

## **Safeguarding Policy - Working with Children & Young People ONLINE**

This policy should be read alongside ASD Family Help's Child & Adult Safeguarding procedures.

The Child & Adult Safeguarding procedures are to be referred to and followed at all times for any incidents or concerns. This online policy simply supports our main Safeguarding procedures.

Safeguarding concerns and how we should respond, report and manage them remain the same regardless of whether those concerns happen online or in person – so the same protocol will always be followed.

ASD Family Help works with children and families as part of its activities. These activities now include online sessions and the use of technology to engage directly with young people (for example; Zoom sessions for young people and their families & Whatsapp, Viber and Discord chat groups for teens to communicate).

The purpose of this policy statement is to:

- ensure the safety and wellbeing of children and young people is paramount when adults, young people or children are using the internet, social media or mobile devices
- provide staff and volunteers with the overarching principles that guide our approach to online safety
- ensure that we operate in line with our values and within the law in terms of how we use online devices

The policy applies to all staff, volunteers, children and young people and anyone involved in ASD Family Help's activities.

All staff & volunteers who are engaging with children or young people online on behalf of ASD Family Help, should complete the NSPCC online safeguarding training and give a copy of their certificate of completion to the Staff Manager for our files.

### **Legal framework**

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in England. Summaries of the key legislation and guidance are available on:

- [online abuse learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse](https://www.learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse)
- [bullying learning.nspcc.org.uk/child-abuse-and-neglect/bullying](https://www.learning.nspcc.org.uk/child-abuse-and-neglect/bullying)
- [child protection learning.nspcc.org.uk/child-protection-system](https://www.learning.nspcc.org.uk/child-protection-system)

We believe that:

- children and young people should never experience abuse of any kind
- children should be able to use the internet for education and personal development, but safeguards need to be in place to ensure they are kept safe at all times.

We recognise that:

- the online world provides everyone with many opportunities; however, it can also present risks and challenges
- we have a duty to ensure that all children, young people and adults involved in our organisation are protected from potential harm online
- we have a responsibility to help keep children and young people safe online, whether or not they are using ASD Family Help's network and devices
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse

- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare and in helping young people to be responsible in their approach to online safety.

We will seek to keep children and young people safe by:

- **appointing an online safety coordinator [this may or may not be the same person as your nominated child protection lead]**
- providing clear and specific directions to staff and volunteers on how to behave online through our **social media policy, online checklist & (etiquette document)?**
- supporting and encouraging the young people using our service to use the internet, social media and mobile phones in a way that keeps them safe and shows respect for others
- supporting and encouraging parents and carers to do what they can to keep their children safe online
- developing an online safety agreement for use with young people and their parents/carers
- developing clear and robust procedures to enable us to respond appropriately to any incidents of inappropriate online behaviour, whether by an adult or a child/young person
- reviewing and updating the security of our information systems regularly
- ensuring that usernames, logins, email accounts and passwords are used effectively
- ensuring personal information about the adults and children who are involved in our organisation is held securely and shared only as appropriate
- ensuring that images of children, young people and families are used only after their written permission has been obtained, and only for the purpose for which consent has been given
- providing supervision, support and training for staff and volunteers about online safety
- examining and risk assessing any social media platforms and new technologies before they are used within the organisation.

If online abuse occurs, we will respond to it by:

- having clear and robust safeguarding procedures in place for responding to abuse (including online abuse)
- providing support and training for all staff and volunteers on dealing with all forms of abuse, including bullying/cyberbullying, emotional abuse, sexting, sexual abuse and sexual exploitation
- making sure our response takes the needs of the person experiencing abuse, any bystanders and our organisation as a whole into account
- reviewing the plan developed to address online abuse at regular intervals, in order to ensure that any problems have been resolved in the long term.

