

Report

1. Looking at children's use of tablets, Neumann (2018) states that studies suggest that they give children flexibility and freedom to learn and access media. Hepburn (2013) states that this freedom boosts children's autonomy and allows them to become more independent as learners and expands their creativity and holistic development. Meredith (2017) also believes that, within more recent studies, children viewed learning using a tablet as play rather than learning and suggests that its use persuades children to become more motivated and enthused to participate in learning, thus developing their digital literacy through its use.

The aesthetics of a tablet is said to attribute to the support of children's learning and digital literacy development. For example, as they are portable, they can allow for learning outdoors which is part of the Foundation Phase Framework (Welsh Government, 2015a). This could, therefore, support what Estyn (2011) says about the outdoors not being used enough to develop children's abilities to use ICT. Therefore, suggesting that tablets could be used to support the development of ICT outdoors, as they are portable devices. Bedford et al. (2016) agrees, by stating that there are no negative relations between developmental milestones such as, gross motor skills, and touch screen usage, and suggests that the portability of tablets allows children to move around and use them within activities, thus allowing for opportunities to develop ICT skills, for example, to take pictures.

Lin et al. (2017) also suggests that young children's use of tablets is associated with early fine motor development by using their fingers on touchscreens. However, considering physical development, Donohue (2015) argues that inactivity is increasing among young children due to digital technologies such as tablets, as children tend to sit down to use the devices. This being said, the Foundation Phase Framework supports this use of ICT, as it states that 'children should be developing their gross and fine motor skills through their practical activities and use of varied tools, equipment and apparatus, including ICT' (Welsh Government, 2015a: 44).

Other positive links that tablets can have on children's learning and development of their digital literacy, according to Crescenzi et al. (2014) and Kucirkova et al. (2013), are that the touch screen and access to the internet can allow children to interact with digital technology from a very young age. Neumann (2018) states that from Vygotsky's perspective, tablets provide children with knowledge through a wealth of interactive media experiences, such as the internet, thus somewhat replacing adults as the more knowledgeable other. However, Pintillii (2017) argues that this open access to the internet may be harmful and provide children with

opportunities to access inappropriate content, such as, information that promotes violence, hate or pornography, without adult supervision and scaffolding.

This being said, Herodotou (2017) states that tablets can support a range of learning areas for young children as there are a wealth of educational applications (apps) to help children's development and states that the majority of studies report positive effects on mathematics, literacy development, knowledge and understanding of the world, problem solving and self-efficacy, which again, has links to the Foundation Phase Framework (Welsh Government, 2015a).

Focusing on how tablets can support literacy, as an example, Neumann (2018) states that scaffolding of learning from tablets, through features within apps, can provide young children with opportunities to develop their understandings of literacy. For example, while playing with apps, young children have opportunities to explore print such as symbols, letters and words that are displayed on the screen. According to Kim and Hannafin (2011), this could also link to Bruner's cognitive development theory, as through seeing text and options on tablet screens, children have opportunities to use their cognitive thinking and problem solving skills, which also links to the data and computational thinking strand within the Digital Competency Framework (DCF), where it states that children should have opportunities to solve problems and achieve goals (Learning Wales, 2016).

Looking at how tablets can support children with additional learning needs, Walters (2015) suggests that interactive screen time on a tablet has been said to develop early digital literacy skills and allows for more academic engagement from children with additional needs, such as Autism, as it allows for easier access to media content through touchscreens. Bahatheg (2015) also states that tablets can be a useful tool in supporting communication, such as for children with hearing impairments, as they can use apps to develop their ability to socialise, as well as using these apps to make other children aware of hearing impairments.

Moore and Adair (2015) state that children can explore apps socially and that open-ended apps can allow children to scaffold each other through actions and talking about their explorations on the digital device, which could link to Bandura's Social learning theory, as children have opportunities to communicate and learn from one another and from the tablets themselves (Caldwell and Bird, 2015). Considering this Media theory as well as Cultivation theory, Florea (2013) argues that young children do not have the capacity to understand whether something should be imitated or not, meaning that if they see, for example, anti-social behaviours, they

may imitate it without understanding why. However, Moore and Adair (2015) add that a variety of apps for children to choose from can allow them to find apps that fit into their Zone of Proximal Development, which links to Vygotsky's theory (Allen et al., 2011), thus enhancing the link between socially gathered actions and problem solving.

