

Digital Safeguarding

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Agenda

- Tech trends and digital citizenship
- Case studies
- Digital safeguarding

Tech Trends and Digital Citizenship

66 P6-7s

Who is your favourite
You Tuber / TikToker /
Instagrammer?

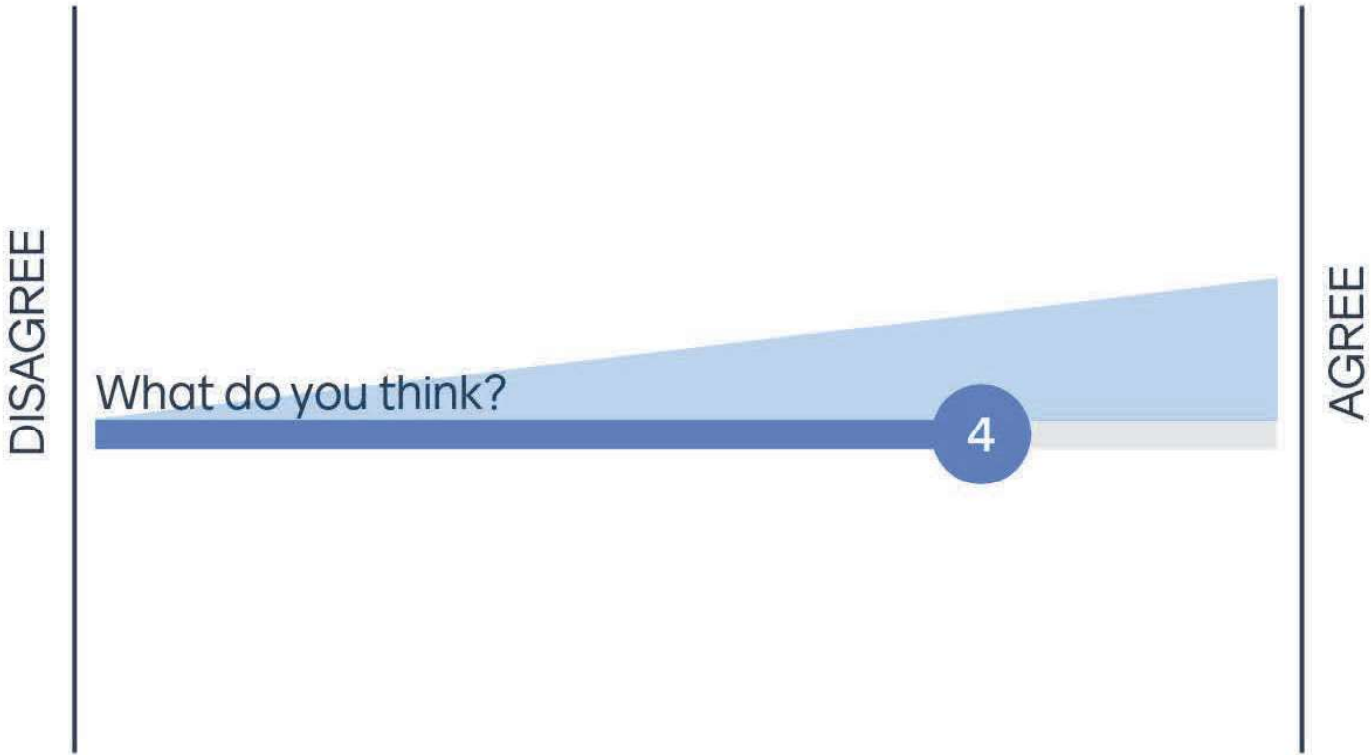
09sharkboy	cwc	Just Sharon	mrfreshasian
#433	dangmattsmith	Karina Kurzawa	NerdEcrafter
AbbyRArtistry	Dantdm	kirean brown	Norris nuts
Addison Sterling	daz games	kristen scott	outdoors weekly
Amberry	Fearless	kyle	PewDiePie
aphmau	FGEE TV	LazerBeam	piper rockelle
avelvick33	gaming beaver	Zach Pincince	saffron barker
Bass Boosted	itsjojosiwa	Idshadowlady	Sara beauty corner
Chad wild clay	Jimmy 318	Lucas and marcus	Sophie Dossi
Charli d'amelio	James Charles	Maddie and Eligah	the ace family
Chill nation	Jatie Vlogs	mccreamy	the atlantic craft
Chris Fix	Jaystation	Mighty car mods	Trap nation
cookie swirlc	jeromeasf	Moriah Elizabeth	Tyler Monagon
CoryxKenshin	Jojo Siwa	Mr Beast	unspeakable

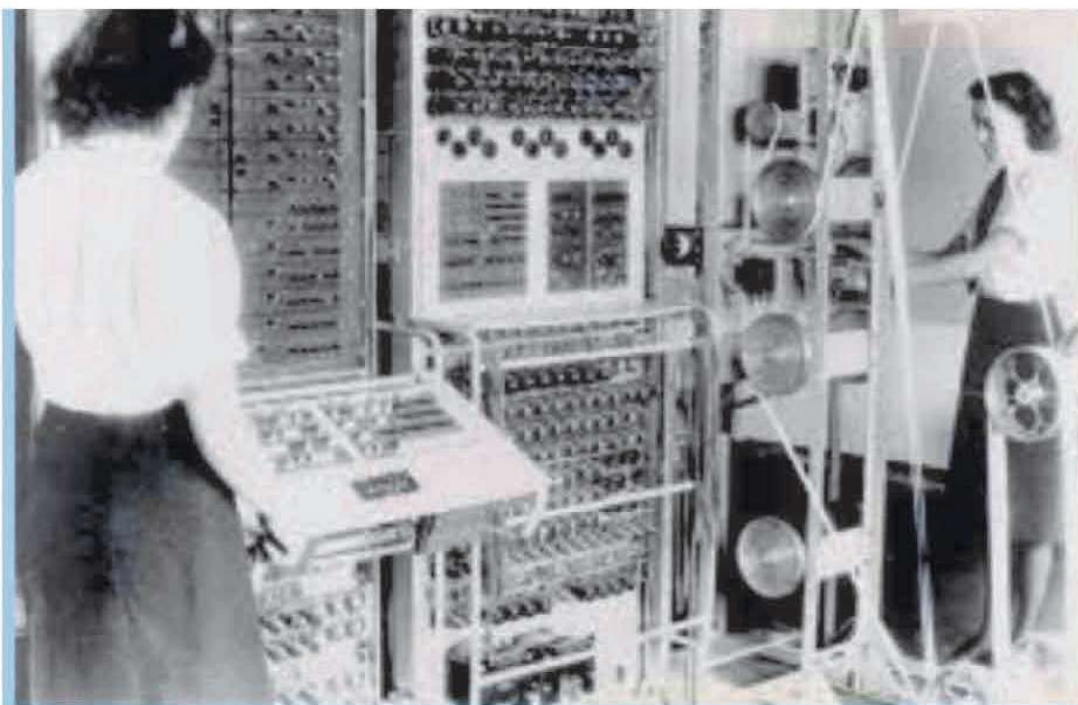
P6-7 - Favourite You Tuber / Instagrammer / TikToker (66 respondents ~ 56 unique responses)

What are the benefits to young people of being online?



