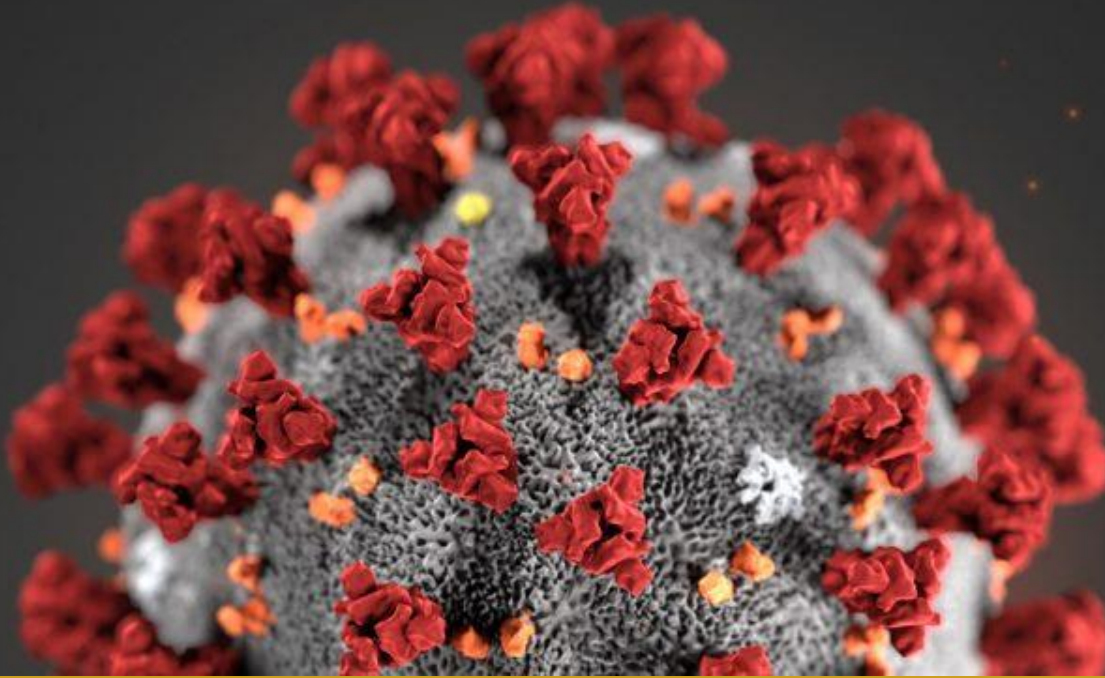


Online Safety During COVID-19



International Centre for Missing & Exploited
Children (ICMEC)

What do we do?

- International Training and Advocacy
 - Legal, law enforcement, finance, healthcare, and education fields
 - Prevention, response, and recovery training across disciplines globally
- Collaboration with financial and technology industries in the fight against online child sexual abuse and exploitation
- Missing children prevention, response, and recovery
- Research and legislative advocacy

Education Portal at EdPortal.ICMEC.org

COVID.ICMEC.org

Resources in Spanish and additional languages



COVID.ICMEC.org

Child Protection During COVID-19 Response for Educators

Latest Updates: Child Protection News

- [Loss of teachers as mandatory reporters enables more harm to children](#) (NYT, 07 Apr 2020)
- [UK National Crime Agency report highlights risks to children during crisis](#) (Guardian, 02 Apr 2020)
- [Increase in online sexual abuse during pandemic reported by Europol](#) (EdX, 02 Apr 2020)

FIND RESOURCES FOR CHILD PROTECTION DURING THE COVID-19 RESPONSE AND LOCATION OF ADDITIONAL MATERIAL ON [EDUCATION PORTAL](#) BELOW.

Guidance:

- [Adapting to New Learning Environments](#) (Prevention, School Policies and Child Protection News)
- [Adverse Childhood Experiences \(ACEs\) and Toxic Stress Infographic](#) (Support)
- [Anonymous Reporting Systems and Surveys](#) (Accreditation FAQs)
- [For Children Who are Anxious](#)
- [For Professionals Protecting Children \(EVAC\)](#)

A New Covid-19 Crisis: Domestic Abuse Rises Worldwide

Movement restrictions aimed to stop the spread of the coronavirus may be making violence in homes more frequent, more severe and more dangerous.

