

Online safety / Prevent after CSPR 1 and 2.

Registered Managers Forum

February 19th 2024

Welcome to the session-

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in the light of CSPR 1 and 2 we will review some of the current / updated issues in terms of online safety for young people with a disability or difference.

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Thinking about the team and yourself ?

- Do you have a clear picture / understanding of social media- just because we may have a Facebook , Instagram, Tik Tok presence doesn't mean to say that we do.
- Is there a need for some training?
- Support anxiety , lack of understanding in the adults
- Presence of a social media champion to keep everyone briefed and up to date ?
- Is this in your induction as an enhanced area in safeguarding ?
- do the team understand the benefits and risks for young people with difference or disability?



Are the team , are you confident in discussing this with young people?

This in terms of :

- health and well-being/rules / boundaries/options of things to do when stepping away
- on line safety
- cues and strategies for keeping safe
- cues and strategies for dealing with difficult situations
- staff being knowledgeable and available to young people.

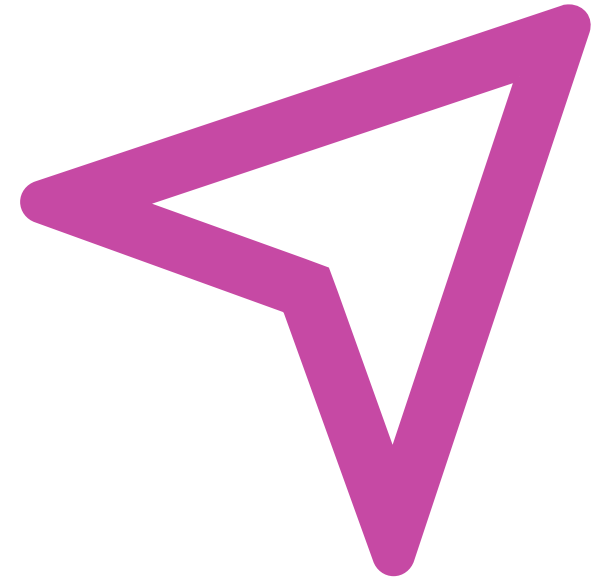
Saying “don’t do that ” , “social media is a scary place to be “ , “the world would be better off without it” – not useful ! Can be very much the adult response.

SOCIAL MEDIA IS A KEY PART OF A YOUNG PERSON’S WORLD , NOT AN INTERMITTENT ELEMENT.



Having somewhere to go or someone to go toresources for the team and young person to use.

- <https://swgfl.org.uk/assets/documents/facebook-checklist.pdf>
- <https://swgfl.org.uk/resources/checklists/instagram/>
- <https://swgfl.org.uk/resources/checklists/netflix-checklist/>
- <https://swgfl.org.uk/resources/checklists/snapchat/>
- <https://swgfl.org.uk/resources/checklists/tiktok/>
- <https://d1xsi6mgo67kia.cloudfront.net/uploads/2021/10/conversation-starters.png>
- SWGfL is a great resource amongst others.



Social media is :

- So, what is it ? Can everyone define and describe it- adults and young people?

Can be great !

A lot of the time, social media is a positive place where users support each other.

Benefits of Social Media

- 1.Available and accommodating to most audiences
- 2.Can promote positivity and healthy expression
- 3.An accessible platform to connect with others
- 4.An instant platform for news and global awareness



— Social media is :

BUT>>>>>

Harmful and offensive content may be

1.Seen across platforms

2.Can be used to promote misleading information

Can promote unhealthy expectations and

3.Pressure for young people

4.Can impact digital wellbeing if not managed correctly

How do you manage the balance of risk with children with difference / disability



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.