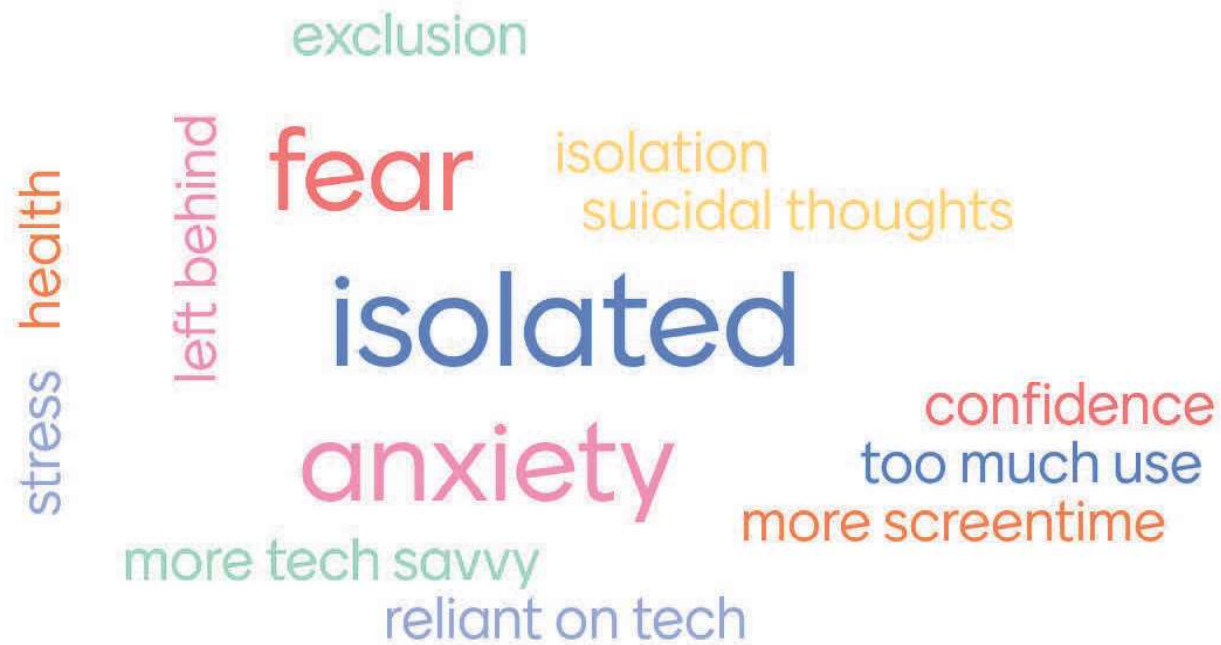
Children are digital natives. They know more about technology than grown-ups do.





- What others expect of you
- Engaging, participating, contributing
- Skills to use technology
- Adapting to unique digital challenges

How has lockdown affected young people?



Case Study: Alex

Alex is a 14-year-old girl who lives at home with her mum, dad and younger sister. She has a large close-knit extended family. Alex has always enjoyed school. She was a keen gymnast and played the flute in the school orchestra. She was popular with a large friendship group. She took pride in her studies and was keen to become a nurse. Midway through her second year at high school her attendance deteriorated which resulted in her not attending at all, despite enormous efforts by school staff and family. Alex's family said her self-esteem and confidence seemed to have disappeared. They worried she was eating less, with a significant change in her appearance. They discovered she was searching online on how to lose weight and had been trying to set up an 'OnlyFans' account. Alex was isolating herself in her room, not talking to her friends, and spending lengthy periods online. Education staff made a referral to social work and CAMHS and school health. A referral to the Children's Reporter was made on grounds of non-attendance at school.

What are your concerns for Alex and what questions might you ask about her online life?

who is she talking to? Is she being encouraged to post on OnlyFans - if so then by whom?

what knowledge does family have re online activity of their daughter through parental control?

I would be concerned that something had happened to her or is happening to her. being exploited or bullied online

Is she being groomed. Is she being bullied.

Are parental guides in place?

Concern about online pressure

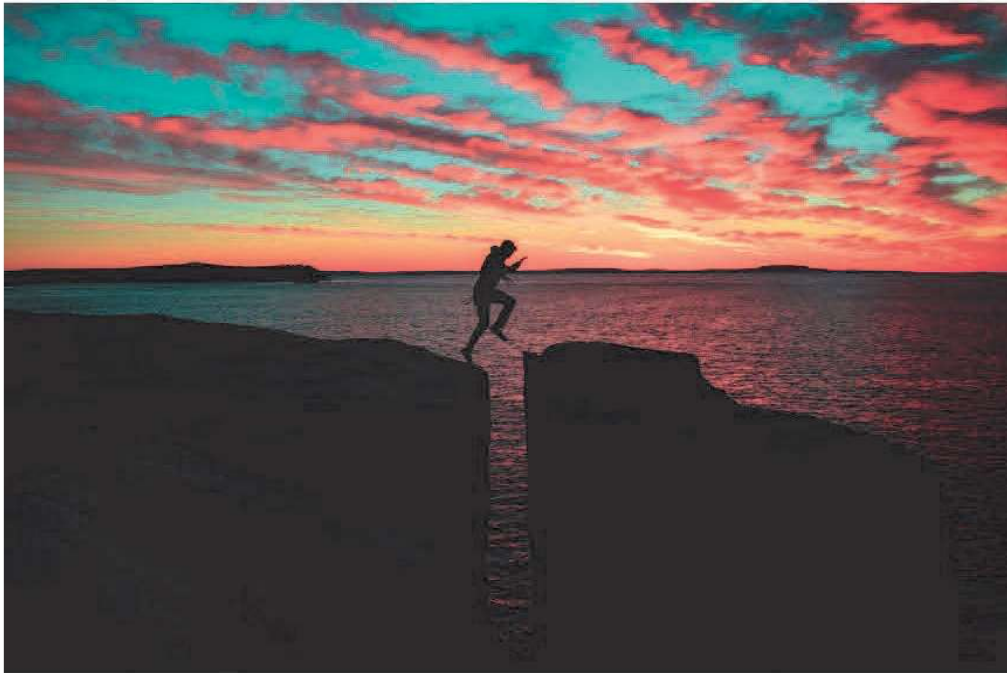
Inappropriate chat rooms - bullying

Why has she changed so much in such a short time.

On line activity explore

Have parents spoken to her known friends
for their thoughts?

is anyone monitoring her history folder?



Assessing online risk

- 1. Do we understand online risk & resilience?
- 2. Do we have the complete picture?
What don't we know?
- 3. What is the influence of vulnerabilities & motivation?

Age	Not Harmful	Potentially Harmful	Harmful
13-15 y/o	<p>Learning how devices work</p> <p>Learning how to write software</p> <p>Using reliable sources to find out about personal issues (Brook, Talk to Frank, NHS direct)</p> <p>Posting content on social media</p> <p>Instagram/Snapchat stories</p>	<p>Playing older age-restricted games with parental consent</p> <p>Searching for information on losing weight</p> <p>Writing a blog</p> <p>Use of digital devices after bedtime</p> <p>Preoccupation with selfies</p> <p>Excessive posing</p> <p>Requesting images to be</p>	<p>Disrupted sleep through device dependence/gaming</p> <p>Online gambling</p> <p>Using unreliable sites to find out about personal issues</p> <p>Accessing pro-self-harm or pro-ana (pro-anorexia) sites</p> <p>Passive social media use i.e just scrolling, never commenting or messaging</p> <p>Setting up a fake social media account/pretending to be someone else online to trick or humiliate others</p>