### **Related policies and procedures**

This policy statement should be read alongside our organisational policies and procedures, including:

- Child Safeguarding Procedures
- Dealing with & managing allegations of abuse made against a child or YP (within safeguarding procedures)
- Code of conduct for staff and volunteers
- Protecting children from bullying and cyberbullying
- Photography and image sharing guidance
- **Staff and volunteers etiquette document**
- Working with YP and Children online Checklist (included within this document)
- Risk Assessment for working with YP & Children online
- Bullying & Cyberbullying procedure
- Online safety agreement for children & YP (copy included within this document)
- Social Media Policy

## Working with YP Online checklist – Safeguarding & Good Practice

*(For any session hosted for children, young people or vulnerable adults)*

1	All staff present at least 5 minutes before the session starts
2	Agree staff roles and responsibilities: (note down to the side if needed)
	a. Main host, controlling group, interaction, muting, following structure item 12)
	b. Controlling waiting room
	c. Monitoring and responding to zoom chat, whatsapp & texts
	d. Which 2 staff will be sent to supervise quiet room IF the need arises (staff get sent first)
	e. Staff responsible for emergency contact to parent/carer IF an incident/issue/first aid arises
	f. Which staff will run what games/entertainment
3	2 staff minimum hosting from a laptop – (easier/quicker to control aspects of the zoom if the need arises)
4	Have a back up device available in case of internet issues (ie/ mobile with data on a different provider)
5	Ensure all staff are made co-hosts as soon as they enter
6	Set up a quiet breakout room
7	Shared screen set for hosts only
8	Have chat in view at all times (only way some of our YP like to communicate)
9	Waiting room is always on by default. Do not admit YP without all staff present first.
10	Sign in register open with all parent contact details – mark each YP in & record who is with them at home
11	3 (preferably) 4 staff in every session (staff can split into 2 groups IF the quiet break-out room is needed)
12	Lock the session once everybody is in (you can unlock if other known teens need to enter)
13	Stick to a structure (as a guide): <ul style="list-style-type: none"> <li>a. Signing in and welcome</li> <li>b. Reminder of rules (occasionally do this)</li> <li>c. Reminder of quiet breakout room (occasionally practice using for familiarity if incident/need arose)</li> <li>d. Check if all teens have second device available (if not, consider if using Kahoot or Airconsole is appropriate or arrange an alternative way to include them that the YP is comfortable with)</li> <li>e. Warm up game/quiz (ie/ shared Powerpoint)</li> <li>f. Chat and time to ask each individual a question so everyone has equal talk time</li> <li>g. Games (see below)</li> <li>h. Feedback Poll</li> <li>i. Reminder about next session, upcoming events and close</li> </ul>

### **Remember:**

- All YP should have an online sign up form with appropriate behaviour/conduct agreed to.
- Avoid one to one online sessions to protect yourself from allegations or misunderstandings.

(This is for everybody's protection – one to one sessions often mean nobody else is around whereas usually you would be in a public space or with other people nearby. In addition, quite frequently the safe space that our members go online is in their bedroom).

If it is unavoidable, ask permission to record the session (from the parent if they are under 18, or the YP if they are 18 or over). The recording needs to be saved for an appropriate amount of time **SECURELY**

- The chat facility should always be open (sometimes the only communication for anxious YP). However, the whole chat including private messages is saved as a transcript at the end of the session for transparency. This will save on the main host's device – please keep this text file securely (you can save on one drive in 'Teen Club Resources')
- We have designed a Kahoot quiz, learning & discussion resource about online safety. Please occasionally use this with YP to refresh and test their understanding.
- Try to have staff hosting with a mixture of internet/work mobile data providers.

Internet	Virgin	EE	Sky
	KB KW TM	EG JA	RC JM DP CR BV
Mobile	O2	EE	
	KB TM JA RC JM DP CR BV	EG KB	

## **Behaviour Contract to be read and agreed to by all YP and their parents (part of the sign up form)**

By submitting this form, I agree that the young person & myself have read, discussed & agree to the following contract of behaviour when participating in our sessions:

1. RESPECT everyone in my club (LISTEN to others. No rudeness. Kind words only)
2. If I don't understand something, I will ask a member of staff.
3. If I am worried or upset by anything I see or hear during sessions (or within the teen chat groups), I will tell my parent/carer or a member of staff.
4. We don't allow bullying. I will be kind to others and I will not send anyone material that could be considered threatening, bullying, offensive or illegal.
5. We don't allow swearing or rude language.
6. Whilst I am participating online, I realise that I need to be dressed appropriately as though I was out in public.
7. The Activity Leaders supporting these sessions are Kerrie, Emilie, Donna, Jayne, Jack, Tracy, Briony and Rachael (we cover different sessions each). I will be introduced to the adults running my session.
8. In Zoom, all staff will keep their camera's switched on and will have ASD Family Help written after their name. I can message them privately if I have any worries.
9. I will not give out any personal information online, such as my name, phone number or address & I will not reveal my passwords to anyone.
10. I will not arrange a face-to-face meeting with someone I meet online unless I have discussed this with my parents and/or group leader and am accompanied by a trusted adult.
11. I will be responsible for my behaviour when using the internet, including social media platforms, games and apps.
12. You must be aged 13 or over to sign up to a Viber, Discord or Facebook to connect with our chat groups. You must be aged 16 or over to sign up and download apps for WhatsApp or Zoom. If you are under 16, when using Zoom to meet with us online, please use a parents account OR join using ONLY the weblink (this means you do not download the Zoom app and the only information it asks you for is your name - enter your first name or a nickname that you tell us).
13. I understand that my behaviour and activity whilst connecting with other young people, staff & volunteers from ASD Family Help can be monitored & logged and can be made available to the Project Manager. I understand that these rules are designed to keep me safe and that if I choose not to follow them, ASD Family Help may contact my parents/carers.
14. If you have any questions or concerns please email Rachael ([rachael@asdfamilyhelp.org](mailto:rachael@asdfamilyhelp.org)).
15. PARENTS/CARERS: Whilst my young person is participating online, I realise that as their appropriate adult I also need to be aware of my language and appropriate dress as it could be possible for other young people to see or hear me in the background.
16. PARENTS/CARERS: I understand that this online environment is unusual & different to a regular session. Communication that happens during sessions normally would remain confidential with staff and would only be shared with the appropriate parent/carer concerned. Online however, it COULD be possible for other adults who are supporting their young people to overhear conversations/communication within online activities, which is unavoidable. We therefore ask all adults supporting their own young people to be mindful of and supportive of other people participating so that anything heard within online activities is not discussed or judged in your own homes. Any concerns must please only be raised with Rachael ([Rachael@asdfamilyhelp.org](mailto:Rachael@asdfamilyhelp.org)).

### Useful resources / information:

The following list is useful for staff and volunteers to check and research any extra information they may need to know after completing the NSPCC safeguarding online training.

The links may also be useful to refer parents/carers to for support and advice from an approved, reliable, and informative source.

Link	Useful for
<a href="https://learning.nspcc.org.uk/media/1188/definitions-signs-child-abuse.pdf">https://learning.nspcc.org.uk/media/1188/definitions-signs-child-abuse.pdf</a>	Definition of an signs of all abuse (online or otherwise). PDF download
<a href="http://www.ceop.police.uk">www.ceop.police.uk</a>	Quick link to CEOP (Child Exploitation & Online Protection Command) to report grooming or sexual abuse online.
<a href="https://www.ceop.police.uk/safety-centre/should-i-make-a-report-to-ceop-yp/">https://www.ceop.police.uk/safety-centre/should-i-make-a-report-to-ceop-yp/</a>	Useful lookup for how CEOP can help & what happens when you make a report. This page also refers the user to further appropriate support online (change the dropdown at the top to 'young person', 'parent', 'worried adult' to adjust the information as relevant)
<a href="https://www.net-aware.org.uk/">https://www.net-aware.org.uk/</a>  0808 800 5002	Created by O2 and NSPCC You can look up ANY online/social media app, networking site or game on here for advice on risks associated with it and how to set up parental controls safely They also have a helpline for questions about parental controls AND you can visit any O2 store for help (you do not need to be an O2 customer)
<a href="https://www.o2.co.uk/help/nspcc/parents-vs-kids">https://www.o2.co.uk/help/nspcc/parents-vs-kids</a>	Little quiz games for parents vs their kids to test knowledge and start conversations about online safety
<a href="https://www.nspcc.org.uk/keeping-children-safe/online-safety">https://www.nspcc.org.uk/keeping-children-safe/online-safety</a>  <a href="https://learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse">https://learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse</a>	Variety of topics to chose from: Sexting & Sending Nudes. Talking to your child about online safety. Inappropriate or explicit content. Online games Livestreaming and online video apps. Online porn. Internet connected devices. Parental controls Further info & reading inline with NSPCC online training
<a href="http://www.childline.org.uk">www.childline.org.uk</a> <a href="https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/">https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/</a>  <a href="https://www.childline.org.uk/info-advice/your-feelings">https://www.childline.org.uk/info-advice/your-feelings</a>	Lots of advice, information and ways to find support if you are a child or young person: Staying safe online. Bullying & Cyberbullying Sexting & sending nudes. ZIPIT app (help when someone is pressuring a young person for nudes) Online gaming. Taking care of your digital footprint. Online porn. Online grooming Report a nude image Mobile phone safety For any help regarding any area of mental health
<a href="https://legacy.brook.org.uk/brook_tools/traffic/index.html?syn_partner=">https://legacy.brook.org.uk/brook_tools/traffic/index.html?syn_partner=</a>	Useful traffic light tool for what is considered normal and age appropriate behaviour for children, what may alert you to concerns & suggestions for how to respond
<a href="https://www.thinkuknow.co.uk/parents/">https://www.thinkuknow.co.uk/parents/</a> <a href="https://www.thinkuknow.co.uk/parents/articles/Nude-selfies-a-parents-guide/">https://www.thinkuknow.co.uk/parents/articles/Nude-selfies-a-parents-guide/</a>	Really helpful place for parents to find information on keeping children safe online. Includes age appropriate videos to share with children and specific issues parents might need help with (ie/ child has taken/shared nude selfies)
<a href="https://www.thinkuknow.co.uk/professionals/resources/">https://www.thinkuknow.co.uk/professionals/resources/</a>	Helpful place for staff & volunteers to find information and resources to use to help children stay safe online (videos are age appropriate)
<a href="https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching">https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching</a>	Lesson plans and NSPCC videos to share with children for online safety (I saw your willy, Lucy and the boy, Mia)