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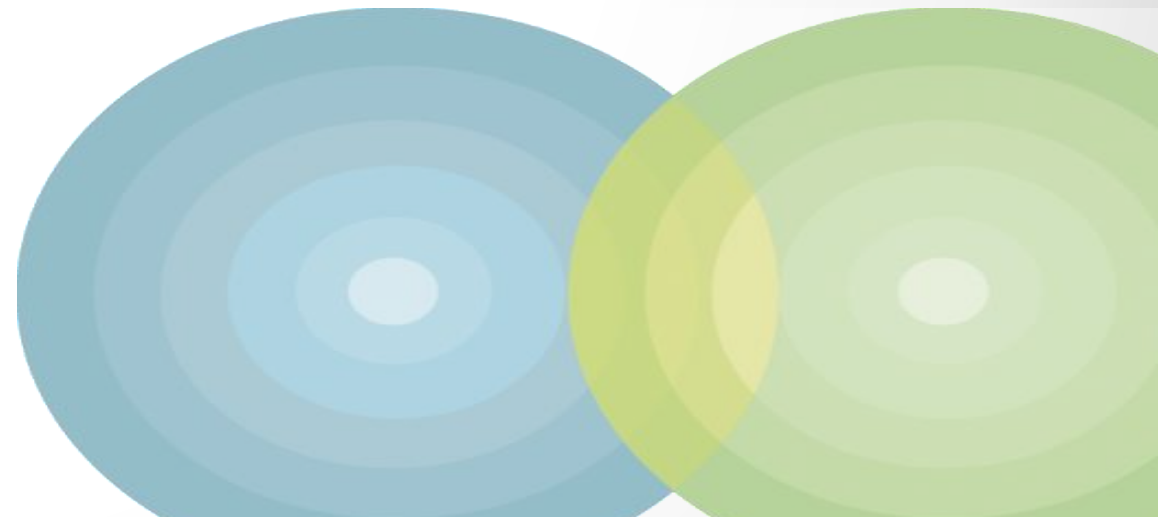
Setting the scene- positive impacts

- Breaks down barriers
- Combats isolation
- Entertainment and shared pleasure
- “Leveller “ to some extent with their peers
- Parents / carers 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



Communication is key.....

- How will you assess what your children and young people want from being online? How will you hear their voices ? How do you know that adults will take an informed and balanced view with young people ?
- discussion



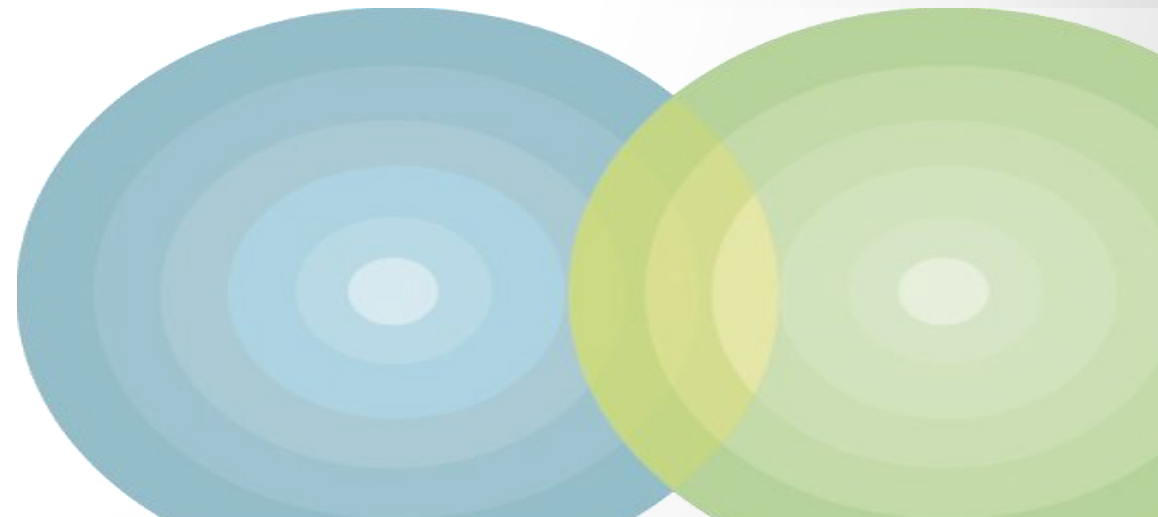
Setting the scene...indicators of a problem ?

- 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 children.
- Parents /carers 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.

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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
 - hate speech
 - accidental purchases
 - sharing private information online.
 - anti social behaviour
 - criminal activity