Online Resilience Tool, from Headstart Kernow

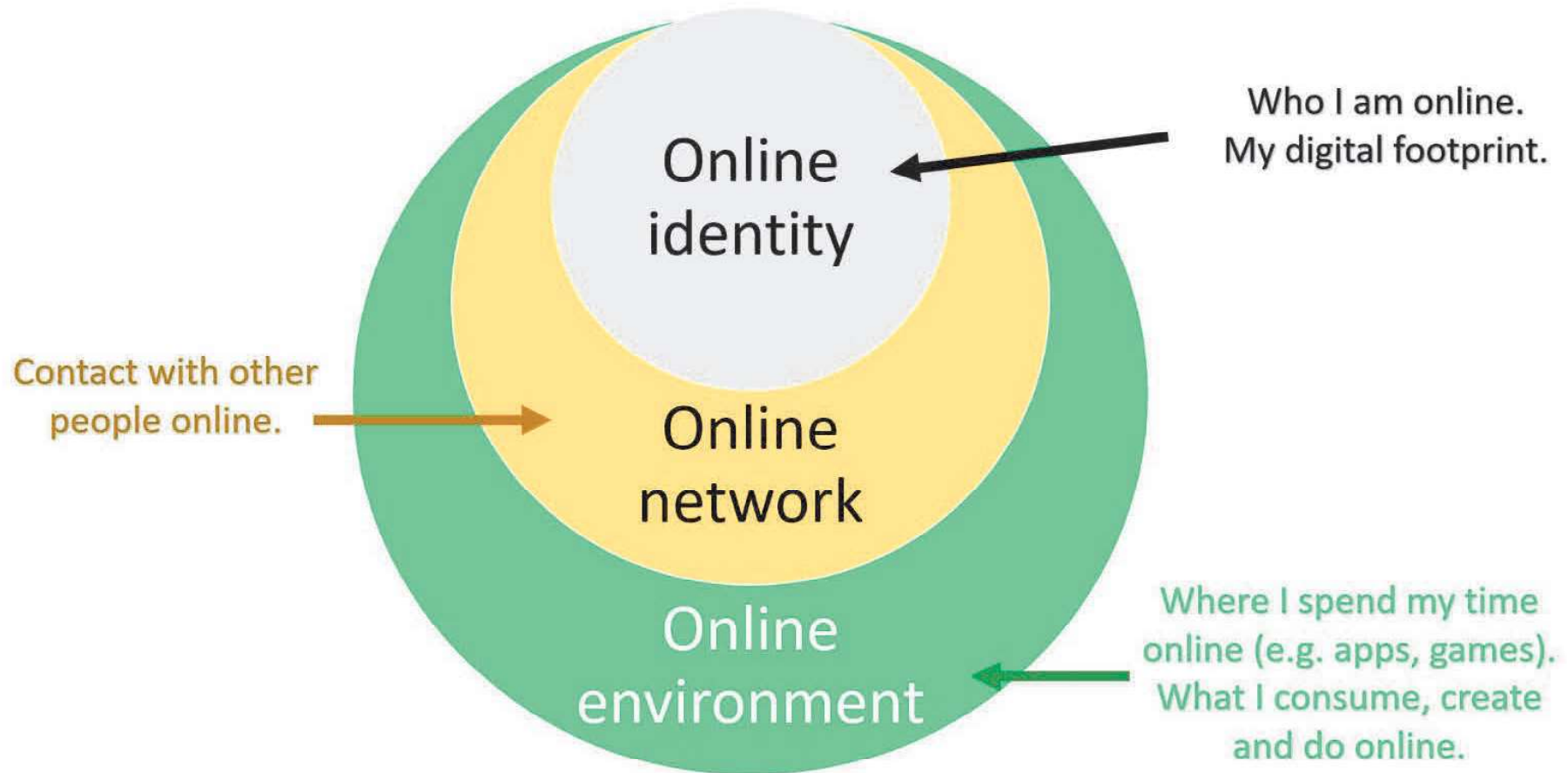


Resilient

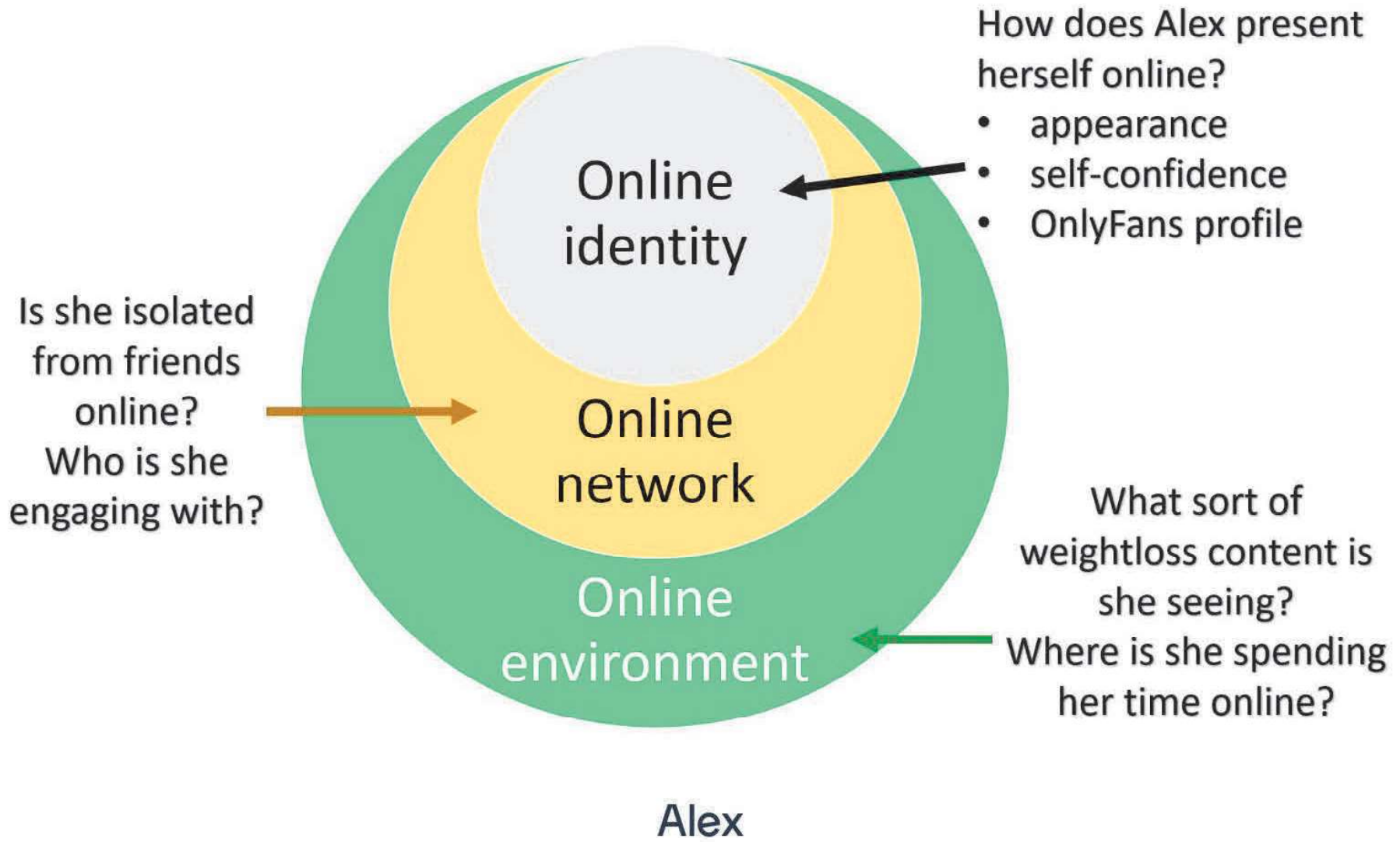
Vulnerable

- Understands risks & makes informed choices
- Has self-confidence & sense of agency to deal with challenges
- Learns from experience
- Secure network – trusted people to guide learning, and help recover when things go wrong

(Adapted from Digital Resilience Framework, by UKCIS)



