iNEQE
SAFEGUARDING GROUP

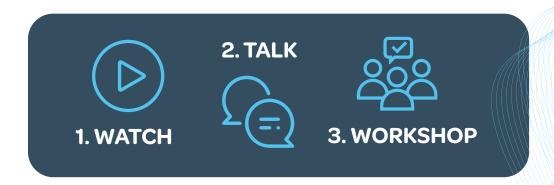**Your free lesson plan and workshop package to accompany Jim Gamble's recent TEDˣ talk on...**

"Online Safety - it is not about the internet..."

1. WATCH   **2. TALK**   **3. WORKSHOP**

FREE!

Enhance your learning experience by using this scenario based training resource.

Jim Gamble TED^x - Online safety - it is not about the internet...

Part 1: Watch and Talk

☑ **Watch the TED^x Talk followed by group discussion**

☑ Group Discussion – Prompt Questions

- Identify and list key issues from the presentation
- Identify and list examples of offline issues (roots) that can manifest themselves as online vulnerabilities?
- Discuss how to spot them and identify pathways to get help (who to go to, why and when).
- **Wrap up** - What is the most important takeaway for Safeguarding Professionals?

Part 2: Safeguarding Scenarios – Workshop

☑ **Consider a range of online safeguarding scenarios (1,2 or 3).**

☑ **Rather than focusing simply on the dangers of the online world and social media, consider the offline root of the issue and the real-world harms and dangers for those involved.**

☑ **Reflect on the actions Safeguarding Professionals should take.**

Scenario 1:

Fatima is a Year 7 pupil who is withdrawn and shy. She has been receiving abusive messages from pupils in her class on Snapchat. They have been screenshotting pictures of her and re-posting them with rude comments about her appearance.

Questions

- Consider and list potential 'offline roots'?
- Identify any safeguarding concerns you have.
- What actions should you take to safeguard the person(s) in this scenario?
- Is there a difference between how we deal with offline and online bullying?

Scenario 2:

Tom is a Year 6 pupil. Parents of other children in the class have raised concerns with the staff that he is sharing gaming videos on his YouTube which their child has been watching. The videos include 18+ violence and foul language from games such as GTA V (Grand Theft Auto 5).

Questions

- Consider and list potential 'offline roots'?
- Identify any safeguarding concerns you have.
- What actions should you take to safeguard the person(s) in this scenario?
- Is there a difference between how we deal with foul language / depictions of
- violence online/in games compared to real life?

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Scenario 3:

Britney is a Year 10 pupil. Her brother Samuel is in Year 5. In a conversation about Snapchat, Samuel mentions that his sister uses Snapchat to talk to "men". He adds that she always "hides her phone" from their parents.

Questions

Consider and list potential 'offline roots'?
Identify any safeguarding concerns you have.
What actions should you take to safeguard the person(s) in this scenario?
Is there a difference between how we deal with potential sexting concerns/online grooming and offline concerns/grooming?

Trainer/Safeguarding Lead Prompts

Offline roots:

☑ Consider the wider context of the child's life, family, care, peers and friendship circles.

☑ Consider the context of their life at home/in care.
  - Known or suspected mental health (child parent or carer) issues.
  - Known or suspected abusive relationships, DV, Coercive control, alcohol or substance misuse (at home)

☑ Think about physical, emotional and or sexual abuse and neglect. Are there any signs or symptoms in their behaviour; the language they use or acting out, that might prompt concerns including a change in habits, demeanour or temperament?

☑ Have their friendship circles changed or are they isolated/alienated from particular individuals?

☑ Have they formed any new and or unusual friendships?

☑ Pathways to help – What is your organisation's policy? Do you have a DSL? Do staff understand who to go to and how to engage when a disclosure is made?