**Games that work well online to include everyone:**

<b>Preparation Required</b>	<b>Little to no preparation required</b>
<p><b>Emoji races</b>  <i>Use work mobile &amp; ideally a prepared Powerpoint</i>  <i>Teens need a mobile they are allowed to text ASDFH with (check before session)</i>                      Selection of emoji's on slides                      Start with 1 and build up to a series                      Start easy and build up to unusual ones                      Additional: Tell a story, film name, song name etc that they guess as the slides build up                      Teens all text the ASDFH work phone with the emoji/sequence of emoji's on each screen as a race. First text to arrives wins (award points or just for fun)!</p>	<p><b>I spy</b>                      Take it in turns to play I spy but using the backgrounds of all players in the session.                      Pre-agree that YP don't move or change backgrounds during the game!                      Works best without virtual backgrounds usually                      Easier with smaller groups but works with larger (just harder to spot)                      If the group is too large, just use 4 or so pre-agreed players backgrounds (and rotate turns).                      Easier on laptops but remind teens how to scroll through everybody's picture if they are on a mobile device)</p>
<p><b>Kahoot quiz</b>  <i>Teens need a device to watch the shared kahoot screen and a mobile device to 'vote' for the right answer.</i>  <i>Does not need an app or any personal details.</i>  <i>Teens type in <a href="http://www.kahoot.it">www.kahoot.it</a> and enter the code that appears on screen when you start a quiz (they can chose a nickname or you can set it to randomly generate one)</i>                      Kahoot account: <a href="mailto:rachael@asdfamilyhelp.org">rachael@asdfamilyhelp.org</a>                      Asdfh111                      We have some quizzes we have created (online safety, how well do you know your staff) etc that can be used                      Or                      Use pre-checked quizzes in our 'favourites' area that are pre-made and available on kahoot</p>	<p><b>Scavenger hunt</b>  <i>Ideally warn parents beforehand!</i>                      Give YP a riddle to solve to find an object, or ask them to collect something within a certain criteria or theme to bring back and show to the camera.                      Can be turned into a race (depends on how sensible the group is about being careful dashing around the house).                      Examples:                      Bring me something plastic, round, red, beginning with T, something old/new  <i>I may have eyes, but I can't see; people love to make fries out of me</i>  <i>Turn out the light &amp; rest your head on me at night</i>  <i>By the TV I can be found, buttons I have to provide some sound</i></p>
<p><b>Where am I?</b>  <i>Ideal to prep parents so they can remind/support YP throughout the week and send pictures in with the place name. Collate into Powerpoint</i>                      Throughout the week if you (or each YP) are out, take a picture of a place.                      Collect the pictures and upload onto Powerpoint (with photographers name visible)                      Screenshare slideshow &amp; the group guesses where you or the YP were, from the photo                      Easy to take turns using slideshow and record everybody's answer to appear when you need it (in case the YP forgets themselves)!</p>	<p><b>Mystery noises</b>                      Ask each YP to find something in their house that they can bring back that will make a noise. They don't show us or tell us what object they have when they return                      In turn, each YP uses their object to make a noise (without showing it) and the rest of the group guesses what it is                      (Easier if the YP turns their camera off when their turn to make the noise)                      Use imagination/some may have instruments (keys, pulling tissues from a box, tearing loo roll, cutting paper, opening a fizzy drink, sharpening a pencil, stapling etc all make guessable noises)!</p>
<p><b>Memory game</b>  <i>Small prep to gather some objects from around your home and have to hand</i>                      Show the group your objects one by one (bit like the Generation game conveyor belt game)!                      Ask them to recall as many as they can.</p>	<p><b>Read my lips</b>                      Mute one YP                      In private chat give that YP a phrase or sentence</p>