What do we know about risk for children?

Witness to violence

Intrafamilial sexual abuse

Intrafamilial physical abuse

Neglect

Online sexual abuse and exploitation

**CSAM
downloads
during first
week of
Italian
COVID
lockdown**

Image cannot be shared.



What must you overcome?

Challenges of access, illness, and uncertainty



What can you do?

Ensure you have a policy specific to this time

Provide parents support and information

Ensure children know risks and warning signs of grooming

Continue case management and risk assessment

- Check-ins with vulnerable students
- Check-ins and support for parents
- Support disclosure

Prioritize wellness over academic achievement

Who is vulnerable to online abuse?



- **BOYS** are more likely to **look for** offensive or violent pornography, or **be sent links to pornographic websites, meet someone offline** who they have talked to online, **give out personal information**.
- **GIRLS** are more likely to be upset by violent or offensive pornographic content, **chat online with people they don't know**, receive unwanted sexual comments, **be asked for personal information**. (Livingstone et al, 2009)

Research also suggests that girls are more likely to experience ongoing cyberbullying than boys. (Cross et al, 2009)

Online sexual abuse and exploitation



- Child protection training for staff



- Acceptable use policies at school including communications between adults and children



- Student abuse prevention education



- Working with parents



Parenting to prevent sexting

The research says:

Children who report discussing image sharing with their parents are **less likely to sext and less likely to have a traumatic outcome** if they do sext.

Studies show one of the **most effective messages** is to say, “Once you send a photo you can never control it again.”

Nonconsensual or pressured sexting leads to significant stress, leaving teenagers in the same kind of distress they may feel after being sexually harassed or assaulted.

Be willing to discuss mistakes and risky scenarios, including what happens if a relationship ends and photos have been sent.

Sexting is illegal in most countries, even when the child makes the image or consent is given, however, telling children this can increase risky behavior. The best approach is to not normalize it, and to share real statistics. **Most children do not sext.**

How do we respond?

Report.Cybertip.org

What are the key elements?

Identify the availability of services

Stay in communication

Share information

Respond to new cases appropriately

- Keep a complete record
- Take a team approach
- Be victim-centered

Document
Report
Prevent



Possible signs of online abuse



- Late night use
- Increased screen time
- Stress around need to be online
- Secretive use/hiding screen
- Angry or withdrawn when online
- Lots of new contacts or followers, new devices
- Academic decline
- Mental health issues
- Pulling away from family/friends

Online grooming patterns

Flattery, lots in common



Offer favors, gifts, hacks



Steer conversation to sex/looks



Ask to change platforms



Moods change, or withhold approval



Suggest meeting in person



TMI/PII personal Qs, age Qs



Demands or pressure (high volume of messages)



Responding to online abuse



- Do not view sexual images of children
- Save and secure evidence, but instruct others to delete images
- Take the device, turn it off, turn it in
- Document CP concerns, report to apps/platform and tip lines
- Respect student agency
- Safety plan with student and family, if supportive
- Contact law enforcement if a crime has occurred
- Monitor backlash
- Work with community on prevention

What resources are there to support you?

COVID.ICMEC.ORG

Adapting to new learning environments *How to keep students safe and protect their well-being*

This briefing has been prepared by the Council of International Schools (CIS) in consultation with the International Centre for Missing & Exploited Children (ICMEC), Childnet International, the International School Counselling Association (ISCA), International Child Protection Advisors (ICPA) and Nine.

Introduction

This briefing provides an overview of the key safeguarding considerations to keep in mind when implementing a virtual or remote learning program and includes links to leading resources. It was prepared in response to the many questions we have received from schools and universities in recent weeks, as institutions consider how best to keep students safe in new learning environments.

Please take from this briefing what is helpful for your community. Any actions taken to safeguard students should be tailored to the unique challenges and contexts that your institution faces. You can only do what your resources allow in this difficult time of change.

