

Online safety- review.

Registered Managers Forum- disability.

November 13th 2023

working together...

confidentiality

respect

diversity of opinion can be enriching

look for the benefits of an alternative opinion

positive challenge

naïve questions are valuable

take responsibility for your own learning

create your network

enjoy ourselves

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Welcome to the session-

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we will review some of the current /
updated issues in terms of online safety
for young people with a disability.

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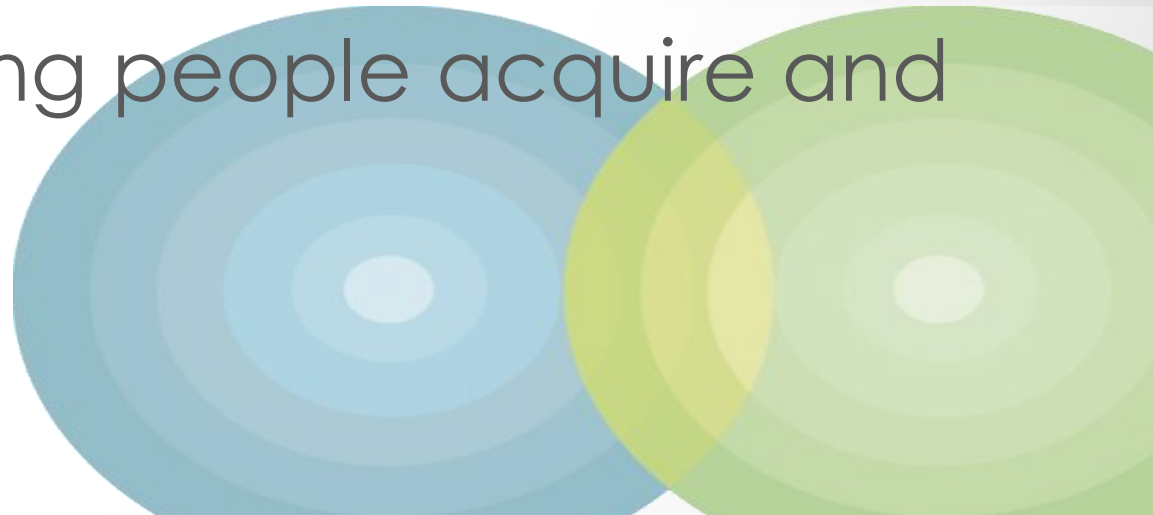


Setting the scene... positive impacts

- The internet can be an easier place in terms of communication for young people
- Using specially designed apps can give ease of access and enjoyment
- Greater opportunities for learning
- Emoticons clearly express emotions - happy, sad, amused etc. - which can be a real help for those who find it hard to decode the body language, facial expressions and vocal tone.

Setting the scene- positive impacts

- Breaks down barriers
- Combats isolation
- Entertainment and shared pleasure
- “Leveller “ to some extent with their peers
- Parents gain pleasure from seeing this happen and the progress which can ensue and are often surprised by the skills the young people acquire and demonstrate

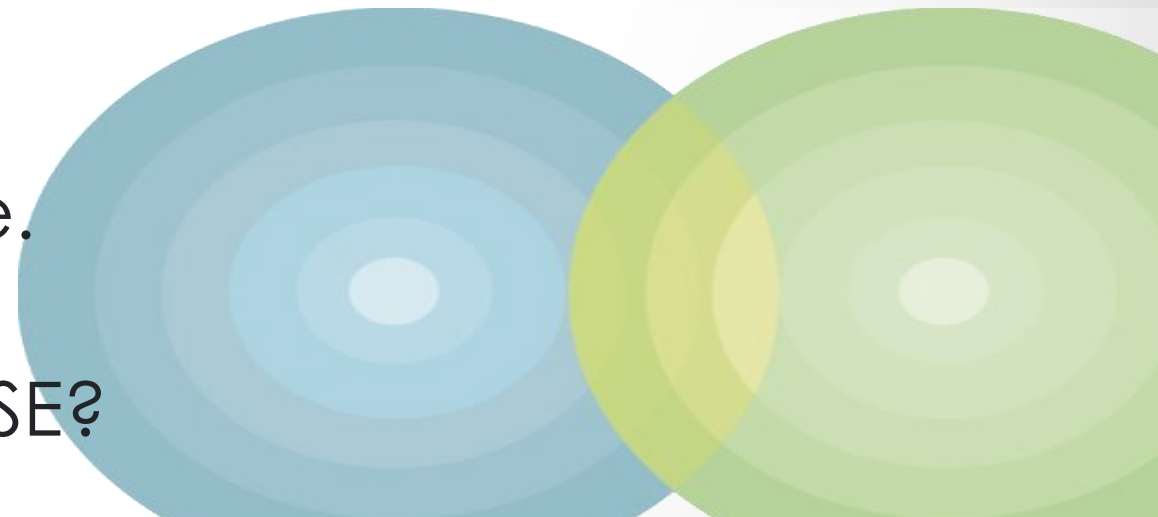


Setting the scene...indicators of a problem ?

