI-generated content, including AI CSAM, on the clear web.**
- Extensive evidence for **the sharing of AI models for generating images of specific children**, including known victims of CSAM and famous children, has been identified, and is provided in this report update.

As outlined in the [October 2023 report](#), AI CSAM in the UK falls under two different laws, which have different criteria and sentencing guidelines:

- The **Protection of Children Act 1978** (as amended by the Criminal Justice and Public Order Act 1994). This law criminalises the taking, distribution and possession of an "indecent photograph or pseudo-photograph of a child".
- The **Coroners and Justice Act 2009**. This law criminalises the possession of "a prohibited image of a child". These are non-photographic – generally cartoons, drawings, animations or similar.

The key criterion for classification as criminal under the Protection of Children Act 1978 is that the image "appears to be a photograph".



<https://www.iwf.org.uk/about-us/why-we-exist/our-research/how-ai-is-being-abused-to-create-child-sexual-abuse-imagery/>

# Supporting Tools & Resources



SWGfL

Safe, Secure, Online





# Children and Parents: Media Use and Attitudes Report

Published 19 April 2024

Welsh language summary available

How useful the lessons have been to the child	Number of lessons child recalls		
	Regular lessons	More than one lesson	One lesson
Very useful	57%	33%	24%
Fairly useful	40%	59%	52%
Not very useful	3%	6%	17%
Not very useful at all	0%	1%	4%
Don't know	0%	1%	3%
<b>NET: Useful</b>	<b>97%</b>	<b>92%</b>	<b>76%</b>
<b>NET: Not useful</b>	<b>3%</b>	<b>7%</b>	<b>21%</b>

# Learning

**Education for a Connected World** A framework to equip children and young people for digital life [Start here >](#)

**UKCES**  
UNIVERSITY COLLEGE EXETER

# ProjectEVOLVE

Shaping a better online life for all

**Access Toolkit**

FREE FREE FREE

**PROJECT EVOLVE**

- Self-Image and Identity
- Online Relationships
- Online Reputation
- Managing Online Information
- Online Bullying
- Health, Well-being and Lifestyle
- Privacy and Security
- Copyright and Ownership

**PROJECT EVOLVE**

Awards About Toolkit Guidance **EDU NEW** Admin Donate **GL** Graham Lowe South West Grid for Learning

Toolkit > Resources > Strand > Health, Well-being and Lifestyle > 7 - 11

## Health, Well-being and Lifestyle

I can explain how using technology can be a distraction from other things, in both a positive and negative way.

**Outcome Criteria**

Give examples of tech/online activities that effectively hold their attention and engagement. Explore the value they place in different tech/online activities (e.g. priorities, more important/less important than...)

Recognise some of the limitations that tech/online activities may place on their attention (e.g. when I'm playing on my PS4, I can't be with my friends in the park, when I'm watching my favourite YouTuber, I can't practise my spellings, etc.)

Licensed under a Creative Commons Attribution-NonCommercial 4.0 International License

Toolkit > Resources > Strand > Health, Well-being and Lifestyle > 7 - 11

### Health, Well-being and Lifestyle

I can explain how using technology can be a distraction from other things, in both a positive and negative way.

**Outcome Criteria**

Give examples of tech/online activities that effectively hold their attention and engagement.

Explore the value they place in different tech/online activities (e.g. priorities, more important/less important than...)

Recognise some of the limitations that tech/online activities may place on their attention (e.g. when I'm playing on my PS4, I can't be with my friends in the park, when I'm watching my favourite YouTuber, I can't practise my spellings, etc.)

**Questions To Ask**

Thinking of the things you use technology for, some of them take a lot of concentration. What sort of things do you use technology for, which need you to pay attention? (e.g. playing a game needs me to focus on what I'm doing in the game).

Why do you need to pay attention to it? Are you able to do anything else at the same time? Does that matter?

(Recap) If a child spends all their time after school and at the weekend playing an online game, could that affect other things they normally do?

### Activity Descriptor

#### Tech vs Life

This activity uses the **Life and Tech** sorting cards to allow learners to consider whether activities they do online or using technology can be done at the same time as offline everyday activities. It also asks them to decide on the importance they place in these activities, the time required to do different activities and when it may/may not be appropriate to do two things at the same time.

PROJECT EVOLVE

## Knowledge Map

Map Student Understanding & Plan Lessons

# Learning

ProjectEVOLVE Toolkit

Register Now or Sign in here

Resources Knowledge Map Dashboard

Baseline Knowledge Map Results

Statement: I can give examples of how harmful online sexual behaviour can occur and can critically assess the potential harm.

