A Helping Hand From Unique Voice

Technical Knowledge
VS
Emotional resilience

Introduction

Online Safety - as an increasingly important focus for schools, the advice available is also becoming more extensive. Our Helping Hand documents are designed to condense that information to help you have exactly what you need at your fingertips. We have clearly signposted to the source of any advice and quotes which are not our own.

As a company we have worked extensively with children and schools on the subject of `online safety and feel we have knowledge to share. Our good practice has been tried and tested, with very positive results.

Within this document we are discussing the **importance of emotional resilience**. We believe that by having **strong morals, self respect and self esteem, a grounded confidence and trust in our own judgments** and actions we are **more able to make positive, safer choices**. This is at the base of all our work, and is intrinsic in our company ethos.

Children are faced with many challenges, and will of course experiment with those around them. We believe that nurturing this and allowing open truthful discussions is the most effective method to keep our children safe.

We hope this documents helps you in your E-Safety challenges now and in the future.

Unique Voice, Helping Children to Feel...

Seen   Safe   Soothed   Secure

WOW! Isn't it amazing?

Facebook

Twitter

Instagram

WhatsApp

Kik

Snapchat

YouTube

Ask FM

Xbox

iPhone

Tumblr

These are just a tiny number of the different apps available to us, and WOW how incredible they are! They allow us to share our memories, experiences, activities… even our lunch.. and can all be backed up with a professional looking photograph. Not only this but they allow us to see the world, watch what others are doing, communicate, make arrangements - all with the smallest stroke of a screen.

Some say that our friends are closer to us now because we are able to keep up with their daily movements, see what they enjoy and even what they wear. Others say that our friends are more distant because people are connecting less face to face - are not asking questions and initiating conversations because what's the point? You already know all about them!
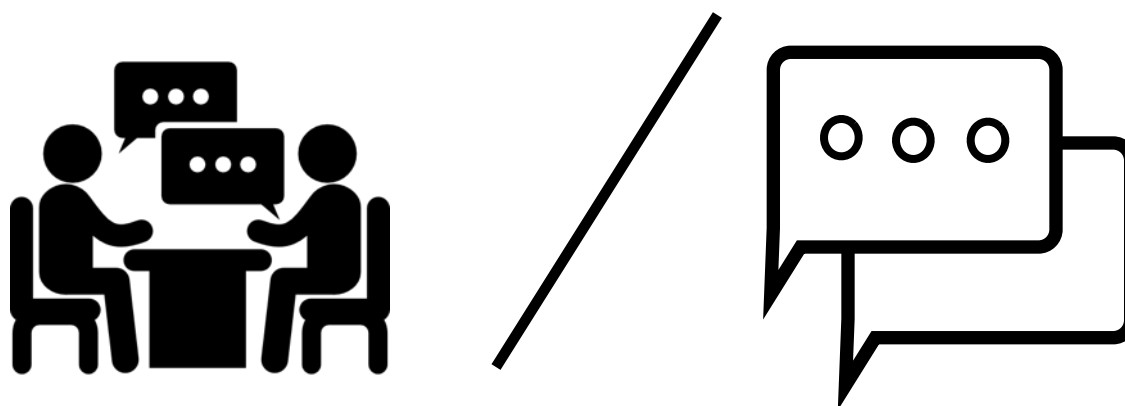
Shopping, gaming, making friends, dating, events, sports, arts, world news, campaigns, funny videos, inspiration, decorating, gardening, wedding dresses, crafts, baby food, hair extensions!

Whatever you want! It's online! And young people are on there more than anyone.

Challenge!

Write down ALL of the apps and online sites that you have used in the past week. Now ask a young person to do the same … Compare!

This is a great way to initiate conversations with young people, finding out what they love and where challenges may lurk…

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So much advice!

KEEPING UP WITH TECHNOLOGY

There are never ending pros and cons to our devises and all the apps they offer to us. When trying to ensure that children and young people stay safe, there is endless advice on:

⚡ Using devises correctly.

⚡ How to set privacy settings.

⚡ How to limit wifi access.

⚡ How to monitor usage.

⚡ How to report incidences.

We sing this song too, of course, its all very important information - in fact we have a whole document with specific instructions on how to set privacy settings etc.

HOWEVER we are also aware that technology is developing at an alarming rate, and children are the first to know about it, the first to understand it and the first to use it - when do we hear about it? When issues arise, when something has gone wrong - basically far too late.

With this in-mind how on earth can we help?

How can we keep them safe and protected?

Because the realistic, honest answer is that there is no way to keep up with technology.

SO WHAT SHOULD WE DO?

Waggle our fingers and tell them off?

Take away their phones?

Dramatically limit their internet access?

Read their messages?

Ban them from social media?

DELETE THE INTERNET!

OR

Recognise their interests!

Commend their skills!

Learn from them!

Allow further development!

Nurture their emotional education!

CELEBRATE THEIR KNOWLEDGE!

Challenge!
With your list of apps and internet sites, write down what you do on each one e.g. shop, chat, send photos.

Now think about how you are portraying yourself.

If you didn't know you, what would you think of the online you?

In Context

Would YOU...?

Pose, take a selfie and then ask the world if you look hot?

Would you walk down the street informing strangers of your address and when your heading off on holiday?

Hand over a naked photograph of yourself to someone you'd seen around work?