2. Do we have the complete picture? (Adapted from 10 Cs by Megele & Buzzi, 2020)



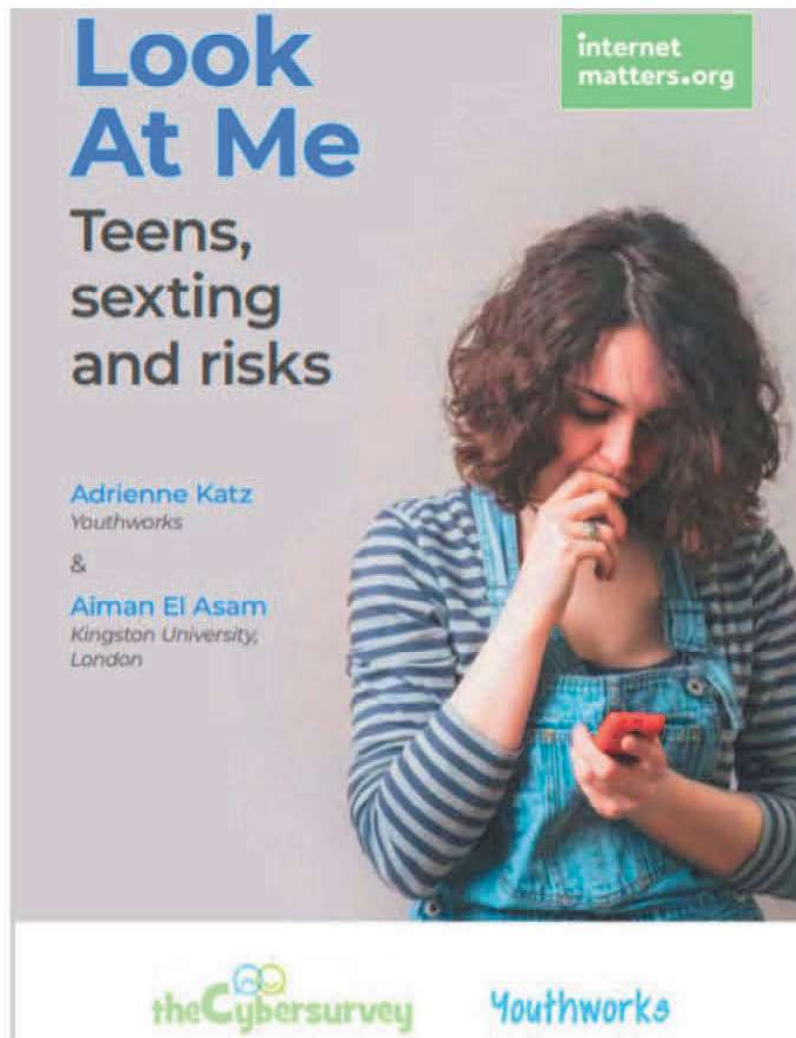
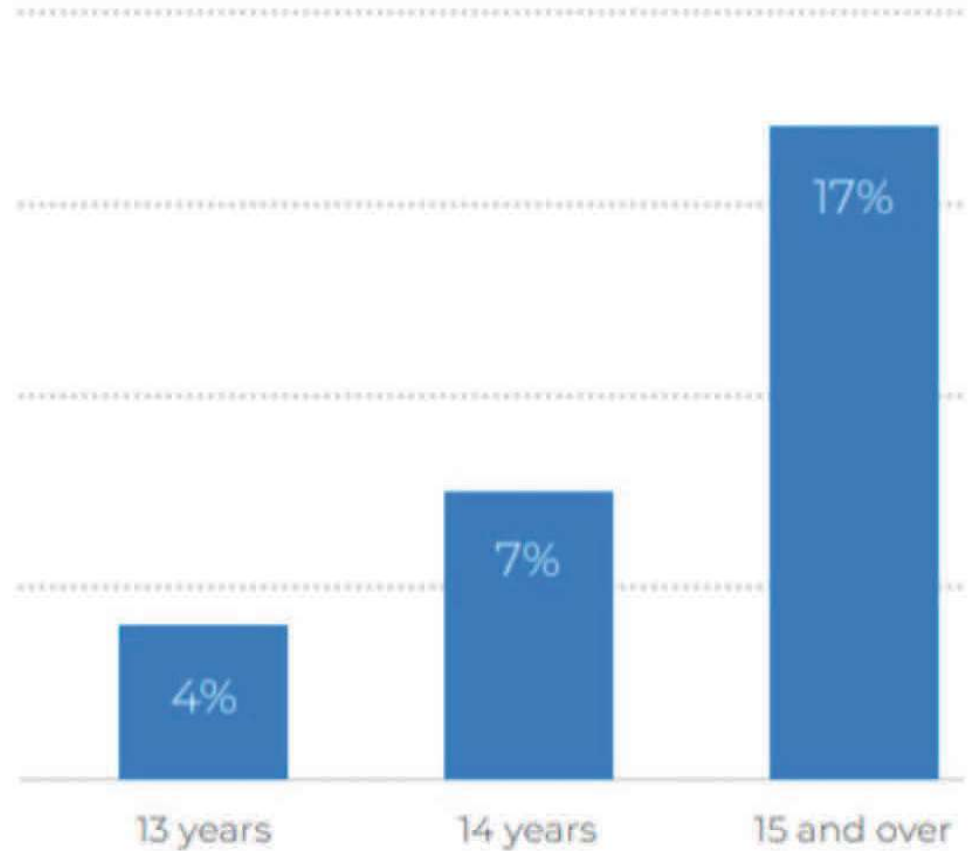


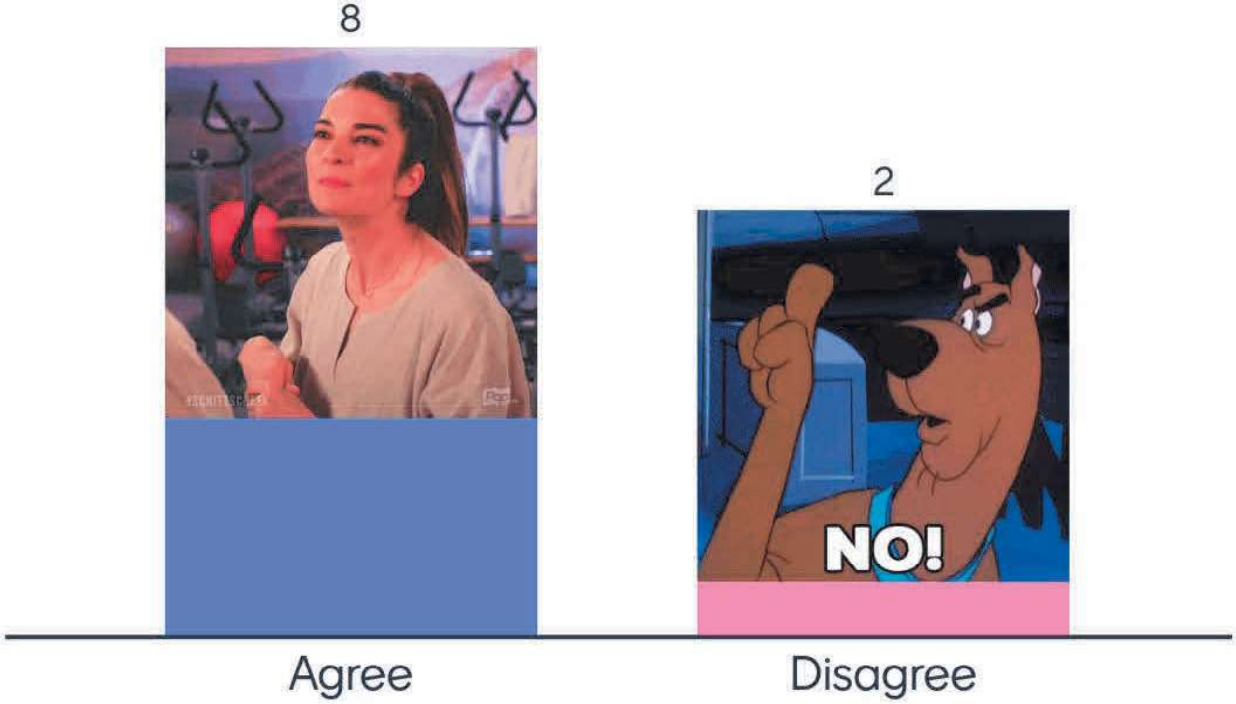
Chart 2. Sexting: I have done this.



