Facilitator Notes

Spring Update

These notes are to be used by the schools designated safeguarding lead (DSL) to support them in delivering the presentation as a short termly update on safeguarding issues. The session should take no more about 45 minutes to deliver. The notes are to help develop the DSL's knowledge and expertise in delivering this short CPD session. They should not be used as a script.

The presenter should have opened the video links prior to presenting, or, remove these slides if they don't intend to use this element of the presentation.

Safeguarding Children In Education – Contemporary Issues Presented by Karen Bell Spring 2020 veema.co.uk EXCELLENCE IN EDUCATION Connect with us Twitter: @VeemaEdu Facebook: Veema EDUCATION Website: Veema.co.uk Subscribe…	Welcome participants and provide a general school-specific introduction to safeguarding in your own setting.
Safeguarding Children in Education – Spring Update – International Schools • UN - Convention on the Rights of the Child (CRC) • Digital Risks • Live Streaming • Affluent neglect – an introduction to our new module veema	Refer to the training at the beginning of the autumn term. Explain this is an update from an international perspective and that there is an opportunity to include specific updates to your school.
Safeguarding Children in Education – Spring Update – International Schools • 2019 was the 30th Anniversary of the UN convention of the rights of the child • 30 years after its adoption, the UN Convention on the Rights of the Child (CRC) is the most ratified UN Treaty and has played a central role in improving the lives of children around the world • This terms focus; the changes in the vulnerabilities of children in the online world veema	The UN Convention on the Rights of the Child was signed originally in November 1989 and has 54 parts to it (articles) that set out the civil political economic social and cultural rights that all children should have. It also explains how adults and governments must work to ensure children have these rights. Pose the question – what is the only UN member state that hasn't signed this? Answer – USA. There are many reasons for this, one being that the USA is the only country in the world that can sentence a child to life imprisonment, which is prohibited under the CRC. There are currently about 2,500 people in American prisons that were sentenced to life as children). Unicef base their international foci on the CRC work and this term they have committed to focusing their work on the changes in the vulnerabilities of children in the online world

Never Stop Learning

The commission was established in May 2010 as a partner organisation between UNESCO and ITU. Currently, half of the world is connected to the internet. However, this leaves the other half (about 3.8 billion people) unconnected. This creates many opportunities but also many risks, as without the right education there will be an increasing number of people with access to the online world with no understanding of how to keep themselves safe.

The risks in 4 areas:

Contact risks – It's important children understand that people may not be who they say they are and that even people they think they know can share their information with people they don't know.

Privacy settings are constantly changing – a 2019 study by two law professors found that 99% of online terms and conditions were written in language too complex for the average university undergraduate to understand, therefore there is likely to be no understanding of these by the young people using them.

Content – as well as age appropriate

risks there is now the increasing risk of validity with more fake news and copyright issues.

Conduct – a digital footprint is hard to erase (if indeed possible), it's easy to feel anonymous online and many of us experience (in schools) the fall out of this perceived anonymity the day after.

Contract – have any of you experienced the increase in "in family" theft with children using parents credit cards without permission? Do they understand the implications?

Although the online world gives many opportunities to our young people it also creates many risks, and this involves us understanding the shift change in how they interact with each other and the world around them.

As adults we often believe that our young people know more about the technology than we do, however, the internet is less about the technology and more about making choices, developing and maintaining relationships, and respect. To use it effectively and safely young people need a high level of emotional intelligence, resilience, understanding and knowledge, just as they would in the real world.

CSAM is a global problem, and although these statistics relate to the UK this is part of a global response. The internet has no geographical boundaries and the IWF is the UK partner in this. INHOPE is the global body of 47 country partners established in 1999. CSAM show images and videos of children, mainly in a domestic setting, who've been groomed or coerced into performing sexual acts for viewers watching via a webcam. Abusers record the footage and share it online. Although these facts are shocking, the Child digital alliance is working to eradicate CSAM, however, as educators, we have a key role to play in prevention.