Walters (2015) argues that tablets can divert children's attention, therefore can be detrimental on their social and emotional development. Christakis (2009) adds that the use of tablets can impact on children's communication, as increased screen time puts young children at risk of language development delays. Drago (2015) also points out that tablets can have a negative impact on face to face communication. For example, if children are more focused on a tablet screen, they are not having opportunities to develop emotional skills through face to face communication, thus affecting children's self-esteem, concentration, coping skills and ability to empathise (Johnson, 2011).

However, Herodotou (2017) suggests that the type of app is a factor that influences communication and social interaction for young children. For example, apps that have creative goals, encourage collaborative learning, whereas apps that are performance and goal orientated, encourage individualistic learning, thus hindering social interaction and communication development.

Comparing the use of tablets in promoting learning and development to children's use of games consoles, Miller and Roberson (2011) similarly suggest that game-based learning allows for more enthusiasm and eagerness to learn. Galloway (2009) adds that games consoles can also motivate reluctant children to participate within learning, practice complex skills and achieve more than they might through traditional methods of learning.

However, Mitchell and Savill-Smith (2004) and Singh (2016) state that frequent use of games consoles can become addictive and influence the cultural values and behaviours of young children. For example, games that encourage violence are not designed to reward pro-social behaviours. Here, there are links to Cultivation theory as Lim and Baba (2016) state that a study on games consoles suggested that they have a cultivation effect on children. However, they state that this is dependent on the genre of game played.

Hoffmann (2009) suggests that games consoles have an association to being merely entertainment devices. Yet, Hoffmann (2009) argues that with increasing emphasis on learning through play and game-based learning, games consoles can be used as a useful resource to

support this. Therefore, for learning to take place, consideration needs to be given to what games adults allow children to play (Lim and Baba, 2016).

Similar to what Meredith (2017) said about tablet use, Williamson (2009) describes games consoles as constructionist technology for learning that allows children to practise skills and enhance their digital literacy. Beavis (2012) states that as children play on games consoles, they are provided with a rich range of digital literacy practices. For example, reading information in digital and print form, problem solving, considering strategies, negotiating and reflecting. Thus, linking to Bruner's cognitive development theory according to Kim and Hannafin (2011), as children have these cognitive development and interactive opportunities through its use, which as previously mentioned, links to the DCF (Learning Wales, 2016).

Beavis (2012) states that games consoles can also provide children with opportunities to promote independence by exploring multimodal literacies, such as sounds, words, actions, images, colours, numbers and symbols, thus promoting the development of children's ICT skills and digital literacy, as it can allow them to experiment and combine them, as well as linking to learning areas within the Foundation Phase such as language, literacy and communication, numeracy and creative development (Welsh Government, 2015a).

The aesthetics of games consoles are considerably different to tablets as most do not have touchscreens and are not always portable, depending on the specific console (Robert et al., 2013). However, Gasperetti et al. (2018) states that they are still interactive and visual for children. Robert et al. (2013) states that within a study on how games consoles affect children's physical development, results showed that exercise intensified while playing games.

Robert et al. (2013) suggests that some games consoles can allow for gross and fine motor development. For example, some games on games consoles require children to participate in exercise, such as jogging, balancing, and the use of the buttons on a controller (Desloovere et al., 2006; Baranowski et al., 2012). This, similarly links to what was said about tablets being used within the Foundation Phase Framework, as digital devices can be used to develop children's gross and fine motor skills (Welsh Government, 2015a).

However, comparing these results to other studies, Graf et al. (2009) and Penko and Barkley (2010), suggest that the use of games consoles showed insufficient exercise for young children as most games did not involve large amounts of physical movement. Although, both similarly suggest to what Robert et al. (2013) says, again, that this is dependent on the specific games console chosen.