3. What is the influence of vulnerabilities and motivation?



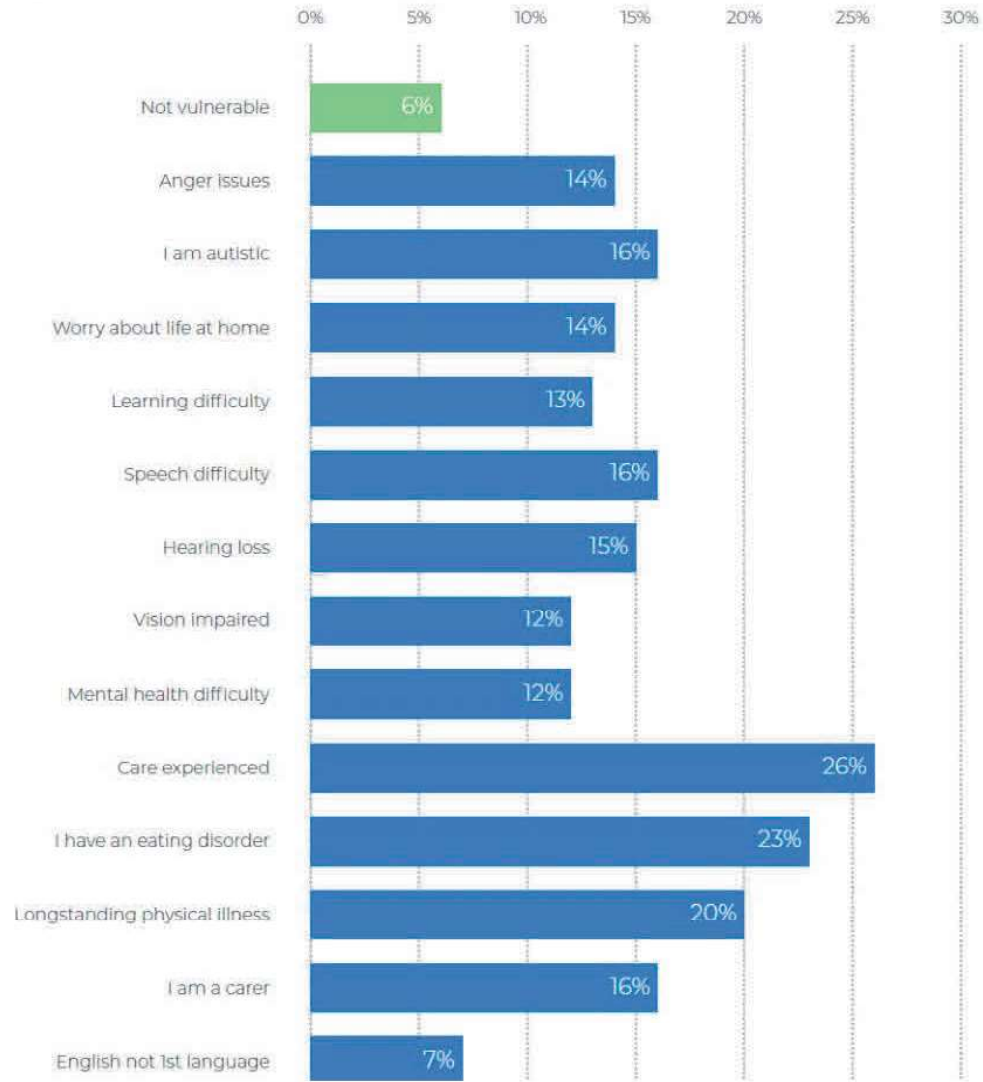
Young people need to know that once an image is online, it's there forever



Young people with an eating disorder:

- 31% often encounter pro-anorexia content
 - More likely to post photos/videos
 - More likely to go online to 'find new friends'
 - 20% rely on dating sites (6% non vulnerable)
 - 23% have sexted (6%)
 - Of those, 46% were pressured or blackmailed to do so (16%)
-

Chart 4. Sexting: I have done this.



Identifying issues they face

Cyberbullying

Children in care and young carers are **almost twice as likely to be cyberbullied** than children who aren't



Seeing content promoting self-harm, anorexia and suicide

Over **one in four (27%)** of children with Special Educational Needs often view sites promoting self-harm **compared to 17% of peers**

Sexting

Young people with hearing loss were **more likely than peers with no difficulties** to be involved in sexting



Impact on digital wellbeing

Young people with hearing loss were **five times more likely** to say that the 'internet often left me with thoughts and feelings that were upsetting'



Screen time

Those with learning difficulties were **one third more likely** to spend **more than 5 hours per day** online than peers



Cyberscams

One third more likely to have their social media account hacked



Alex had been interested in a boy in her class and began to have strong feelings for him. The boy was popular with lots of other girls being attracted to him. He approached Alex on Snapchat and they began chatting. After some time he asked her to send him a picture of her breasts which she subsequently did, believing him when he said that he would keep it to himself. He sent it on to his friends and then it went viral through the school community. She was bullied and trolled. She began to be contacted by unknown people pressuring her for images. She stopped attending school and focused on losing weight, joining a pro-anorexia forum online. Alex was completely ashamed and anxious that her sister and family would hear what had happened. She was unable to talk to anyone for fear she would be in trouble (in relationships education at school Alex had learned that sending intimate images of under 18s was against the law).

What recommendations could be made to safeguard Alex?

Parental control on computer

assessment of her needs and how to support them

specialist agencies to remove images and talk to Alex and family about how to deal with images

Reassure her about the legality of her activity.

School to monitor bullying

counselling for Alex to help her discuss feelings about whats happend

support for parents to deal with this and not shame Alex

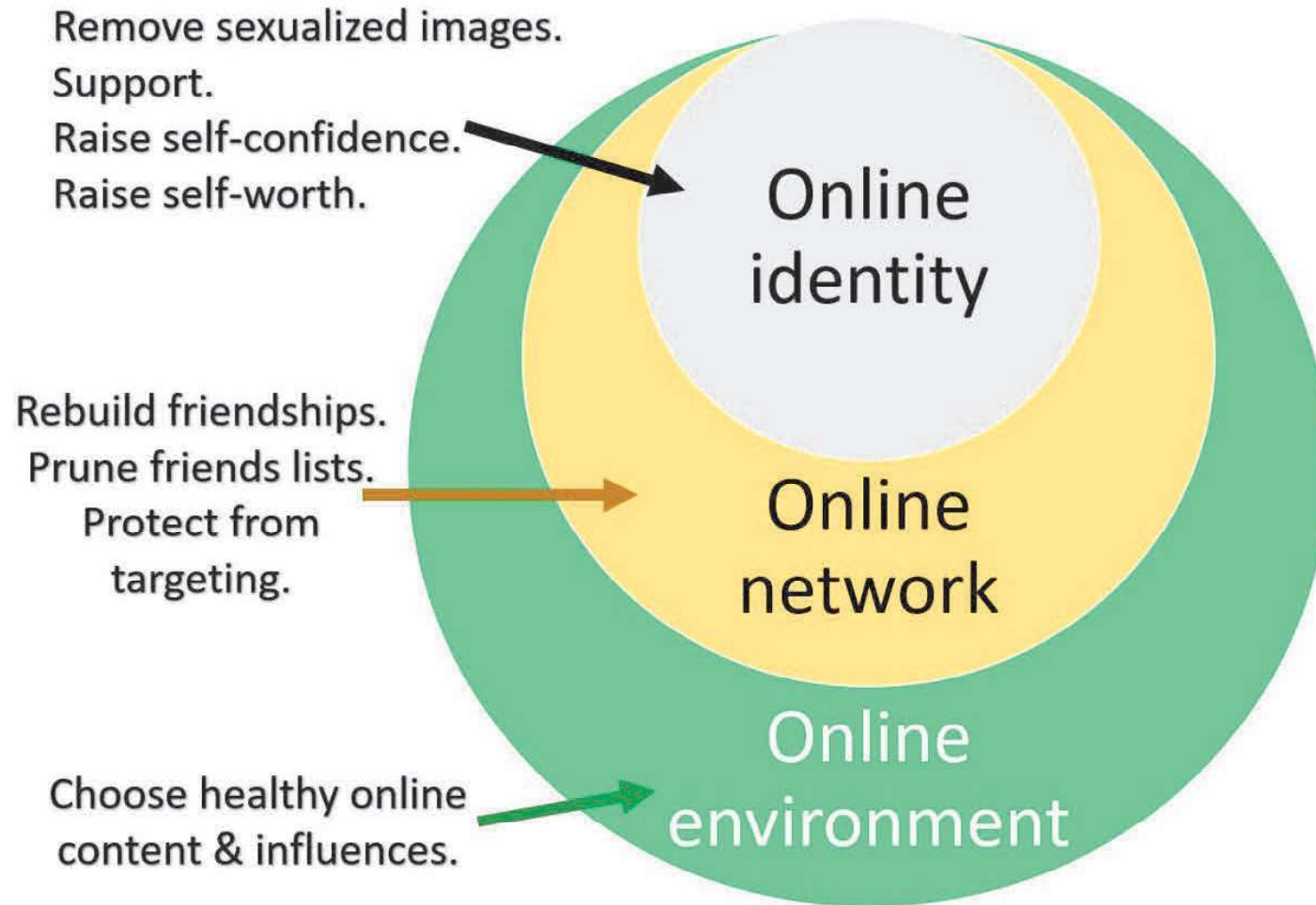
educate her to understand and become resilient. However, more work would need to be done to increase her self esteem and get her back to school. I would then recommend that the issue was dealt with via the boy