- Often the parents / carer will know something is wrong because instead of seeking support, these young people respond to negative online experiences by “shutting down.” They will avoid the use of social media or suddenly avoid / stop an online activity.
- Parents and carers also report being unsure how to best respond to online safety issues affecting their children.
- Parents don't want to remove connected technologies because they have significant benefits for their children, but they do want to limit or prevent their children's exposure to online risks.

Setting the scene.....the flip side and risks

- *The young people are confronted with a range of online safety issues when engaging online including :-*
 - cyberbullying
 - grooming/VAWG/misogyny/Incel
 - exposure to age-inappropriate content
 - contact from strangers
 - excessive screen time
 - online scams
 - accidental purchases
 - sharing private information online.
 - anti social behaviour
 - criminal activity
- ANYTHING ELSE?



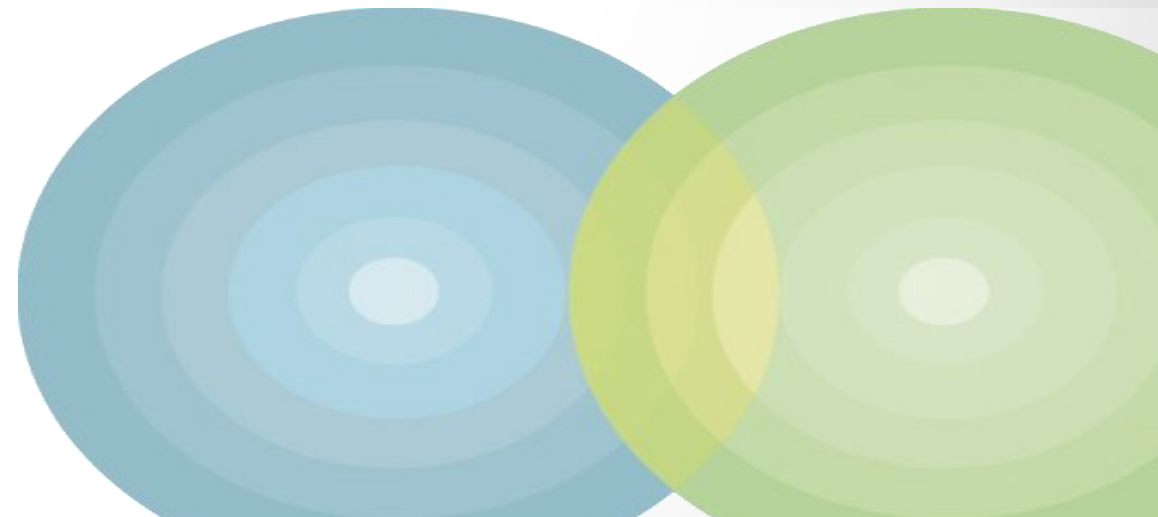
Why is risk exacerbated ?

- These experiences are like those of other young people, but the response strategies adopted by the young people with a learning disability differ significantly.
- WHY- discussion
- The risks also rise when the culture of the home is ill defined, closed (CSPR 1 and 2 2022/23 reports)



What may happen?

- Small group work or open discussion re. potential management of issues which may arise in terms of risk for these young people?
- What can happen ? Would you know if it was happening ?
- feedback



Thoughts for managing risk.....

- Make your environment internet safe
- Filters/ firewalls/parental controls- filtering and monitoring and acting on alerts is key .Do you have the evidence for this ? Are staff aware ?
- Helping the young person to get ready to use the internet
- Help them to be aware of risks – think about their potential difficulties in terms of abstract concepts, speech and language difficulties
- Utilise relevant apps and programmes / platforms
- Computers and electronics in a general area.
- Understand the young person well - pick up on verbal, non verbal cues and body language

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Online risks / Prevent

- Children and young people with learning disabilities may have particular vulnerabilities to such risks such as having fewer support mechanisms, a tendency to acquiesce, misinterpreting social cues and often a need for friendships that can make them potential victims (Landman, 2014; Petersilia, 2001).
- Chadwick (2019) has extended these suggestions and has identified factors that may be associated with online victimisation such as higher levels of sociability, loneliness, anxiety and depression, poorer insight, judgement, discrimination and ability to detect deception online and reduced experience and life opportunities.
- Parents did not think their children would make a connection between grooming and extremism and radicalisation.