Williams (2018) states that games consoles can be more complex to use than tablets. However, Bartoli et al. (2013) suggests that games consoles can be adapted, for example, using games that require a sensor rather than requiring a controller, which is said to be a useful tool in supporting children with Additional Learning Needs. These types of games can offer children more natural interactions and independence by combining physical and cognitive skills (Bartoli et al., 2013). Kourakli et al. (2017) adds that games consoles also have positive impacts on children's language, motor, academic skills as it gives them the ability to participate and become more confident within their digital literacy skills.

The use of games consoles is said to be detrimental on children's social interactions and abilities to form relationships with others as they are engrossed within a virtual world (Staker et al., 2009). Redmond (2010) adds that data suggests that the face to face communication levels of children can drop as they are focused on the games console. Linking games consoles to research on the use of tablets, Johnson (2011) emphasises the importance that face to face communication has on children's social and emotional development.

Razak and Connolly (2013) argue that there is a misconception that the use of games consoles is anti-social and isolating. Luyi (2018) states that more recent research has shown that children have opportunities to be social using games consoles as they are provided with experiences that they may not have in real life. For example, opportunities to make friends through social gaming, feeling superior within skills and allowing them to feel part of the interactional gaming experience (Luyi, 2018). Kidron and Rudkin (2017) add that within the Digital Childhood Report, there are potential benefits to online communication for children who might find face to face communication difficult.

However, Ofcom (2009) and Chassiakos et al. (2016) states that there are major concerns about children using games consoles independently to access the internet, including access to inappropriate content and having opportunities for socialisation over the internet. Which raises some concerns about inappropriate contact and cyberbullying (Nikken and Schols, 2015). Pintilii (2017) adds that it can be harmful as it can provide children with access to information that promotes, for example, violent behaviour and provides them with opportunities to communicate with strangers. However, Fiorini (2010) argues that some evidence of internet access for young children concluded that there were pro-active social behaviours from online use. Also, children who were exposed to this type of internet access compared to children that did not, showed more digital literacy and overall learning development (Fiorini, 2010).

2. The activity based on ICT chosen is for a group of four reception aged children of similar abilities on the floor within the classroom using two beebots. It involves the four-year olds using a picture square mat, which has pictures of different faces showing different emotions. Therefore, the ICT aim is for the children to work in pairs, to navigate and code the beebots correctly to the emotion that their peer is feeling, by communicating with them to find out how they are feeling. They can then repeat this by taking turns and swapping partners, so they have the opportunity to work with others. The role of the adult, skill development, learning outcomes and links to the Digital Competence Framework (DCF), will also be outlined within this analysis.

As this activity is a game, it is therefore play-based and independent. Nikolopoulou and Gialamas (2015) state that within a study on ICT and play, it was discovered that using ICT as a means of play is an effective resource for learning and allows for the development of children's digital competence. Kara and Cagiltay (2017) agrees, stating that playful use of digital technology allows children to progress and develop in becoming more digitally literate as, through play, they have opportunities to explore the digital devices' functions and capabilities, which can then allow for the progression of a more purposeful and directed use of technology.

However, with this taken into consideration, Kennewell and Morgan (2006) and Nisiforou and Zaphiris (2018) state that, although there is a wealth of evidence that play promotes ICT and digital literacy development, research findings suggest that play can prove to be problematic in practice, such as becoming a distraction for children and having lack of staff awareness on the importance of technology use through play. Nisiforou and Zaphiris (2018) suggests that, although play is now emphasised within the curriculum, the development of ICT through the means of play is not being promoted enough by practitioners.

Nisiforou and Zaphiris (2018) also highlight that, although play-based ICT activities are an effective means of learning for young children, this independent play activity may need some adult support and encouragement. Similarly, as this activity is play-based and child-led, Attard (2012) adds that beebots can distract children and potentially shift the focus of the planned activity, as they are more focused on the device rather than the task itself. Therefore, Nisiforou and Zaphiris (2018) believe that there is a need for practitioners to encourage and model the appropriate use of digital technologies, such as beebots. Links can be made here to Dewey's theory, as Caldwell and Bird (2015) suggest that Dewey believed that children should be

proactive in learning and that adults should facilitate and guide them. This support and scaffolding also links to Vygotsky and Bruner's theories, where they suggest that adults must scaffold and take an active role in children's learning for them to develop (Kim and Hannafin, 2011).