Distribution Freq Score

Online Relationships (3)

I can give examples of how harmful online sexual behaviour can occur and can critically assess the potential harm.

My friend's partner keeps asking them to send nudes but they don't want to.

**Burch Competencies:**  
*Learning a skill is easier said than done*

<b>Unconscious incompetence</b> You are unaware of the skill and your lack of proficiency	<b>Conscious incompetence</b> You are aware of the skill but are not yet proficient	<b>Conscious competence</b> You are able to use the skill, but only with effort	<b>Unconscious competence</b> Performing the skill becomes automatic
--	--	--	---

Independent Knowledge Map: Peartree Class

Reading Help Next

Tell them when you next see them or give them a call.

I want to show my friend and others how much I enjoyed the video they posted. Any ideas?

Click on the "like" button under their video.

Re-share the content with your friends and followers

Make your reply to them stand out by using emojis or a funny GIF to let them know you liked it and share it.

Health, well-being and lifestyle

Ages 7-11

## Life vs Tech

I can explain how using technology can be a distraction from other things, in both a positive and negative way.

PROJECT EVOLVE



# ProjectEVOLVE EDU

Professional Knowledge Base



## How Can ProjectEVOLVE EDU Support Our School?

Professional training is something that schools have been lacking due to limited resources and time. ProjectEVOLVE EDU empowers staff to educate themselves on some of the core learning topics for their students, so they can feel more confident and in the know. As well



Develop a long term staff training strategy



Evidence knowledge and progress



Embed online safety standards in school community




Strengthen approaches towards teaching materials




Accommodate staff capacity and time

 Full summary briefing sheets for each video

 Supporting resources

 Consolidation questions

 Knowledge Maps for educators

 Training dashboard for users

 Whole school tracking for administrators

 Accredited certification for professionals

ProjectEVOLVE EDU Professional Knowledge Base

Account ▶ ID: ProjectEVOLVE EDU

- Video Resources: Navigate Knowledge Base
- Accreditation: Knowledge Maps
- Your Progress: Track your progress through the tool
- Organisation Progress: View your organisation's progress through the tool

# Staff Development

PROJECT EVOLVE  
ProjectEVOLVE EDU  
Advanced **training solution** for teachers and school staff.

- Innovative video training
- Knowledge maps & questions
- Essential accreditation

Start your EDU experience

PROJECT EVOLVE® swgfl.org.uk/edu SWGfL Safe, Secure, Online

PROJECT EVOLVE  
ProjectEVOLVE EDU  
Essential online safety **training platform** for teachers.

- Managing Online Information
- Privacy and Security
- Self Image and Identity
- Online Reputation
- Online Bullying and Harmful Behaviours
- Health, Wellbeing and Lifestyle
- Copyright and Ownership
- Online Relationships

Start your experience today

PROJECT EVOLVE® swgfl.org.uk/edu SWGfL Safe, Secure, Online

PROJECT EVOLVE  
ProjectEVOLVE EDU  
Essential new **training platform** for teachers

Start your experience today

Video Training Accreditation Analytics

PROJECT EVOLVE® swgfl.org.uk/edu SWGfL Safe, Secure, Online



<https://swgfl.org.uk/products/project-evolve-edu>

# 360safe

the online safety self-review tool

Elements > Strands > Aspects

# Self-Review

Overview Accreditation FAQs Register Sign In

## 360safe

the online safety self-review tool

### Online Safety Self-Review Tool for Schools

360 degree safe is intended to help schools review their online safety policy and practice. The review takes you through each aspect of online safety, helping you to collaborate, report, and progress.

[Start Review](#)

#### Policy and Leadership

This element reflects the importance of having a clear vision and strategy for online safety, with effective policies and leadership. This should be owned and understood by all stakeholders. There should be effective and regular self review, reliable reporting systems and clear agreed responses.

National Level: 2.7

#### Education

This element reflects the importance of effective education and training for all stakeholders, in order to ensure that users know and understand the need for safe and secure use of technology and mobile devices – both within and beyond school.

#### Policy and Leadership

This element reflects the importance of having a clear vision and strategy for online safety, with effective policies and leadership. This should be owned and understood by all stakeholders. There should be effective and regular self review, reliable reporting systems and clear agreed responses.