Who is he spending time with online?

What recommendations could be made to safeguard Alex?

Is he being bullied

Is he being bullied online



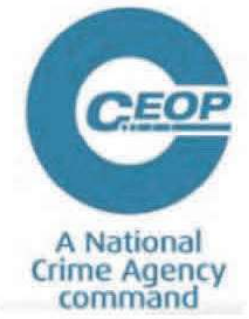
- Approach**
1. Build resilience.
 2. Build on offline & online protective factors e.g. family, school.

so you got
naked
online...

A resource provided by South West Grid for Learning



Nude image of you online?
We can help take it down.



Case Study: Max

13-year-old Max lives with his mum Linda, a single parent who works full time. Max has always enjoyed school and embraced the transition to high school. Max was popular, with a positive peer group, who immersed himself in learning and played rugby. Max is a keen gamer with aspirations to make a career from it. Linda tries to manage Max's screentime but he's spending more time online. Initially she was grateful to have Max in his room rather than hanging around on the streets.

Max's school attendance has deteriorated. Education staff said he was regularly late to school, listless and not engaged. He often complains of headaches, falls asleep in class and has stopped playing rugby. Max wanted to join the new afterschool esports club but Linda grounded him because of his attitude. Linda was working closely with the school to support Max but now he's stopped attending school altogether. Max was refusing to engage with partner agencies and was angry with his mum as he felt she was punishing him. Max was referred to the Children's Reporter on the grounds of non-attendance at school. Max refused to attend the Children's Hearing.

What are your concerns for Max and what questions might you ask about his online life?

what games is he playing, what sites is he visiting, who is he talking to, how long is he online?

concerned about physical and mental health

What games is he playing and who with

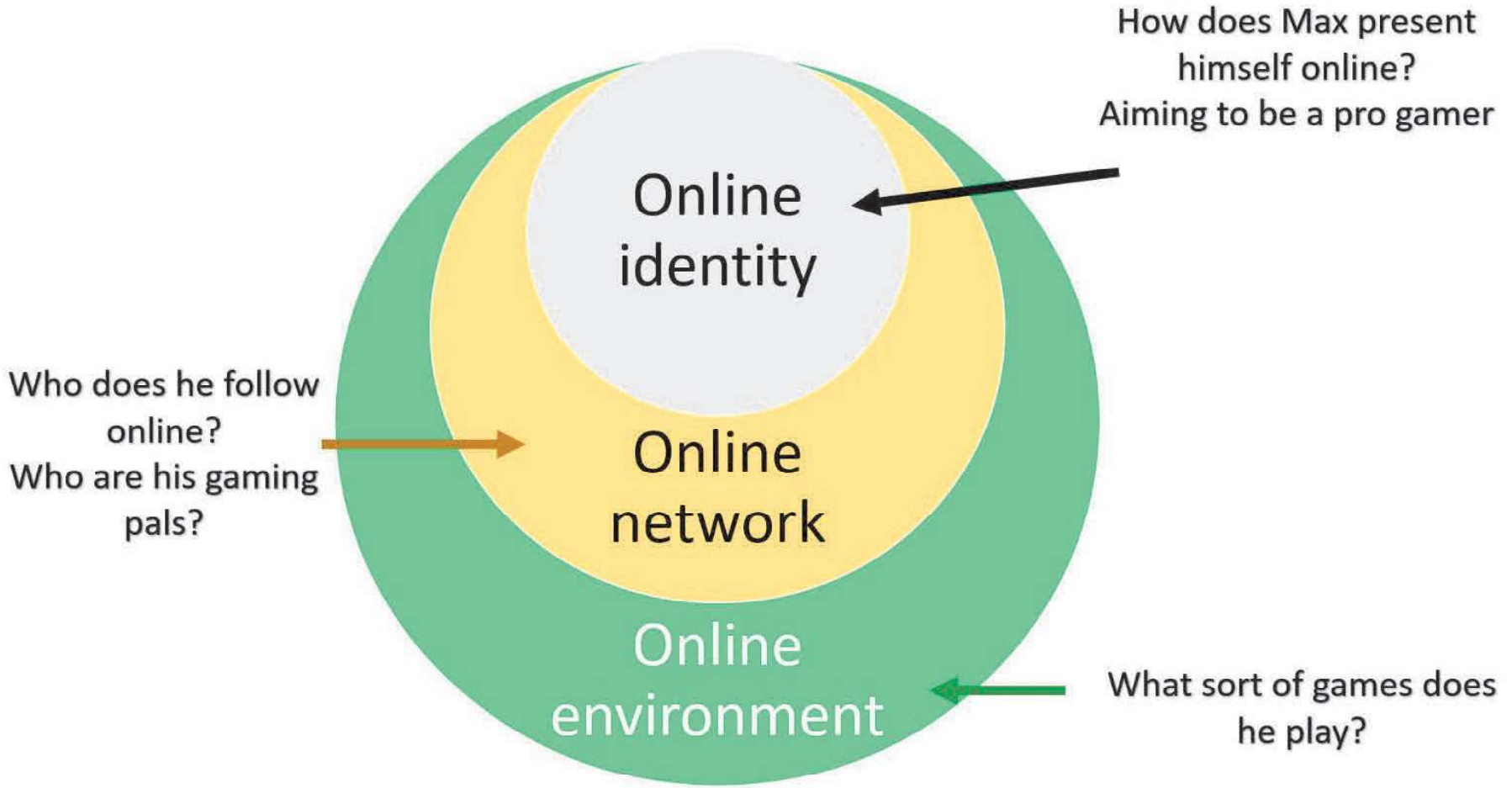
Who he is playing with and which sites?