As this activity is child-led and play-based, it allows for opportunities for children to make their own choices and participate in the activity independently. For example, the children can decide which emotion they are feeling and can make decisions regarding the controlling of the digital device. For reception aged children, Hodgman (2011) states that adults should allow children of this age to make choices, as it is said to provide opportunities to develop children's independence and confidence in their use of ICT. Here, there are also links to the Language, Literacy and Communication area within the Foundation Phase Framework, as it states that children should have opportunities to make choices through a variety of media (Welsh Government, 2015a).

Considering adults roles in promoting this type of digital media use, The National Strategies Early Years (2009) states that to allow for the support of extended learning and stimulation of children's ICT use, adults must interact, scaffold and model play in a skilful way, thus allowing for the activity to remain child-led. However, supported by an adult, which links to the activity as there is one adult present to support the children. However, Savage and Barnett (2015) states that one of the barriers for the cause of ICT not reaching its full potential within the early years, is adult's attitudes towards ICT. Camilleri (2017) states that some adult's opinions on ICT is that it aids learning, whereas others suggest that it hinders learning. Facer (2012) points out that some people believe that adults can have a negative attitude towards ICT if they have not experienced ICT within their own learning. Therefore, Facer (2012) suggests that there is a need for continuous training in regard to digital devices and their use with young children.

Looking at how this beebot activity can support children's learning and link to areas of development, according to Eteokleous and Ktoridou (2014), beebots provide opportunities to develop various skills and knowledge through programming the devices. For example, it gives them opportunities for sequencing, estimation and problem-solving through the use of ICT, which has links to the problem solving and modelling within the Data and Computational Thinking strand within the DCF (Learning Wales, 2016).

Pila et al. (2019) state that controlling a physical beebot and seeing what can go wrong allows children to learn what the devices can and cannot do. Pila et al. (2019) also suggests that it

allows them to foster logical thinking skills. For example, whether the beebots need to go left or right to reach where they need to go and how to follow and make sequences. Children also learn how to use coding skills, which supports ICT development, as according to Bers (2012), learning coding skills through play is considered a building block for digital competence. Wilson (2016) suggests that for young children, this type of activity using beebots can allow for learning foundational programming skills to develop.

Kazakoff and Bers (2014) argue that coding can be difficult for young children, especially when using a computer, for example. Therefore, Kazakoff and Bers (2014) suggest that the use of robots, such as beebots, are more tangible as they are specifically designed to support children within the Early Years. However, Sullivan et al. (2013) disagrees, by stating that coding and sequencing through the use of beebots lacks opportunities to develop skills that apply to real-world coding, which is typically developed using a computer, without such manipulations. Siegle (2013) adds that tablets have apps that offer opportunities for children to develop coding skills that may be more beneficial within their ICT development as they are screen-based, which is similar to coding on a computer and are said to be easy to use for young children. This being said, research that considers coding and programming devices such as beebots suggests that children as young as four have the ability to learn to sequence and code robotic devices to perform specific tasks (Bers et al., 2014).

Linking to the curriculum, Eteokleous et al. (2013) suggest that when robotics are integrated into learning areas, it exploits digital devices full potential rather than it being a learning area to itself, suggesting that beebots can be used as a tool within specific learning areas to achieve learning objectives. Therefore, they can be used as a tool to teach and deliver concepts within various learning areas, such as mathematical, language, literacy and communication and, linking to the activity, Social and Emotional development. Links can be made here to Successful Futures (2018), as it states that ICT must be integrated throughout the curriculum rather than it being a separate learning area, suggesting that beebots could be used to support children's Holistic development, as they can be used to support a range of learning areas (Digital Technologies Hub, 2016).