#### Responsibilities

This strand allows schools to establish and review the role of individuals and groups to inform an effective online safety strategy with clear lines of responsibility. Are all stakeholders effectively engaged? Are senior leaders, designated safeguarding leads, IT service provider and governors/proprietors/directors/trustees clear about their responsibility for online safeguarding?

National Level: 2.3

#### Policy

This strand allows schools to review whether they have in place effective structures for making and reviewing Online Safety policies, that Online Safety is embedded in other relevant policies and that policy making is supported by effective reporting systems and sanctions. How effective are self evaluation processes? Is Online Safety regarded as a whole school issue? Is Online Safety regarded as a child welfare issue rather than simply a technical issue? Do users know how, and to whom, to report incidents? Are they confident they will be dealt with sympathetically and rigorously? Are sanctions enforced and are they clearly known, understood and respected?

#### Online Safety Policy

This aspect describes effective online safety policy, its relevance to current social and education developments, its alignment with other relevant school policies and the extent to which it is embedded in practice.

National Level: 2.3

#### Acceptable Use

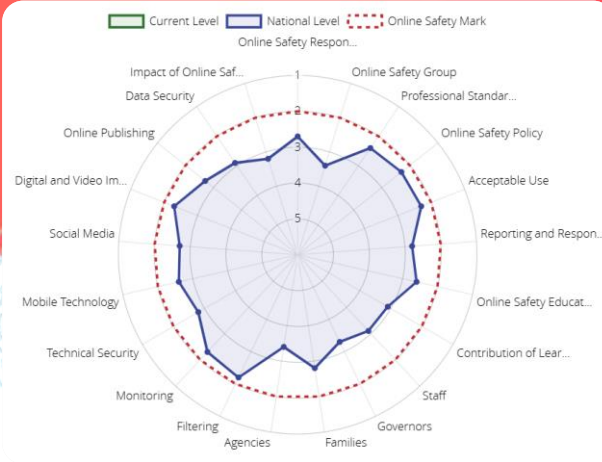
This aspect describes the school's acceptable use policy, its relevance to current social and education developments, its alignment with other relevant school policies and the extent to which it is embedded in practice.

National Level: 2.3

#### Reporting

This aspect describes the school's reporting systems, their effectiveness and the extent to which they are embedded in practice.

National Level: 2.3



<https://360safe.org.uk>

## ONLINE SAFETY IN SCHOOLS England

360safe the online safety self-review tool www.360safe.org.uk

www.swgfl.org.uk/360report2024

14 Years on

over 14,500 Schools

no staff training in 33% of schools

no governor training in 45% of schools

### 2024

Analysis of the data from the 14,508 English schools using the 360 degree safe self review tool presents a unique picture of online safety policy and practice.

Aspect	Mean Performance
Filtering	~45%
Monitoring	~45%
Acceptable Use	~45%
Online Safety Policy	~45%
Digital and Video Images	~45%
Online Safety Education Programme	~45%
Mobile Technology	~45%
Family	~45%
Professional Standards	~45%
Online Publishing	~45%
Social Media	~45%
Data Security	~45%
Technical Security	~45%
Online Safety Responsibilities	~45%
Reporting and Responding	~45%
Staff	~45%
Contribution of Young People	~45%
Impact of Online Safety Policy and Practice	~45%
Online Safety Group	~45%
Governors	~45%
Agencies	~45%

#### Strengths

- Filtering
- Monitoring
- Acceptable Use
- Online Safety Policy
- Digital and Video Images

#### Weakness

- Staff Training
- Contribution of young people
- Online Safety Group
- Governor Training
- Impact of the online safety
- Agency engagement

NOMINET UK Safer Internet Centre SWGfL Safe, Secure, Online

#### Online Safety Policy

Audit questions - only visible to Assessors:

- Does the school have an Online Safety Policy and Acceptable Use Agreements?
- Are they consistent with other relevant policies e.g. behaviour, safeguarding etc?
- Are there links or references to statutory guidance and/or national/LA advice
- How are staff and other stakeholders consulted or involved in the writing of these policies?
- How are they communicated within school (and outside, as relevant)?
- How and how often are the online safety policies reviewed and updated?
- Do these reviews and updates reflect changes in technology, behaviours and any incidents in school?
- Is there "real" ownership of the policies across the school community?

**5 Level 5**

There is no online safety policy.

Online safety is not referred to in other whole school policies.

**4 Level 4**

The school is in the process of establishing an online safety policy.