Explore if he is on line throughout the night and is this effecting his sleep

he may have been staying on his computer during the night, the issue with this he may be engaging with adults and lack of sleep is also an isse

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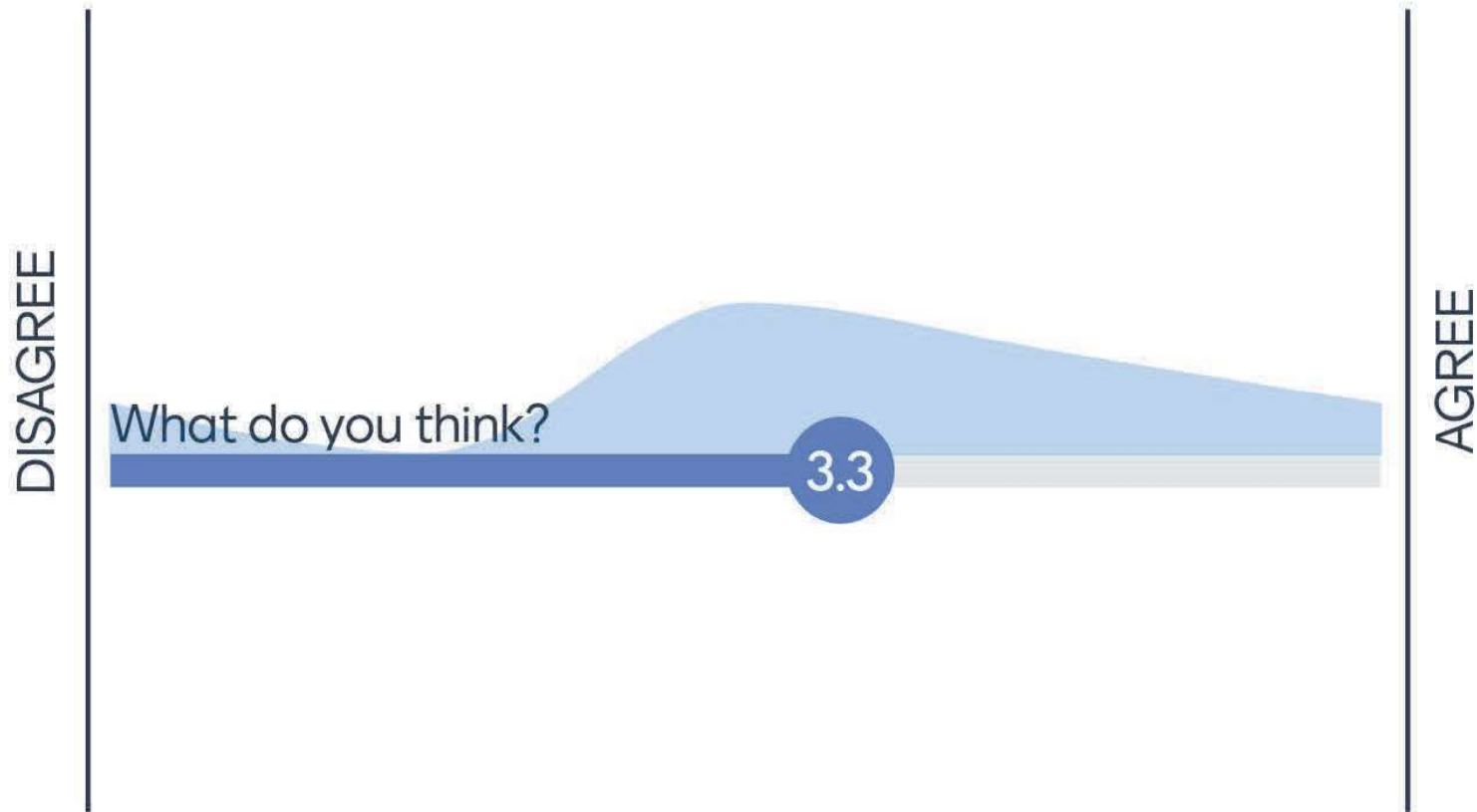
How does Max present himself online?
Aiming to be a pro gamer

Who does he follow online?
Who are his gaming pals?

What sort of games does he play?

Max

Children should spend less time on screens.



Can kids hold pens in the digital age?

By Jane Wakefield
Technology reporter



© 17 March 2018



Video games 'good for well-being' says University of Oxford study

By Zoe Kleinman
Technology reporter

13 hours ago



One of the games in the study was Plants vs Zombies

The health impacts of screen time: a guide for clinicians and parents

▼ nature
human behaviour

Article | Published: 14 January 2019

The association between adolescent well-being and digital technology use

Amy Orben  & Andrew K. Przybylski

Nature Human Behaviour **3**, 173–182 (2019) | [Download Citation](#) ↓

More relevant:

- Sleep
- Eating breakfast & couch potato
- Smoking
- Being bullied
- Physical activity
- Poverty

Correlation \neq causation

Cherry picking

Bias

Depressive symptoms - Goldlocks effect

Displacement of positive activities

UK Chief Medical Officers' advice for parents and carers on Children and Young People's screen and social media use

Technology can be a wonderful thing but too much time sitting down or using mobile devices can get in the way of important, healthy activities. Here are some tips for balancing screen use with healthy living.

Sleep matters

Getting enough, good quality sleep is very important. Leave phones outside the bedroom when it is bedtime.



Sharing sensibly

Talk about sharing photos and information online and how photos and words are sometimes manipulated. Parents and carers should never assume that children are happy for their photos to be shared. For everyone – when in doubt, don't upload!



Education matters

Make sure you and your children are aware of, and abide by, their school's policy on screen time.



Keep moving!

Everyone should take a break after a couple of hours sitting or lying down using a screen. It's good to get up and move about a bit. #sitlessmovemore



Safety when out and about

Advise children to put their screens away while crossing the road or doing an activity that needs their full attention.



Talking helps

Talk with children about using screens and what they are watching. A change in behaviour can be a sign they are distressed – make sure they know they can always speak to you or another responsible adult if they feel uncomfortable with screen or social media use.



Family time together

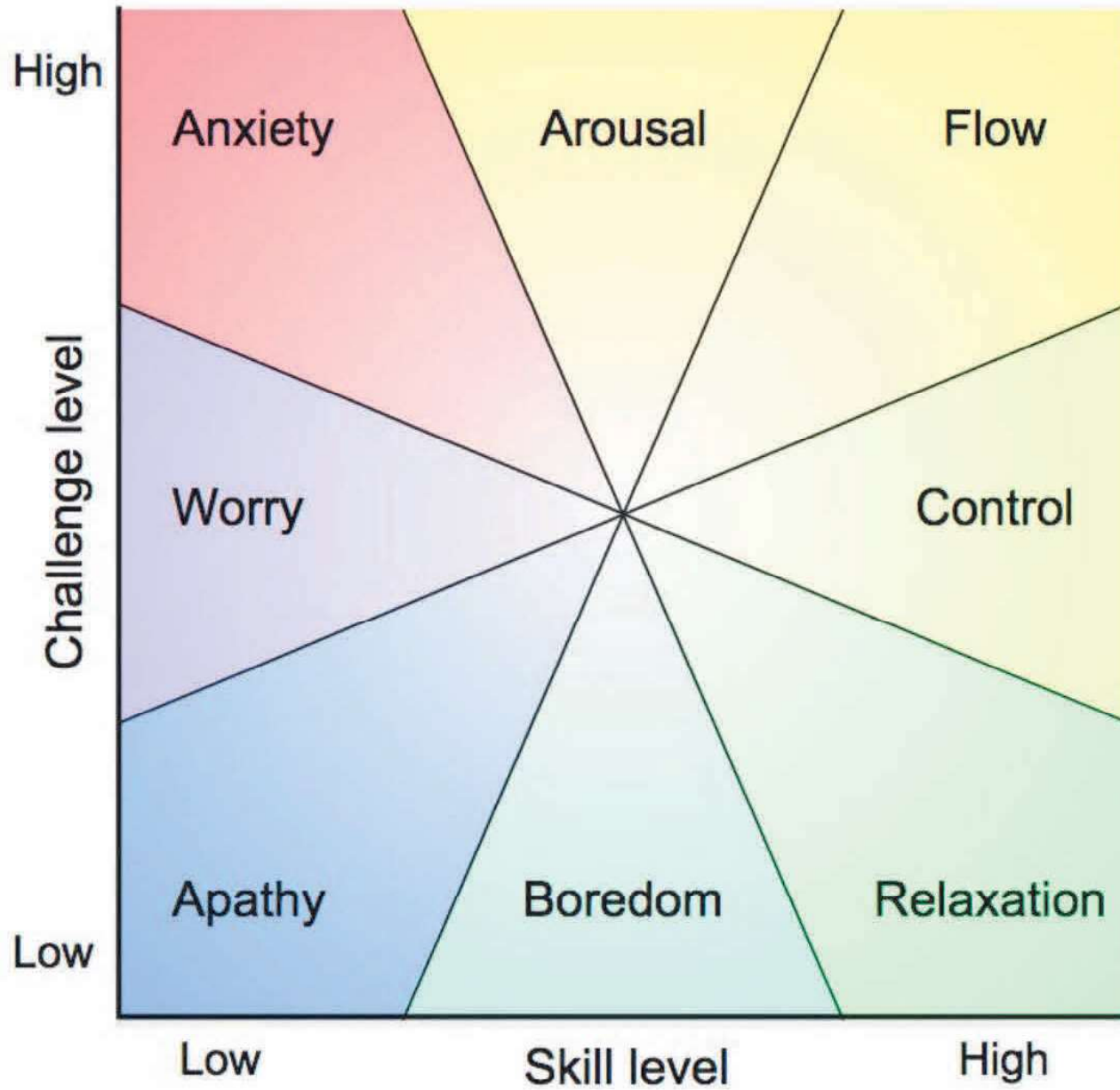
Screen-free meal times are a good idea – you can enjoy face-to-face conversation, with adults giving their full attention to children.