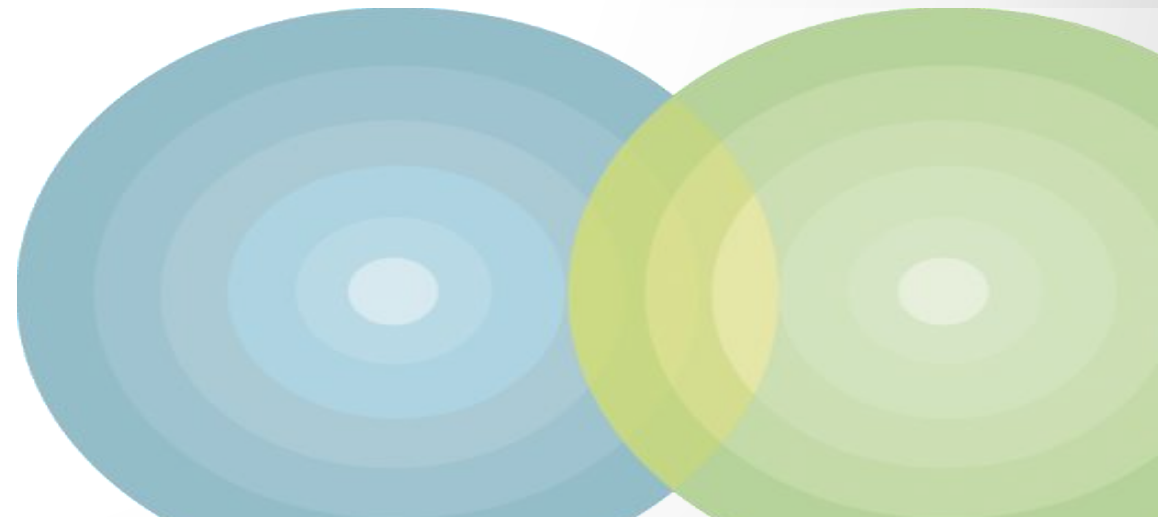
Why is risk exacerbated ?

- 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 ? How ?
- feedback



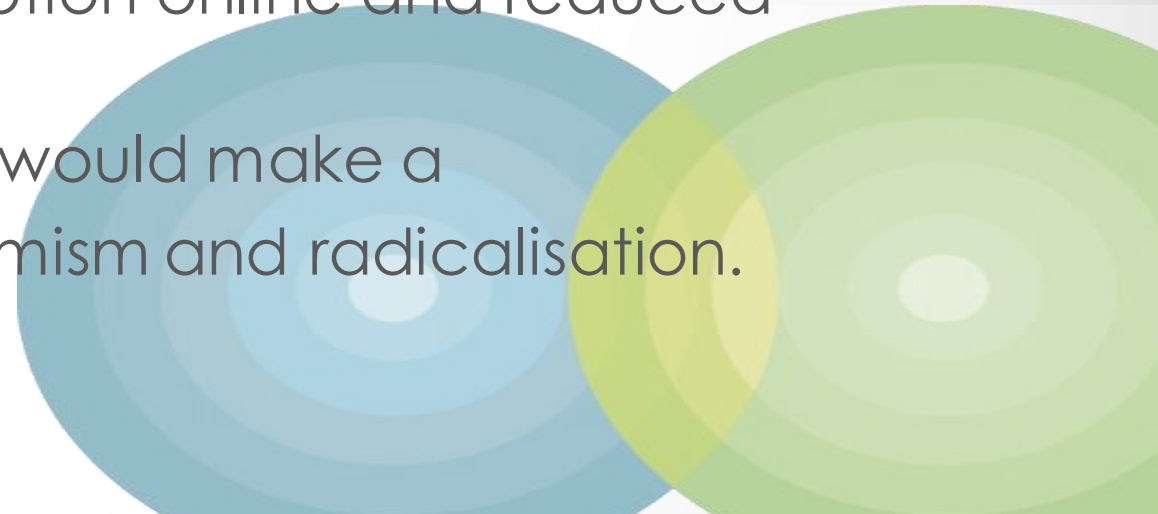
Thoughts for managing risk.....

- 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



Online risks / Prevent/other risks...

- 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/carers did not think their children would make a connection between grooming and extremism and radicalisation.



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” (prevent updated 2023-
- <https://swgfl.org.uk/resources/filtering-and-monitoring/>. The resources are available- are you using them to baseline your starting point as an organisation.