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Online risks/ Prevent

- Despite the increasing availability of online safety guidance for people with learning disabilities, there is currently little guidance available to support young people with learning disabilities to develop knowledge and resilience to online radicalisation
- Prevent Duty aims to make schools responsible for identifying children who may be vulnerable to radicalisation stating that “schools and childcare providers should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet” (DfE, [2015](#), p. 6).
- <https://swgfl.org.uk/resources/filtering-and-monitoring/>. The resources are available- are you using them to baseline your starting point as an organisation.

Online risks/Prevent

- Online radicalisation
- The term “cybercrime” is widely used to describe the crimes or harms that result from opportunities created by networked technologies (Wall, 2008).
- Types of cybercrime have been divided by Wall (2001) into four category cybercrime typologies: (a) cyber-trespass, (b) cyber-deception = theft, (c) cyber-porn and obscenity, and (d) cyberviolence. The fourth category, cyberviolence, includes the various ways that individuals can cause harm in real or virtual environments.
- AI increasingly under discussion in terms of safeguarding

Online risks and Prevent

- Under-reporting and a lack of knowledge about victims of cybercrimes means that evidence is not strong (Wall, 2007), but estimates of online harassment and bullying appear to have increased due to greater access to technology and the social importance placed on virtual communications (Holt & Bossler, 2014).
- Acts of cyberviolence include the use of technology in support of social unrest and prospective acts of terror
- These issues have been compounded by the pandemic and factors such as over exposure to social media
- The role of social media so called “influencers” has also raised issues and awareness

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What can go wrong- Incel?

- Key current issue in relation to influencers such as Andrew Tate .
- So called toxic misogyny/ toxic masculinity
- Open discussion
- BUT THIS IS NOT Incel



What can go wrong ? Nicky Reilly – born 1986

- He had been diagnosed aged 16 with Asperger's syndrome, which presented itself as a low IQ and social awkwardness.
- In May 2002 he was admitted to hospital under the Mental Health act after stabbing himself, and later in August was admitted as a day patient after threatening to throw himself off a building.
- In October 2002 he met with a specialist doctor, and in January 2003 he stated that he was worried about murderers and terrorists- he was particularly upset about the events of 9/11.
- By June that year he was no longer depressed, having found Islam via the internet, and stopped taking medication.
- In July he stated his wish to become a 'jihadist'⁵ changing his name to Mohammed Rashid Seed Alim by deed poll in 2004.
- The doctor reported his concerns in August 2003, and the police undertook initial enquiries, but determined he had no capability to undertake an attack at that point. A decision was undertaken to monitor his behaviour via the doctor- who in December 2003 reported further concerns. Other concerns were also raised that due to his imminent 18th birthday; there would be lack of support for him as an adult.