<p>Remove an object and repeat 'conveyor belt'. See if they can remember which is missing. Repeat, removing different objects</p>	<p>They need to 'say' it to the group (they can repeat as necessary) and the group has to guess what they are saying (Lip reading is not that easy)! Take it in turns for each YP</p>
<p><b>Guess the... (emoji's)</b> <i>Ideal as a prepared Powerpoint</i> Use emoji's to show the name of a film (age appropriate), song, phrase/saying etc and ask the group to guess. 3. 🤪 🕸 🕷 Example: Charlotte's web</p>	<p><b>Drawing competition</b> <i>YP needs paper and pencil/pen</i> Set a theme, give them an object to draw or let them draw freely and set a fair time limit They each share their result one by one and encourage/discuss</p>
<p><b>Silly faces</b> Everyone makes the silliest face they can after a countdown and holds it for a count (few seconds) Good photo opportunity for our ASDFH album (all members to have photo permission) Extend into a competition of the best/worse face Extend by giving them an emotion they can 'act out' using their face only Those that don't want to join in – check happy to watch &amp; giggle at everyone else and/or ask them to be judges</p>	<p><b>Guess that song</b> Similar to 'read my lips' but you are giving them a song to sing/dance to Ask the YP to sing the lyrics (they might need to chose a song they know, or help them find the lyrics on google) The rest of the group guesses the song from the lip-reading and the rhythm of dancing</p>
<p><b>Airconsole</b> <i>Currently have a membership paid for under Rachael's device &amp; Emilie's device.</i> <i>Needs prep to have an account holder present in the session</i> <i>All teens need a device to see the screenshare and a separate mobile to play along that acts as their controller</i> <i>Prep needed to make sure all teens have the app downloaded and have a 2<sup>nd</sup> device to play</i> Drawing or quiz games work best for internet speed/connection</p>	<p><b>Share something you...</b> <i>Ideal to warn YP the week before so they have time to think and plan ahead</i> To encourage participation and discussion, ask each YP to share with us (or show us if possible), something they have made or created this week. Ideas to prompt them, could be: something they cooked, baked, drew, made, grew, planted, learnt, game or musical instrument played, a job they did etc If given advance warning they can take pictures of it (ie/ good for cooking/gardening items)</p>
<p><b>Guess the block character</b> <i>You can get lots of ideas from the internet and can copy and paste into Powerpoint</i> Block character quiz for YP to guess the character from a film, TV show etc Remember to explain and give the answer to an example one to begin with as it can take some longer than others to 'see' the concept/answers</p>	<p><b>Riddle solving / General knowledge quiz</b> <i>Lots of help on the internet to hand to give one or two riddles to solve during a session (harder ones you can give at the beginning and wait until the end to ask for their answers/guess so they have time to think).</i> <i>Also plenty of general knowledge quiz questions on the internet for YP – use just a few questions (can theme each week around one YP interests)</i></p>

Don't forget - we do a family fun quiz on Tuesday evenings, so there will usually be a pre-made quiz that you can use some questions from or scavenger hunt ideas (the quiz is for all ages and so far the YP in Teen Clubs haven't been joining the Family Quiz, so the questions will still be a surprise usually.

Contact details Online safety co-ordinator Name: Phone/email:

Senior lead for safeguarding and child protection Name: Phone/email:

We are committed to reviewing our policy and good practice annually. This policy was last reviewed on: .....(date)

Signed: ..... [this should be signed by the most senior person with responsibility for safeguarding in your organisation, for example the safeguarding lead on your board of trustees].

Date: .....