UNICEF research has found that 43% of South African children say they never or rarely ask parents for advice about things that happen online. This figure was broadly similar across the markets studied: in Italy, for instance, it's 53% , in Serbia 46%. In a recent report by the Swedish telecoms company Telia, 17% of the children surveyed said their pictures had been circulated on social media without their consent and 7% said they had been blackmailed.	The WePROTECT Global Alliance Global Threat Assessment 2018 identifies the following factors, among others, as significant complications in the fight against online child abuse and exploitation. The availability of high-speed Internet enables abusers and the sharing of CSAM. The increasing availability of encrypted messaging helps abusers communicate secretly. The use of virtual private networks (VPNs) makes it easier for criminals to hide their actions. Production costs for rich media, such as video and hi-res photos, is falling all the time. Deep fake photo manipulation technology makes it easier to create and hide CSAM. Live streaming allows one-time sharing of CSAM and is difficult for authorities to detect. Cheap cloud storage makes it easier for abusers to store and share CSAM online. USB storage is now so cheap that moving CSAM is easy. Often these drives are protected by data privacy laws that are stricter than the laws protecting children.
The crucial role of education which corresponds to 15% cyber-risk reduction.	Play the short (2 mins 43 seconds) video to demonstrate the global movement to empower children with the skills to safeguard themselves in an ever increasingly digital world.
The crucial role of education The DQ Institute, an international think-tank dedicated to setting global standards for digital intelligence education, has defined eight key areas of digital competencies that a child should master in order to be safe and have a positive experience online. • Digital identity: the ability to create and sustain a positive online identity. • Digital use: the ability to use technology in a healthy, balanced way. • Digital safety: the ability to mitigate a range of online risks. • Digital security: the ability to manage and avoid risks to devices and data. • Digital EQ: the ability to recognize, navigate, and express emotions online. • Digital communication: the ability to communicate and collaborate using technology. • Digital literacy: the ability to find, read, evaluate, create, and share digital information. • Digital rights: the ability to understand and uphold human and legal rights online. Children trained in the eight competencies were found to have a 15% lower risk of harm online than children who had not been trained	How would you rate yourself as an adult against these competencies? How would you rate the young people in your care?

Live streaming

- 57% of 12-year-olds and more than one-in-four children aged 10 (28%) have admitted live streaming content over the Internet.
- The figures also revealed that almost a quarter of 10 to 16 year-olds (24%) say they or a friend have regretted posting live content on apps and websites.
- Research this month from the Internet Watch Foundation (IWF) found that children as young as three had exposed themselves online, that 96% of the victims were girls and that in almost all of the cases that they investigated, children were broadcasting from their home environments
- But what is live steaming and what is the attraction?
- https://www.iwf.org.uk/news/our-live-streaming-report-case-studies

The clue is in the name – live streaming is live, which means there is no opportunity to edit or think critically about the content before it's posted online. Anyone with a camera-enabled device and access to the internet can create and share a live video. This can make live videos unpredictable and very difficult to moderate. Therefore, it's possible for young people to see inappropriate content that could shock or upset them – even if they didn't initially set out to watch that type of video.

Whilst live streaming can be fun, it's important to emphasise to young people that live videos posted on the internet can remain there forever. They can be recorded, screenshot and shared without permission. Encourage young people to think carefully about what they choose to stream if they decide to go live. When something is live, young people can be more susceptible to acting on impulse – doing something 'in the moment' they might later regret.

Adult offenders sometimes use tricks and dares to coerce young people into performing acts that involve nudity on camera, sometimes offering them online gifts or 'game points' in exchange for videos. Younger children can be particularly susceptible to these tactics as it can be difficult for them to spot manipulative behaviour in others and stand up to pressure. It is important to remind young people that if someone asks them to remove clothing or do anything sexual, stop and tell someone. No matter who instigated the conversation or what's been said, it is never the young person's fault.

What is live streaming?

- Visual broadcast live over the internet via any smart phone or tablet with a camera
- Live streamed videos are unedited and shared without delay
- Unmoderated, unrehearsed & unpredictable
- Viewers can send gifts, comment and talk directly with the person live streaming

Risk factors.

Developmental stage – Children's brains are still developing, and they need lots of support to keep themselves safe. In their offline world, they are often taught to do as they are told and follow adult instruction e.g. teachers, parents. Some offenders rely on this acceptance and use young people's trust in adults to harm them.

Reduced inhibition online – Online children can feel more confident to engage in behaviour that they would not do in 'real life'. Children have said they find it easier to talk about private things online than face-to-face.

Live streaming is 'in the moment' – There can be a tendency for young people to do things in the heat of the moment and act on impulse without thinking of the consequences. This could include sharing personal information when asked to when they usually wouldn't.

Tactics such as trickery – This can be games introduced by an offender that start 'innocently' and then build up to trick children into taking clothes off.

Affirmation – Lots of positive comments and compliments can make children feel good. Primary aged children tend to want to please others and can be tricked into doing things by the threat of losing their followers (the people watching and commenting on their stream).

Power of multiple comments – Within live streaming apps, there can be multiple viewers watching a single live stream. This can make it easier for people to manipulate a child into doing something by increasing the pressure on them through persuasion and comments from multiple sources.

Fear – Offenders sometimes use threats when they are online to try and force children to do things that they do not want to do, which sometimes makes them feel they have no choice but to do what they are being told.