The school has identified links to online safety in other relevant school policies

**3 Level 3**

The school has an effective online safety policy agreed through consultation.

It reflects local/national guidelines and requirements.

The online safety policy reflects current recommended practice in the safe use of online technologies.

Online safety is referenced in other relevant school policies

**2 Level 2**

Building on Level 3:

# 360safe

COMMITTED TO SAFETY ONLINE

# 360safe

PROGRESSION TO SAFETY ONLINE

# 360safe

ONLINE SAFETY MARK





# 360safe

ACCREDITED SAFER ONLINE

## 360earlyyears

### Management

Does your setting have effective online safety leadership with clear, relevant policy that is agreed, understood and respected by everyone? Is there good practice in keeping your users safe? Are your safeguarding obligations met?

 3	 4	 3	 2
Responsibilities	Policy	Practice	Safeguarding

### People

This area reflects the importance of effective online safety education and training for everyone. Staff and volunteers should know how to respond to issues when they arise and the organisation should understand its statutory responsibilities in managing the personal data it uses.

 4	 3	 2	 4
Educating Children	Training Adults	Personal Data	Responding to Issues

### Technology

This area reflects the importance of having effective systems in place to ensure the security of devices, systems, images and personal devices. It should be regularly reviewed and updated, in the light of constantly changing technology and new online security threats.

 3	 3	 4	 2
Devices	Security	Digital Images	Social Media & Communication

### RR Safeguarding

Level: 2 National: 3.4 Progress: 100%

How does existing safeguarding policy and practice encompass online safety? How do you know that your safeguarding procedures are effective? Are staff aware of their obligations under current statutory guidance and legislation? What processes are in place to both protect your staff within their professional role but also manage any concerns raised against them or your setting? What is in place to prevent people within your setting being drawn into terrorism?

**Your Level: Level 2 (Planning)**  
There are some references to online safety in existing safeguarding policy and practice but these are neither consistent nor cover statutory requirements.

**Current Position**  
Safeguarding - test





**Recommendations for Improvement**  
Review existing safeguarding policies and add online safety obligations, as required. Check that all references to online safety are consistent across all policy sets.

Develop protocols for the reporting of online safety incidents, within existing safeguarding routes.

## 360groups

### Leaders

Does your group have effective online safety leadership with clear, relevant policy that is agreed, understood and respected by everyone? Is there good practice in keeping your users safe? Are your safeguarding obligations met?

 2	 1	 2	 2
Responsibilities	Policy	Practice	Safeguarding

### Users

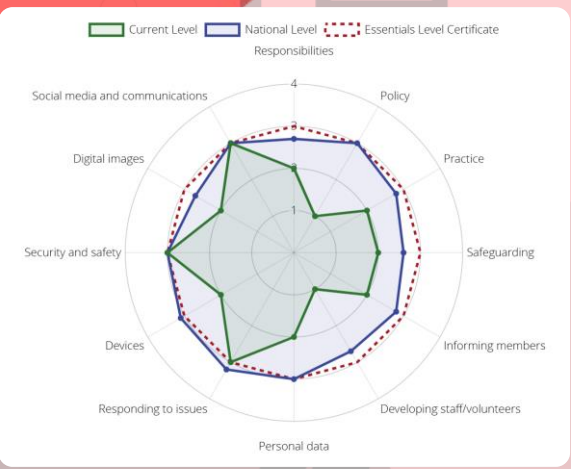
This area reflects the importance of effective online safety awareness raising and training for everyone. Staff and volunteers should know how to respond to issues when they arise and the organisation should understand its statutory responsibilities in managing the personal data it uses.

 2	 1	 2	 3
Informing members	Developing staff/volunteers	Personal data	Responding to issues

### Technology

This area reflects the importance of having effective systems in place to ensure the security of devices, systems, images and personal devices. It should be regularly reviewed and updated, in the light of constantly changing technology and new online security threats.

 2	 3	 2	 3
Devices	Security and safety	Digital images	Social media and communications



# Managing Online Safety

## School Online Safety Policy Template

(with appendices)

Updated September 2023



<https://swgfl.org.uk/resources/online-safety-policy-templates>



<https://swgfl.org.uk/resources/online-safety-policy-templates>

FREE



Test Filtering

FAQ

Plus+

Sign In

Donate

Run Test

## Test Your Internet Filter

Verify that your Internet Filter is blocking illegal, harmful, and inappropriate content

Run Test

### testfiltering.com

TestFiltering.com enables you to check that your internet filter is working correctly without having to access harmful or illegal content manually. We work with specific partners to host test URL's on various lists and have test pages hosted where they will be blocked.