According to Learning Wales (2016), links can be made to the Data and Computational Thinking strand within the DCF, as children have opportunities to problem solve as they have to code the beebots to the correct emotion of their peer. Therefore, they must consider which direction they want their beebots to go and which buttons to press, in order to code the device

appropriately. Pila et al. (2019) also states that through children's interactions with the control device, problem solving skills can be developed as it provides them with a tool to allow them to represent problems and experiment with possible solutions. According to Galloway (2009), this problem-solving process is said to enhance when children have opportunities to work collaboratively, which links to the DCF, collaboration and communication strand (Learning Wales, 2016a).

Looking more in-depth at the interacting and collaborating strand, within the collaboration element of the DCF, there are links with this activity, as the children have opportunities to work with others and communicate through using the beebots (Learning Wales, 2016a). Arnott et al. (2018) state that this can have Social and Emotional development benefits, such as allowing for communication opportunities. Linking to the activity, this allows them to discuss emotions and feelings of themselves, as well as others. Camilleri (2017) states that this can, therefore, allow children to form relationships with other children and adults and provides them with opportunities to feel a sense of identity and belonging, which links to children's Personal and Social development, within the Foundation Phase Framework, as it states that 'as children's self-identity develops, children begin to express their feelings and to empathise with others' (Welsh Government, 2015a: 9).

Repnik and Krasna (2008) argue that consideration needs to be given to children that may find communication within this activity challenging, such as children with Additional Learning Needs (ALN). However, more research findings suggest that this use of ICT can still be used to develop children with ALN's digital literacy skills and suggest that the activity can be differentiated to suite individual children's learning needs (Soderstorm, 2013). For example, children that find it difficult to communicate could move the beebot to the emotion that they are feeling to begin with and have the support of an adult.

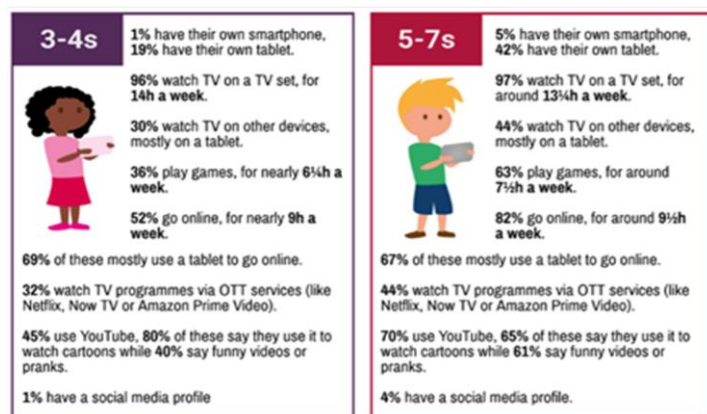
Allowing collaboration and communication through the use of ICT can also provide children with opportunities to ask task focus questions, draw opinions from others, reach agreements and problem-solve (Pila et al., 2019). Considering the activity itself, it has links to Personal and Social development within the Foundation Phase Framework, as it states that under Personal development, children must have 'opportunities to express and communicate different feelings and emotions- their own and those of others' (Welsh Government, 2015a:10). Therefore, within the activity, it promotes this as children can express how they are feeling and understand the emotions of others.

This social interaction with peers through playing with the beebots is said to motivate and encourage children to explore the digital devices as they learn from one another. This links to Vygotsky's theory on allowing peers to be the more knowledgeable other, so that children who have little understanding of the use of beebots can observe and learn from the children that have a better understanding (Allen et al., 2011). Here, links can also be made to Bandura's Social Learning Theory, as the children have opportunities to observe their peers using the beebots (Caldwell and Bird, 2015). With this being taken into consideration, as well as the opinions of Repnik and Krasna (2008) and Soderstorm (2013), they suggest that perhaps children would benefit from undertaking this activity within mixed learning ability groups, as this could allow children to learn from more knowledgeable others and through observation.

However, Lam and Tong (2012) argue that allowing children to collaborate and use these types of digital devices independently and through play can distract children from the focus and aim of the task. Therefore, when considering learning theories, Attard (2012) similarly suggest that if children are not focusing on the task, they may not be getting the most out of their observations and learning. Suggesting that, again, the role of the adult needs to be taken into consideration in supporting and guiding the children within this activity.