Or if someone gave one to you, print it out hundreds of times and hand them out to your col-

Stand in a room full of people collectively insulting one individual?

No? Why?

Self-esteem	Confidence	Self-respect	Empathy	Morals	Awareness

This is not to say young people would do the above in real life. However, online their is an overwhelming sense of being untouchable, being anonymous and feeling powerful. Many people may say "of course I wouldn't do those things, in real life or online" but a huge amount of young people don't see them to be strongly related. In fact the more online activity you have, the 'cooler' you may be.

Alongside this, certain aspects of how young people act online is being 'normalised'. Sending a exposing photo for example, is becoming a part of the flirting process - no big deal.

This is the type of issue that is important to address and get to the root of - and we believe that the place to start is with basic morals and self-respect.

Equally important is young peoples understanding of the lasting effect their actions online can have in their futures. Our 'Digital Footprint' is a subject which most of us could do with understanding more. Please ask for more information on this subject.

Vulnerable Children

The online world is open to anyone who can access technology, this presents challenges to the majority young people. **Vulnerable children are particularly at risk** when exploring the online world as the number of situations where they could be exploited is dramatically increased.

Our **duty of care** dictates our huge **responsibility** towards keeping those children safe. We must remember that the online world can be an exciting and enthralling place - particularly for young people who could be **isolated or have experienced trauma,** those who find communicating face to face challenging and those who, above all else, want to be **loved and accepted**.

Online activity is **extremely difficult to monitor**, young people have (and this has historically been the case) wild and wonderful ways of **keeping secrets** and ensuring their adults don't suspect a thing!

With this in mind we must work towards building a **trusted relationship** with those children to ensure they feel **listened to and understood.**

We believe there is a lot of truth in Dr. Dan Siegel's **4 "S"s** which states that children need to be

Seen - this is not just seeing with the eyes. It means perceiving them deeply and empathically - sensing the mind behind their behavior, with what Dr. Siegal calls "mindsight".

Safe - we avoid actions and responses that frighten or hurt them

Soothed - we help them deal with difficult emotions and situations

Secure - we help them develop an internalised sense of well-being

When trying to help vulnerable children, or indeed any child, we believe that using the 4 "S"s can be extremely helpful and effective.

Challenge!
Cast your mind to a challenging situation you have been in with a child. Did you apply the above?

Do you think that you would have approached the situation differently if you had?

For example: you discover a child has been chatting to an unknown adult on a forum, has met with them in the park and is planning to meet up with them in the near future.

How do you react? Now think about it again but apply the 4 "S"s.

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Emotional Education

Having an emotional education is an extremely important part of child development, learning to deal with the varying pressures of adolescence, academic expectations and physical changes.

Understanding emotions, morals, consequences and impact - and helping children transfer those and relate them to how they behave online.

Through the work we have done with young people, we have learnt that there are key lessons which can have a significant impact on their digital presence.

Resilience

Young people need the tools to face adversity, stick up for themselves and their friends and to understand the power they hold. Having a strong resilience to cope with challenging situations and fight negative actions is of huge importance for anyone. Instilling this attribute in young people is an early intervention in itself, and leads to positive outcomes.

Kindness

Showing kindness to others comes naturally to most, but this attribute can be challenged when friendships change and mature. Assuring young people that kindness is a strength, not a weakness and that positive outcomes will come to those who treat others well is very important.

Respect

Understanding the true meaning of respect - and not only for those around us but for ourselves. Respecting our community, our friends, our bodies and our beliefs. Assuring children that gaining respect through fear or wrongdoing will only last so long. But gaining respect through positivity and admirable actions will last a lifetime.

Confidence

Helping children to build the confidence to be themselves and be proud of who they are is perhaps the most important of all. Our young people will meet many challenges in their lifetime (don't we know it?), but if they have the confidence to stick to their morals, look after those around them and work towards positivity and happiness, they are in with a chance of securing a sound sense of wellbeing.

Going forward

WE BELIEVE that by helping young people to feel confident in their morals, and proud of acting for positive outcomes IS an early intervention - and not only to Online Safety issues. With all of the varying pressures and hurdles young people face, there is nothing more important than nurturing children, guiding them towards positive actions which invariably result in positive outcomes.

Help your children and young people by -

Seeing them

Look at it from their point of view, try to understand their behavior and their actions and where that has come from. Look at the backstory and the surrounding situation. Show them that you see them and that you want to know and understand them. See their interests and what they are enthusiastic about and highlight them.

Keep them Safe

Treat them like you would like to be treated, don't overreact or patronise, this would make anyone feel unsteady in a situation. Show them that you have an open non judgmental arena, where they are safe to talk and work through problems. Listen and learn, do not assume - help them to identify what is safe and unsafe - what is positive and what is negative.

Sooth them

Allow them to feel what they are feeling, and to express themselves and assure them that it is okay, emotions are natural and we need to be able to identify them. This is the first step in them learning to sooth themselves. Give them the tools to be able to identify what they are feeling and why, and to find solutions and positives in any situation.

Help them to feel Secure

Understand their dislikes and insecurities, try to understand why these are there and help them to feel confident. Show them that you are there to support them and that you have their best interests at heart. If young people can feel secure in themselves - they will have achieve a sense of wellbeing unrivaled by any challenge.

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If you would like more information on our school
based early interventions or for more helping hand
information, please contact us via the details provided.

We look forward to hearing from you and finding
positive solutions for you.

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