#### Test Filtering Overview

 <b>Test Your Filter is Working</b> Ensure illegal and inappropriate content is blocked	 <b>Illegal Content</b> Tests whether access to child abuse material and terrorism content is blocked	 <b>Inappropriate Content</b> Verify access to pornography and other inappropriate content is blocked	 <b>Track Your Filter Results Over Time</b> See your previous filter test results and track effectiveness	 <b>Automate With TF Plus+</b> Automatically monitor multiple devices, get notified of failures, and audit your provision
---	---	---	---	---

It is important to recognise the results from the TestFiltering utility are an indication. Any queries should be sought from your system administrator or filtering solution provider.

TestFiltering.com has been developed by the charity SWGfL. SWGfL is a partner in the UK Safer Internet Centre and part of the European Insafe Network.



<http://testfiltering.com>

## Filter Test Results

Tests were performed at 24/05/2023 12:21

#### Your Connection

Type Schools	Country England	Region Manchester
District Manchester	IP Address 11.22.33.44	Network NTL
Reputation Average		

#### Results Overview

 Child Sexual Abuse Content	 Terrorism Content	 Adult Content	 Offensive Language
--------------------------------	-----------------------	-------------------	------------------------

#### Child Sexual Abuse Content

 Blocked	<b>Description</b> Tests whether you are blocking websites on the IWF Child Abuse Content URL list.	<b>Results &amp; Recommendations</b> It appears that your filtering solution includes the IWF URL Filter list, blocking access to Child Sexual Abuse content online
-------------	--	--

#### Terrorism Content

 Accessible	<b>Description</b> Tests whether you are blocking websites on the Counter-Terrorism Internet Referral List (CTIRU).	<b>Results &amp; Recommendations</b> It appears that you are not covered by the filter list of unlawful terrorist content.  This list is compiled by the Counter Terrorism Internet Referral Unit (CTIRU), who sit within the Metropolitan Police Service, and contains URL links to online terrorist content. Receiving the URL list through a filtering provider will mean that your organisation will be able to block this content.  The Prevent Duty Guidance specifies that: <ul style="list-style-type: none"><li>schools in England and Wales are "expected to ensure children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering"</li><li>local authorities in Scotland should "have policies relating to the use of IT in schools" and "consideration should be given to the use of filters as part of the strategy to prevent people from being drawn into terrorism"</li></ul> Further guidance on appropriate filtering can be found on the UK Safer Internet Centre website.
----------------	--	--

[Appropriate Filtering Guidance for Schools](#)

If you have a filtering provider and want to benefit from this list please inform them that you wish to receive the CTIRU filter list. Your filtering provider should contact CTIRU to arrange access to the list.

If you do not have a filtering provider or do not know whether you have a filtering provider, you can contact any of the providers listed on the page below to put in place appropriate filtering for your organisation. To benefit from the CTIRU filtering list, please inform them that you wish to receive a solution that incorporates CTIRU filter list.

[See List of Filtering Providers](#)

#### Adult Content

 Accessible	<b>Description</b> Test whether your internet filter blocks access to pornography websites	<b>Results &amp; Recommendations</b> It appears that your filtering solution is not blocking access to pornographic content
----------------	---	--

# Supporting C&YP

**Our Whisper Report**  
Anonymous Reporting Form  
South West Grid for Learning

## PROBLEM?

*Whisper it!*

If you have a problem or concern in school or at home, you can report it to a member of staff anonymously.

**To: 01234 567 890**  
TST1 [+ your message]

**When To Report...**

- You or a friend are being bullied
- You are concerned for a student's welfare
- A student, member of staff, or parent has behaved inappropriately
- You need to talk to someone about a problem
- Suggestion for changes or improvements in school

Report via SMS or visit:  
<https://swgfl.org.uk/whisper/tst1/>

## Whisper® Anonymous Reporting



Anonymous reporting tool, helping your community to report worries and concerns

[Subscribe to Whisper](#)

Report Status Messages Notes Save

Chatting with [anonymous] Last seen online 1 day ago

I am really worried about SamL in GS8. She has been getting picked on by VadaS and some Y9 girls and has been really quiet and upset. I think she also has stuff happening at home with her mum and dad splitting up.

[Anonymous] 6th Dec '22 21:03

Enter a message... Send



Type your query in the search box.  
If you get stuck, just click me for help!