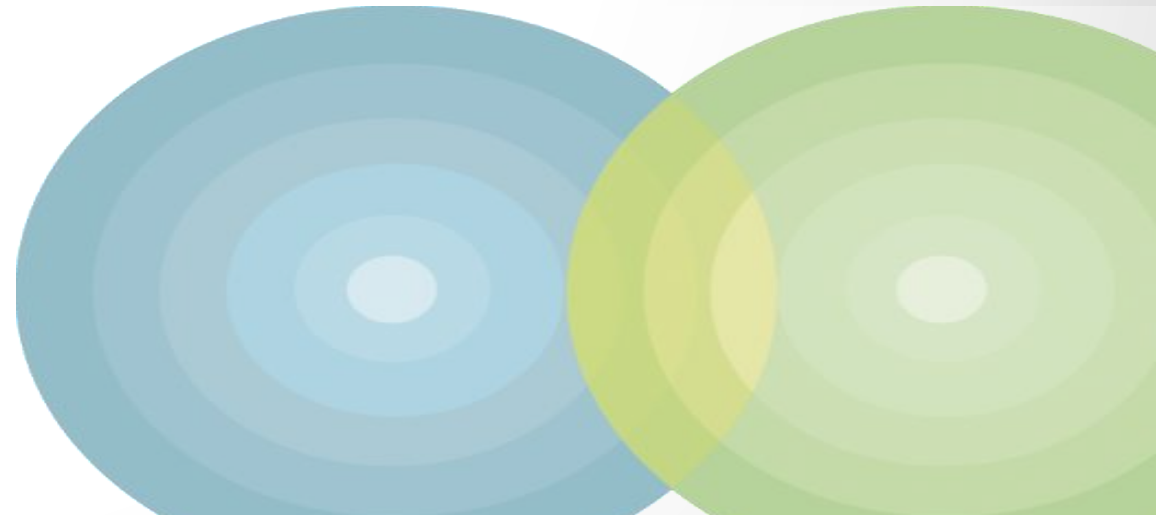
What can go wrong - continued

- A police assessment again determined that he had no capability to undertake an attack, however highlighted that he would be susceptible to influence by outside individuals and groups. In May 2004 police officers met with Saeed Alim at a local mosque, when it was apparent that contacts in the Muslim community were his main emotional supports. In July 2005, the weekly assessments undertaken by LDS reported that he appeared stable, and in June 2007 psychiatric support disengaged with him.
- In May 2008 he constructed bombs in his bedroom, having found instructions on assembly online.
- On 22nd May 2008 he entered a family restaurant in Exeter to attempt a suicide bombing. One of the devices exploded in a toilet cubicle where Saeed Alim was preparing the bombs for detonation in the restaurant, preventing him from carrying out his full attack. He was arrested and subsequently convicted of attempting a suicide bombing.

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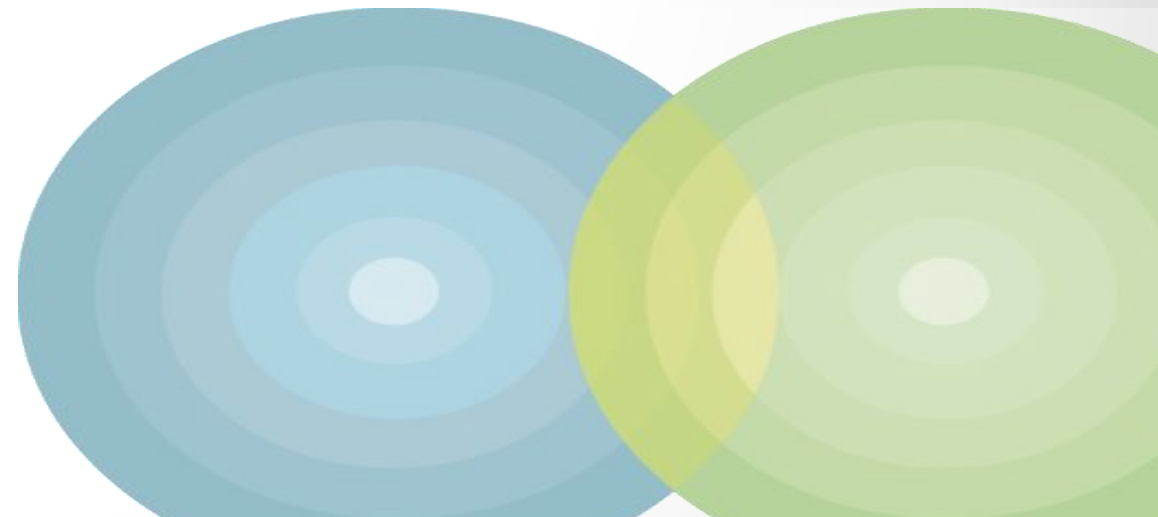
What can go wrong- continued

- In 2016 he was found hanged in his cell at Manchester prison
- At a 6 day inquest the coroner was critical of many aspects of his post sentencing care , especially when he was moved from Broadmoor to the main prison estate
- Open discussion...



Thinking longer term

- What do we need to be aware of?
- Signs and concerns ?
- Staff training and awareness of Prevent / Channel?
- Supporting parents in knowledge and understanding ?
- Anything else?



Lots of challenges...

- Workforce development plan ?
- Staff awareness and knowledge- often problematic
- Are you monitoring? If anything arises what have you done and any lesson learned in order to improve/ enhance / change practice?
- Your level of knowledge ?
- Do you assume others are getting what they do right ?
- Are you using the most up to date resources ?
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Any thoughts or follow up?



- Thank you.
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