KEEPING CHILDREN SAFE WHEN USING ICT

As quantitative data shows in the image below from Ofcom (2018), a high percentage of young children go online and use Social Media, such as YouTube to access media content. However, having this open access can potentially expose children to harmful content, such as violence, hate and pornography (Pintilii, 2017). Therefore, this leaflet will outline some of the risks associated with young children using Social Media, with a focus on sites such as YouTube, as an example. It will also highlight some of the developmental impacts that this type of Social Media has on children's development. However, this leaflet also highlights some of the many benefits that ICT and accessing media has for young children and provides some suggestions on how to manage risks to allow children to get the most out of their ICT experiences, whilst maintaining their safety.



(Source: Ofcom, 2018:3)

POSSIBLE RISKS OF SOCIAL MEDIA

- Social Media sites specify that they are age-restricted and should only be used by users of the minimum age or older (Araujo et al., 2017). For example, Net-aware (2019) states that YouTube specifies that the minimum age for users is 13 years of age. However, Ofcom (2018) suggest that children as young as 3 years old have access to YouTube.
- Social Media sites, such as YouTube and Google, can provide children with access to inappropriate content, including sexual, violent, bullying, suicidal, self-harming, drinking, drug, hate and crime content (Internet Matters, 2019). This type of content is easily accessible for young children, especially through touch screen devices, as there is no need for children to type information to access it (Nikken and Schols, 2015).
- Children are having greater control over their time overall on Social Media, such as YouTube (Net-aware, 2019). For example, comparing YouTube to watching Television, children can choose what they want to watch and when (Ofcom, 2018). Thus, suggesting that there are no restrictions on time limits, meaning that it could affect children's sleep.
- It is a platform for exposure to challenges, including advertisements (Araujo, 2017). Young children are curious, therefore, are likely to click onto advertisement content, which could lead them to other sites that may ask for information, such as personal information (Dredge, 2015).
- UK Safer Internet Centre (2015) states that an increasing number of children are using Social Media such as YouTube and Google, to access true and accurate information, however Smith et al. (2018) suggest that some of this information could include inaccurate or false information, including fake news.

IMPACT ON CHILDREN'S DEVELOPEMT

Below are some possible developmental impacts associated with the risks of young children using Social Media such as YouTube and having too much screen time-

Cognitive, language, Social and Emotional Delays-Due to viewing inappropriate or adult content (Duch et al., 2013). Also, violence within media content has been associated with child aggression (American Academy of Paediatrics, 2016).

Decreased comprehension- ICT provides children with highly stimulating and quick changing features, such as YouTube videos (Goodrich et al., 2009), resulting in children having lower attention spans and effects on their information processing skills (Chassiakos et al., 2016).

Speech and Language delays- There can be less face-to-face communication as children are more focused on the screen, rather than the real world (Christakis, 2009). Johnson (2011) states that this could, therefore impact children's self-esteem, concentration and coping skills.

Attention Deficits, difficulty focusing and ADHD- As digital media provides fast changes in attention, as well as fast rewards (Jago et al., 2015). According to Montagoni et al. (2015), as children shift their attention from one thing to another, they do not pay close attention to anything.

Anxiety and childhood depression- Increased screen-time and access to Media content has been linked to high levels of anxiety and depression in children as young as two years old. Children have been said to have lower self-control, less curiosity, less emotional stability and an increased incapability to complete tasks (Stiglic and Viner, 2019; Liu et al., 2015).

Benefits of young children accessing the Internet and Social Media

Some benefits include-

- Can be used to increase communication and collaboration. For example, using devices and the internet to communicate long-distance (Arnott et al, 2018).
- Allows children to be exposed to new ideas and become immersed in learning experiences (Savage and Barnett, 2015). It can allow children to be creative, express themselves, and be exposed to different cultures and ideas (Orlando, 2017). Walters (2015) also believes that it can provide young children with content that can meet individual needs and support children with Additional Learning Needs, to access learning materials using ICT (Walters, 2015).
- Provides access to information that may support children's health needs (Orlando, 2017). For example, illness, conditions or disabilities. Also, health and wellbeing can be enhanced through Social Media use. For example, promoting healthy eating and having a balanced diet.
- Enhances children's digital literacy development through using digital devices, including their functions and having access to the internet (Kara and Cagiltay, 2017). However, may need some adult support (Nisiforou and Zaphiris, 2018).
- Children have more enthusiasm and want to learn as they see the use of ICT and accessing media content as play rather than learning (Meredith, 2017). Also, information can be more up-to-date and from sources other than adults (Tartari, 2015).