## Swiggle®

CHILD FRIENDLY SEARCH

Search the Web [Go](#)

Powered by Google Custom Search

- Overview
- Teachers
- Parents
- Screen Cover
- Online Safety News
- Donate

<https://swiggle.org.uk>

<https://swgfl.org.uk/products/whisper>



Report criminal content > Make a donation >

What we do Our services Become a Member News & Media

You can anonymously and confidentially report:  
Child sexual abuse content  
Non-photographic child sexual abuse images

Report criminal content >

Do the right thing and report to IWF with confidence

<https://www.iwf.org.uk>



If you need to hide this site quickly, just click here Quick exit

Are you worried about online sexual abuse or the way someone has been communicating with you online?

Make a report to one of CEOP's Child Protection Advisors

Should I make a report to CEOP? →

If you're worried about online abuse or the way someone has been communicating online, let CEOP know.

What happens when I make a report? →

One of our experienced Child Protection Advisors will be there to make sure you get the help that you need.

How can CEOP help me? →

Online abuse affects many children and young people every day, CEOP has helped thousands of people in need of support.

Make a report










<https://www.ceop.police.uk/Safety-Centre>

# Report & Support

## Social Media Checklists

Co-financed by the European Union Connecting Europe Facility

 Instagram Privacy & Safety Checklist	 NETFLIX Parental Control Checklist	 TikTok Privacy & Safety Checklist	
Twitter-Checklist <ul style="list-style-type: none"> <li><input type="checkbox"/> What is Twitter?</li> <li><input type="checkbox"/> How Do I Protect My Privacy?</li> <li><input type="checkbox"/> Who Can Follow Me?</li> <li><input type="checkbox"/> How To Report Something?</li> <li><input type="checkbox"/> Unfollow or Delete Content?</li> <li><input type="checkbox"/> How do you deactivate my account?</li> </ul> 	 Snapchat Privacy & safety checklist	 facebook Privacy & Safety Checklist	 ROBLOX Privacy & Safety Checklist

<https://swgfl.org.uk/resources/checklists>

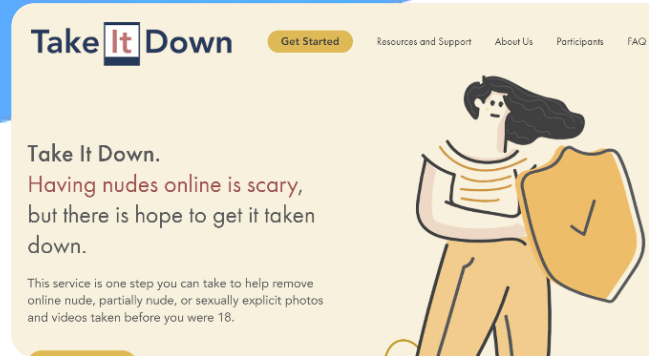
# Report & Support

## Supporting C&YP

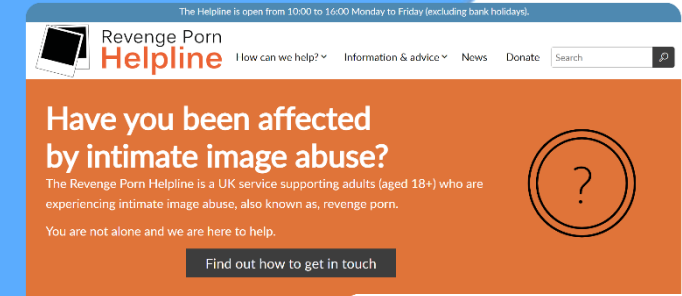
## Supporting Adults



<https://reportharmfulcontent.com>



<https://takeitdown.ncmec.org>



How can we help you?

<https://revengepornhelpline.org.uk>



<https://stopncii.org>



## Professionals Online Safety Helpline

Supporting professionals working with children and young people, with any online safety issue they may be having

Do you feel alone when dealing with Internet safety problems?

For free, independent, expert advice contact the



Are you a professional working with Children and Young People? Do you need help with an Internet safety concern?

For free, independent, expert advice and support contact the



We can help if a child you know is being bullied online.

We can help if an abusive fake profile is set up about you.

We can help you figure out the most effective response to any online issue, and support your actions going forward.



helpline@saferinternet.org.uk

Tel: 0844 381 4772





# SWGfL

Safe, Secure, Online

Useful?

Questions?







Somerset Safeguarding  
**Children Partnership**