Safeguarding Children & Young People Online

The 10 Cs Risk & Resilience Typology & CARE Analytics

Principal Children and Families Social Work Network
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Dr. Peter Buzzi
Changing Communication & Relationships

After all our online chats, it’s great to finally meet you in person.

Same here.

I’m leaving you for someone who posts updates more frequently...

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A Dangerous New Method

Socrates warning...

This invention will produce forgetfulness in the minds of those who learn to use it, because they will not practice their memory.

Their trust in writing, produced by external characters which are no part of themselves, will discourage the use of their own memory within them.

Source: Plato 1925, 274e-275a
The similarity is deceivingly simple and reminiscent of the past functionality. However, the change in medium represents ‘datafication of social life’ and has significant implications and ramifications for every aspect of life including relationships, privacy and identity.
Social Media = the ‘Datafication’ of social life

• The largest bodies of constantly refreshing social evidence we’ve ever had.

• For the first time, we can see society-in-motion, a digital visage of millions & billions of people doing all the things they have always done: joking, arguing, insulting, gossiping, learning, working, falling in love, and more....

• Taken together, this represents a new digital commons of enormous size and wealth.

• A ‘digital-visage’ of society in a format inherently amenable to collection and analysis.
On average parents share/post 973 photos of their children online before the child’s fifth birthday.
(Nominet, 2015)

Children have ‘1,300 pictures of them’ posted online by age 13.

Average children post to social media 26 times per day – a total of nearly 70,000 posts by age 18.
(Children’s Commissioner, 2018)
Impact of Social Media on Brain & Behaviour

**GOING SOCIAL HAS AN ACTUAL CHEMICAL EFFECT ON OUR BRAINS...**

**YOUR BRAIN ON SOCIAL**

**CONSTANT NOTIFICATIONS FROM OUR SOCIAL PROFILES AND MOBILE DEVICES ACT LIKE “REWARD CUES.”**

We are trained to expect information, and receiving that information activates a region of our brain called the nucleus accumbens. This is the same area that is activated when the brain processes feelings about food, sex, and money.

Our bodies also receive adrenaline from checking in on social media...

A SURVEY OF 18-25 YEAR OLDS FOUND

A majority of people found social media harder to resist than smoking, drinking, spending, sleeping, and sex.

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Safeguarding Children & Young People Online
• Would you be concerned if a young person did not have any online presence or social media activity?

• Do you know about the online profiles and online activities of the children and young people that you work with; i.e. their social media network and online activities?

• Do your assessments and reports consistently include an assessment of young people’s online presence and online activities?
Holistic Assessments?

• Can you do a holistic assessment of a young person without considering their school and what they do and their experiences in school?

• Can you do a holistic assessment of a young person without considering their home and what they do and their experiences at home?

• Social media technologies have a huge influence and greatly impact children & young people’s thinking, feelings, experiences and development.

• However, our research indicates that more than 9 our of 10 social workers do not consider social media and online risks in their assessments and reports except when there is specific concerns in relation to social media or children’s online engagement.
Tallulah Mary Scarlett Wilson
Died: 14.10.12 (age 15)
• **Risk Factors**: Complex risks including digital self-harm and assumptions about ‘best’ way to minimise online risks

• **Identity**: Underestimated the importance of online identity

• **Being Deleted**: Consultant psychiatrist gave evidence that, with hindsight, Tallulah may have felt herself to be deleted in some way when her Tumblr account was deleted. Thousands of people had read her posts and she had gained great satisfaction from that. Her internet provided both positive and negative impact

• **Professionals’ lack of good enough understanding of social media**: No person who gave evidence felt that, at the time they were looking after Tallulah, they had a good enough understanding of the evolving way that the internet is used by young people

Source: Megele & Buzzi (2017, p. 7)
Tysen
30.08.2005 - 04.04.2017
(age: 11)
Risk Factors: Malleability of information and identities adds new dynamics and dimensions of abuse.

Veracity & reliability & authenticity: How do we check veracity and reliability of information and authenticity of identities.