Managing Risks

Some options for Parents/Carers to support children's safety using ICT include-

Parental controls-

Some devices provide options for Parents/Carers to control what content children have access to. For example, restricting certain internet searches and options for purchasing (NSPCC, 2019a). However, if devices do not have this option, Pintili (2017) suggests that parents should support young children using, for example, the internet and Social Media.

- Consider using alternative websites and safer search engines. For example, YouTube Kids, which allows Parents/Carers to set age levels and time limits, which Net-aware (2019) states is a safer option for young children.

Manage Screen time-

Setting time limits can prevent screen addiction, manage children's sleep and allow children to become aware of time management (Internet Matters, 2019). However, Robertson (2018) states that this can be challenging. Therefore, adults must also focus on whether children's activities are having an impact on them, including their safety and wellbeing.

- Decide on time limits together, as this allows children to feel listened to (UK Safer Internet Centre, 2019).
- Technology and apps can be used to manage screen time. Therefore, can deny children access to, for example, apps, after a certain amount of time (Internet Matters, 2018).

Consider Policies and Legislation-

Araujo et al. (2017) suggest that parents/carers must consider the age of their children when using certain websites and Social Media as they do state age restrictions as previously mentioned.

The Data Protection Act 2018 and General Data Protection Regulation (GDPR) -

Ensures that organisations that collect data from children under the age of 13, have parental consent before children can use their services (Internet Matters, 2019b). Therefore, Parents/Carers should consider what personal information and data Social Media sites are accessing before letting children use them (Livingstone, 2017).

United Nation Convention on the Rights of the Child (UNCRC)-

Suggests that children should be protected from harm, have the right to privacy and receive reliable information from mass media (Welsh Government, 2015).

The Children Act 2004- also highlights under Every Child Matters document, the importance of e-safety and that using ICT and the internet must be used appropriately by young children, whilst allowing them to be protected from harm (The Children's Society, 2018).

Further tips

Talking to children- Internet Matters (2018) suggests that Parents/Carers should encourage communication. For example, if they see content that upsets them. Also, by helping children understand what risks are, it can help with the prevention of them turning into problems (McCarthy, 2017).

Promoting safe communication- Discussing with children about not providing anyone with personal information, such as their full name, address, phone number and only speaking to people that they know in real life, is a positive way in which children can understand the appropriate use of ICT to communicate with others (NSPCC, 2019a).

Being a positive role model- Mushtaq (2015) states that Bandura believes that children learn from the social behaviours of others. Therefore, Parents/Carers can model the appropriate behaviours regarding the use of ICT. For example, spending the appropriate amount of time on digital devices and sharing information appropriately (Caldwell and Bird, 2015).

Links for more information, advice and support

Keeping children safe online- (NSPCC, 2019)

[HTTPS://WWW.NSPCC.ORG.UK/PREVENTING-ABUSE/KEEPING-CHILDREN-SAFE/ONLINE-SAFETY/](https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/)

Parental controls- (NSPCC, 2019a)

[HTTPS://WWW.NSPCC.ORG.UK/PREVENTING-ABUSE/KEEPING-CHILDREN-SAFE/ONLINE-SAFETY/PARENTAL-CONTROLS/](https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/parental-controls/)

Advice and resources for parents/carers to help keep children safe- (UK Safer Internet Centre, 2019a)

[HTTPS://WWW.SAFERINTERNET.ORG.UK/ADVICE-CENTRE/PARENTS-AND-CARERS](https://www.saferinternet.org.uk/advice-centre/parents-and-carers)

E-safety tips- (Internet Matters, 2019a)

[HTTPS://WWW.INTERNETMATTERS.ORG/ADVICE/0-5/](https://www.internetmatters.org/advice/0-5/)

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