Terminology

The term 'safeguarding' is used in this briefing to describe actions that a school or university can take to prevent, identify and respond to the harm and abuse of students.

The term 'institution' is used to describe early years settings, primary and secondary schools and universities.

The term 'staff' is used to describe adults working or volunteering in schools and universities. It includes, but is not limited to, teachers and teaching assistants, school counsellors, university psychologists, faculty members, lecturers and professors.

IMPORTANT QUESTIONS FOR SCHOOLS AND UNIVERSITIES

1 COVID-19 PARENTING One-on-One Time

Start an adult "check-in" session with your child. It's a chance to talk about how they're doing and how you're doing. This is a good time to ask your child how they're feeling and if they need any help. It's also a good time to let your child know that you're there for them and that you'll do whatever it takes to help them.

Set aside time to spend with each child

- Give each child a special time with you. This is a chance to spend time with your child and to let them know that you're there for them.

Meal with your baby/toddler

- Cook the meal together and eat it together.
- Let your child help you with the meal.
- Let your child know that you're there for them.

Switch off the TV and phone. This is your "free time"

- Turn off the TV and phone during your "free time".
- Let your child know that you're there for them.

Listen to them, but at the same time, have fun!

2 COVID-19 PARENTING Keeping It Positive

It's hard to feel positive about our future because of the things we're seeing. We often feel like "The thing that we need to do is to stay positive and to keep our spirits up." But it's not always easy to do that. Here are some ideas to help you stay positive and to keep your spirits up.

Say the behaviour you want to see

- Tell your child what you want to see. This is a chance to let your child know that you're there for them and that you'll do whatever it takes to help them.

It's all in the delivery

- Let your child know that you're there for them.

Get real

- Let your child know that you're there for them.

Help your teen stay connected

- Let your child know that you're there for them.

YOUR ROLE AS A MANDATORY REPORTER

HELP PROTECT CHILDREN AND PREVENT ABUSE

Know Who is at Risk

All children and youth are at risk for abuse. Those who are new to your school, have special needs, or language deficits are especially at risk.

<h4>KNOW THE FACTS</h4> <p>Abusers and victims may be male or female.</p> <p>Abusers are usually known to the victim.</p> <p>Sexual abuse committed by children must be addressed by professionals.</p> <p>False reports of sexual abuse by children are rare.</p> <p>You don't need to know all the details to report abuse.</p> <p>Non-reporting and online behaviors can be abusive.</p> <p>Inappropriate behaviour with children.</p>	<h4>KNOW THE SIGNS</h4> <p>Educate yourself on the physical, behavioral, psychological, and social indicators of child abuse and the grooming behavior of offenders. Understand that they are early indicators - as such, they are not always present, and they don't always indicate abuse.</p> <p>Screening questions include: gift giving, progressive intimacy, boundary violations, leaving belongings, meeting parents' needs, secrets, testing limits, and threats.</p> <p>Indicators of abuse can include: changes in behavior, avoidance of specific</p>	<h4>PROTECT THE CHILD</h4> <ul style="list-style-type: none"> Remember that the safety and well-being of the child comes first. Respond to suspicion of sexual abuse even if parents don't want to report concerns, particularly if a mandated reporter has access to children. Follow school child protection policy reporting procedures. Know and follow local laws pertaining to child protection. Follow reporting duties if third responsible structures of abuse.
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Make Virtual School Safer

Principles of e-learning child protection:

- Follow school child protection policy and professional code of conduct.
- Contact should be observable and interruptible.
- Maintain appropriate boundaries - avoid conduct that a reasonable person might question.
- Avoid being alone or causing someone else to be alone with a child (such as being late for online supervision or not recording synchronous session if required to do so).
- Report child protection concerns to your safeguarding designate.
- Ensure your personal social media is private and inaccessible to students.
- Seek educational solutions to educational problems - Assess risk if you're not sure!

**Thank for your
time.**

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COVID.ICMEC.org

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 www.icmec.org



Questions?