Use helpful phone features

Some devices and platforms have special features – try using these features to keep track of how much time you (and with their permission, your children) spend looking at screens or on social media.





Gaming disorder

Online Q&A
January 2018



What is gaming disorder?

Gaming disorder is defined in the draft 11th Revision of the International Classification of Diseases (ICD-11) as a pattern of gaming behavior ("digital-gaming" or "video-gaming") characterized by impaired control over gaming, increasing priority given to gaming over other activities to the extent that gaming takes precedence over other interests and daily activities, and continuation or escalation of gaming despite the occurrence of negative consequences.

For gaming disorder to be diagnosed, the behaviour pattern must be of sufficient severity to result in significant impairment in personal, family, social, educational, occupational or other important areas of functioning and would normally have been evident for at least 12 months.



Linda would ensure Max was up and ready for his school day before she left for work. Max would often go back to his gaming or to bed to catch up on sleep instead of going to school. He would intercept letters and messages from school. He was playing in competitions that went on for hours and days. Linda was unaware that Max has his own livestreaming channel with 200 subscribers. She also didn't know he had begun gambling online and had run up a £100 bill on her credit card. He was very anxious about his mum finding out and feeling guilty.

What recommendations could be made to safeguard Max?

screen time controls

Get him outdoors - exercise activity

Mother stay at home until she's sure he's gone to school

some work with mum to understand what is happening

Encourage him to game at appropriate times

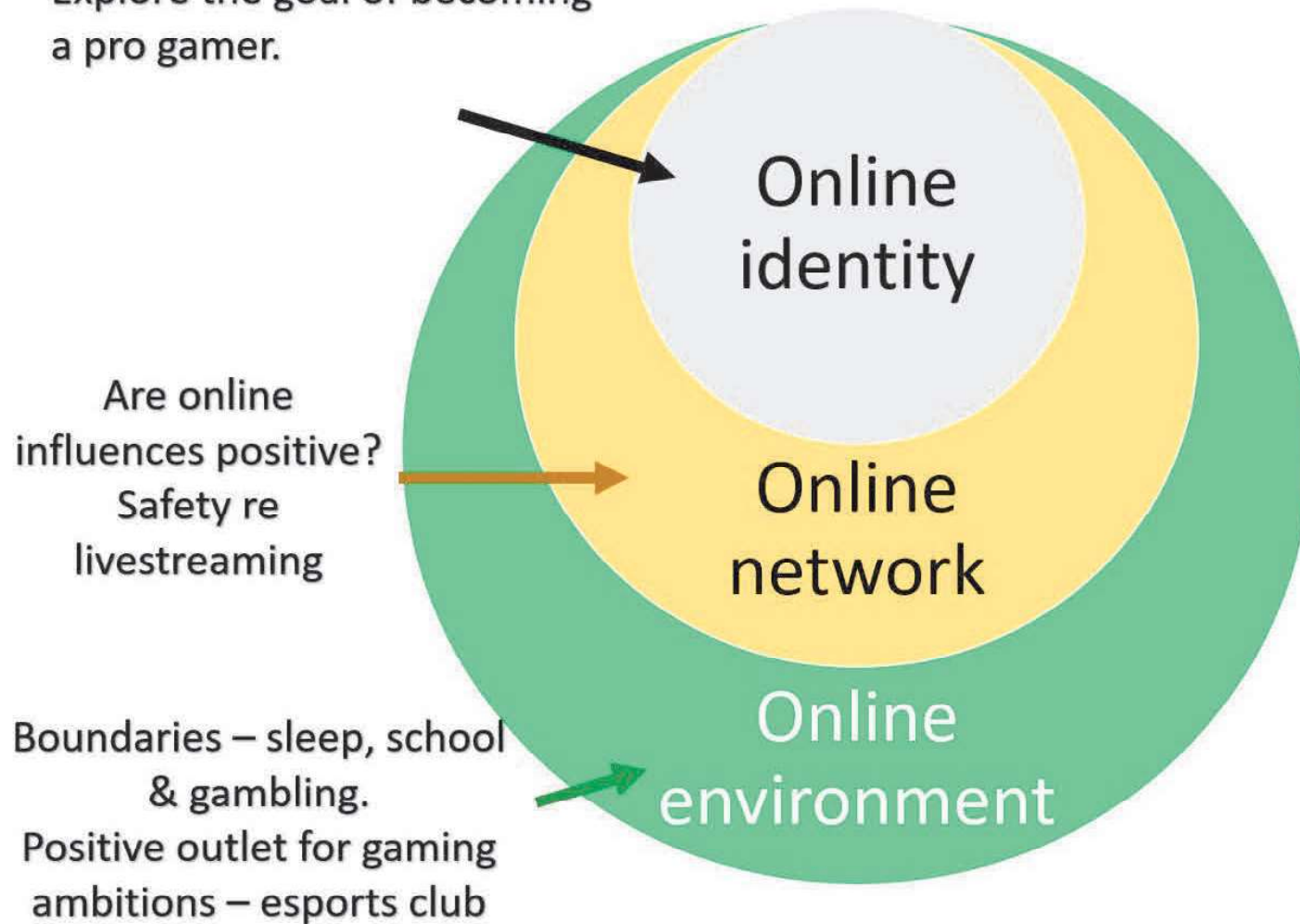
exploring with Max what he gets from doing this

support him in an open way about making money career from his gambling along with school

password control the credit card

get him a job

Explore the goal of becoming a pro gamer.



Approach

1. Build resilience.
2. Build on offline & online protective factors e.g. family, school.



Mind Yer Time

<https://mindyertime.scot>

fast forward

a ask
about
games
From The VSO Rating Board

Digital Safeguarding

As a result of today's session, what do we need to do differently?

engage with our children about their online life

Get more up to speed with this digital world.

don't be too authoritarian and try and build a relationship so as to advise with respect

not only see the risks of online - need to understand the positives

learn to beat them at games and earn \$1,000,000 a year

Awareness of the questions to ask

need to research the supports available for young people. Also, what apps are a risk for example I have never heard of only fans

Thank you!

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