Prevent 2023



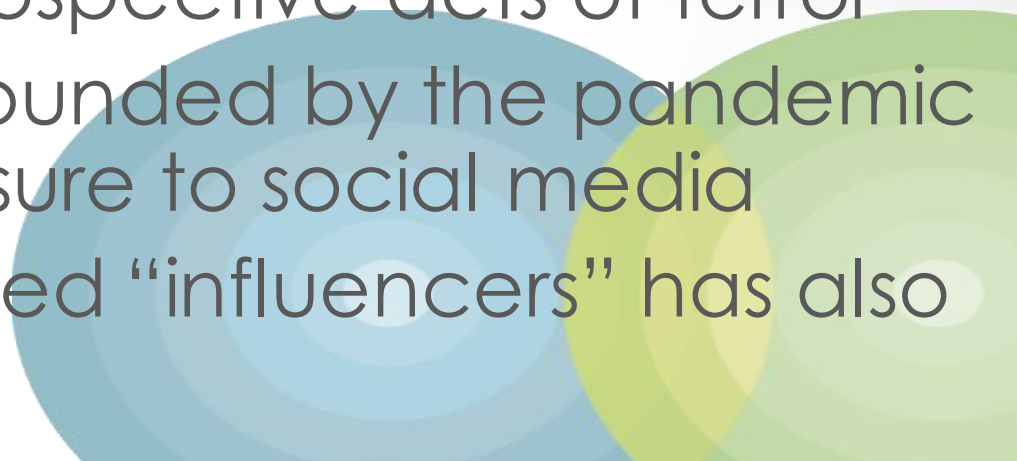
HM Government

Prevent duty guidance:
**Guidance for specified
authorities in
England and Wales**


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

- 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?

- Current issue in relation to influencers such as Andrew Tate .
 - So called toxic misogyny/ toxic masculinity
 - Key current issue related to hate speech and hate crime
 - Open discussion- have you encountered this ? How do we help young people with difference / disability to navigate this ?
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Thinking longer term

- What do we need to be aware of?
- Signs and concerns ?
- Staff training and awareness of Prevent / Channel?
- Supporting parents/carers 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 lessons 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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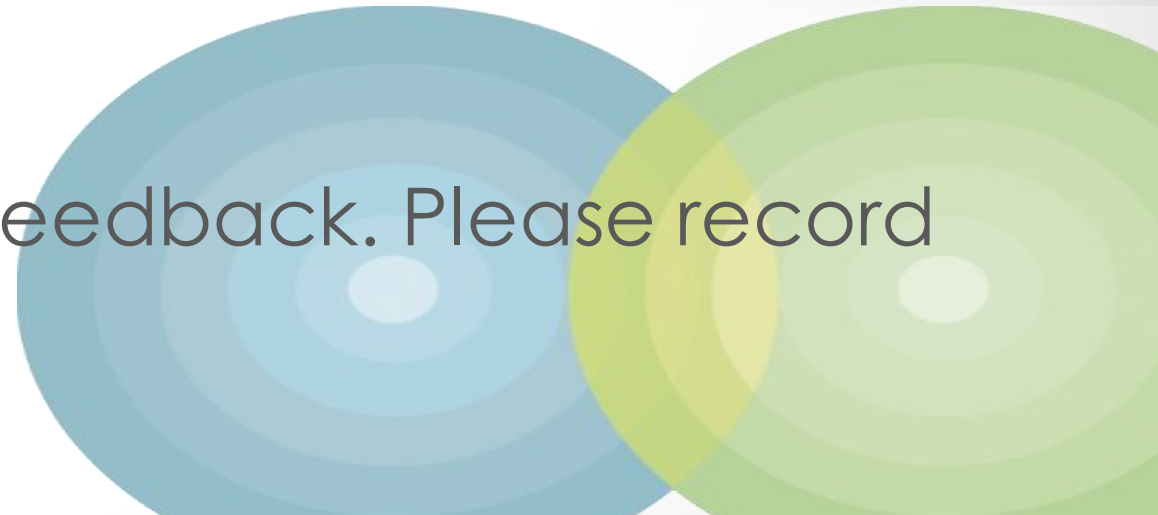


Think like an Inspectorsmall group work

- Andrew is thirteen and has autism and developmental delay. He communicates mainly through gestures but can say some familiar words; usually in a very loud voice. He will use photographs and has a one to one LSA . He has an up to date EHCP in place with multi professional support .
- He becomes heightened very quickly. You have recently noticed a pattern developing of these heightened responses being largely “aimed” at girls in his social group in the home .
- He has recently become very habituated on going online at the home and at school . You notice that he is occasionally shouting out racist / highly violent language- again aimed largely at the girls.
- His behaviour / responses also includes threats of sexual harm.
- Meetings with his mum and dad are difficult as they see the computer giving them “down time” when he is at home for family time - they are also reluctant to challenge him because of the way he may respond to his mum and sister(aged 7 years)

Small group work

- In your groups consider the potential safeguarding implications of this information and plan out what you would do, the priority order and the immediate implications
- What would be your immediate and longerterm concerns regarding Andrew?
- What evidence should you be able to produce for an Inspector?
- Nominate one person to give feedback. Please record your work as bullet points.



Any thoughts or follow up?

- Thank you.