Online disinhibition effect & dissociative anonymity: Anonymity & the ability to distance self from online postings & behaviours can result in toxic dissociative anonymity Suler, (2014) and lead to online abuse and aggression.

Other psychosocial effects of online engagement: Amplification of strengths and vulnerabilities, online cocoon effect (Megele & Buzzi, 2017).
Baby W
Died: 24.04.2017
(age: 11 months)
Digital Assault using GIF images

@jew_goldstein This is his wife, you caused a seizure. I have your information and have called the police to report the assault.

4:31 AM - 16 Dec 2016

🔗 2,647  ❤️ 3,975
I Made My Shed the Top Rated Restaurant On TripAdvisor

And then served customers Iceland ready meals on its opening night.

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Safeguarding Children & Young People Online
Online Risks

• UK government guidance, *Child safety online: A practical guide for providers of social media and interactive services* (DCMS, 2016, Section 1.3), classifies online risk into three categories, namely, content risks, conduct risk and contact risk:

  • **Content risk:** children receiving mass-distributed content. This may expose them to age-inappropriate material such as pornography, extreme violence, or content involving hate speech and radicalisation.

  • **Conduct risk:** children participating in an interactive situation. This includes bullying, sexting, harassing, being aggressive or stalking; or promoting harmful behaviour such as self-harm, suicide, pro-anorexia, bulimia, illegal drug use or imitating dangerous behaviour. A child’s own conduct online can also make them vulnerable - for example, by over-sharing their personal information or by harassing or bullying themselves.

  • **Contact risk:** children being victims of interactive situations. This includes being bullied, harassed or stalked; meeting strangers; threats to privacy, identity and reputation (for example, through embarrassing photos shared without permission, a house location being identified, someone impersonating a user, users sharing information with strangers); and violence, threats and abuse directly aimed at individual users and/or groups of users.
10 C’s Risk and Resilience Typologies

1. **Context risk** (SNS specific risks; each SNS generates its own risks, norms & behaviours)
2. **Content risk** (Risk of exposure to or production of harmful content)
3. **Conduct risk** (Risk of inappropriate, aggressive or abusive conduct)
4. **Contact risk** (Physical and/or Virtual contact risks with source of harm)
5. **Confidentiality and disclosure of personal information** (Risk associated with disclosure of personal information that may lead to vulnerability or infringe upon privacy)
6. **Consonance-dissonance and compatibility risk** (offline, online, and online vs. offline)
7. **Connection and social capital risk** (Risk of isolation & social exclusion, risk of positive or negative association, social capital risk)
8. **Consumption risk** (Time, frequency and patterns of behaviour)
9. **Commercial risk and commercial exploitation risk** (Developing one’s commercial or professional potential vis-à-vis commercial exploitation)
10. **Composite and complex risks** (Any other compounded, composite or complex risks that may result as a combination of above or other risks)

Source: Megele & Buzzi (2017, p. 43)
10 C’s Risk and Resilience Mapping Tool

- 10 C’s mapping tool can be used collaboratively with young people to coproduce their digital risk profile and to reflect upon their digital identity and its associated risks and opportunities.

Source: Megele & Buzzi (2017)
10 C’s Psycho-socio-ecological model

• Situating and contextualising risks, protective factors, needs, rights, and resilience.

Source: Megele & Buzzi (2017) “Safeguarding Children and Young People Online”
Digital citizenship & digital risks mapped onto the psycho-socio-ecological model can be thought of as the fourth dimension of the Assessment Triangle.

Megele & Buzzi (2017) “Safeguarding Children and Young People Online”
Effective Safeguarding is about the Relationship that holds.

Give young people a point of reference & a compass & support them to connect & explore & watch them grow and blossom.
Questions or further Information?

For questions or further information please contact:

• Dr. Peter Buzzi  email: Dr.PB@outlook.com
References:


Nominet (2015) “Today’s children will feature in almost 1,000 online photos by the time they reach age five.” Available at: https://www.nominet.uk/todays-children-will-feature-in-almost-1000-online-photos-by-the-time-they-reach-age-five/