What is live streaming? • UNICO LIVE is a relatively new live-streaming app developed by a Hong Kong based company. The App features unicorn imagery, which may make it attractive to children and young people. • The gifting feature on this platform gives individuals with a deviant sexual interest in children, the tools to encourage, entice and exploit vulnerable young people on the platform via these gifts. • In one sample live stream, a child younger than ten was being asked to remove her clothing by multiple adult users while simultaneously being gifted coins.	This app has been removed from Apple's UK store and has been brought to the attention of UK police and several safeguarding boards. At the time of publishing, it is still available on Android and other Apple devices internationally, however as with many online platforms as soon as one is removed another will appear, it's about teaching our children to protect themselves.
What is live streaming?	Other examples on live streaming platforms. Live streaming is highly appealing to children and young people as it offers the opportunity for them to be a creator and a presenter seen by a potentially huge audience. We know that for adolescents, self-expression/self-presentation is really important, so sharing something and having hundreds/thousands of people show an interest can feel like the ultimate confidence and ego boost. The immediacy of live streaming combined with the pleasure of affirmation satisfies some of the developmental needs and desires that children and young people experience during adolescence.
Warning Signs – Activity what should we be looking for? https://lgfl.planetestream.com/View.aspx?id=793~3G~QYEpHg	Play the short video clip (1 minute 51 seconds)
Neglect in an affluent environment WHEN I SAID I WANTED YOU TO HAVE A BETTER UNDERSTANDING OF "BOUNDARIES" I MEANT FOR YOU TO READ UP ON CHILD DEVELOPMENT In what ways are the children that come here neglected? Emotional neglect often goes unnoticed or unreported Neglect can occur when parents are too busy to spend time with children, hiring nannies or paid helpers to support their children while they spend time away from the home for either business or pleasure.	Being neglected isn't only about traditional presenting factors like malnutrition and poor housing, it can often be the result of emotionally unavailable parents. Lots of traditional training looks at neglect as a series of scenarios involving poor or working-class families, but new research is starting to look at the impact of neglect in the type of families we experience.
Neglect in an affluent environment What are the signs activity	Each table to have a piece of flip chart paper – draw what this would look like, it may be a person, a family environment or how this presents in school. Encourage the group to be creative.

- Children who grow up without boundaries tend to have poor impulsive control and are easily frustrated when things don't go their way. Parents often give in to their demands to avoid ugly temper tantrums. This low tolerance for frustration continues into adulthood.

- A child who learns that poor behaviour nets positive results will develop a sense of entitlement with very little concern for the needs or rights of other people. The sense of entitlement extends into the adult years and is often manifested by the use of demeaning language that may be racist or sexist in nature.

- Guilt isn't always a negative emotion as it serves as a powerful gut reaction that tells us we've done something wrong. However, a healthy sense of guilt develops only within the context of close relationships. A childhood in which relationships are absent but every wish is granted creates adults who lack appropriate guilt or a sense of moral justice.

- Children learn to cope with difficult problems by talking about situations with a parent who actively listens and provides guidance. A child who doesn't learn healthy ways to cope sees life's difficulties as overwhelming.

- Children rarely appreciate rules and routines, which they find bothersome and boring. However, rules and routines develop structure and self-control needed to face the challenges of everyday life as children grow into adulthood. Children who grow up without structure become adults who are threatened by anything that stands in their way. Material goods and thrill-seeking often take the place of relationships and emotional closeness. Addictive behaviour is common.

- When children grow up with no responsibilities, they have no goals or sense of purpose. They tend to be emotionally empty, and their inner tension may result in verbal or physical aggression towards others.

- Young adults often depend on family wealth or trust funds, but at the same time, they are quick to blame parents and other people for problems in their lives. Parents often accept the blame because they already experience feelings of guilt or failure.

- Children who grow up with a sense of entitlement often visualise either an unrealistic future of grandiose dreams and desires, or they become adults so fearful of challenge and uncertainty that they coast through life untethered. Wealthy, young adults may drift without anchors or fall victim to cults or other forms of exploitation, while others may display a skewed view of reality, which can result in bizarre, inappropriate behaviour.

- Adults who grow up in affluent families are often emotionally immature and may have difficulty picking up social cues and responding to the emotions and needs of others. As a result, they may have great difficulty integrating into social groups, which can lead to feelings of isolation and loneliness. Social bonds established in childhood tend to be superficial and rarely continue into adulthood.

- Adults who grow up surrounded by wealth and privilege tend to have weak personalities overplayed by grandiosity. As a result, they may feel uncertain when it comes to standing up to peer pressure or the lure of material goods.

- Children of wealthy families often have difficulty cooperating with others, which makes competition either a battle to be won or a problem to be avoided to escape feeling of anxiety or insecurity.

School DSL Contact and referral process veema EXCELLENCE IN EDUCATION Connect with us Twitter: @VeemaEdu Facebook: Veema EDUCATION Website: Veema.co.uk: Subscribe ...	It's important that we continue to notice changes. So, our key role in safeguarding is to notice when things are different, such as a child presenting in a way that is different to how we are used to seeing them. See young people with fresh eyes each day, look for the small differences before they become the norm. Reinforce the school process for referral.
Need to know more? https://www.veema.co.uk/research-corner.cat=safeguarding RESEARCH CORNER Spring 2020 veema EXCELLENCE IN EDUCATION Connect with us Twitter: @VeemaEdu Facebook: Veema EDUCATION Website: Veema.co.uk: Subscribe ...	Refer to the research corner and the Veema website for further reading.

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