SAFEGUARDING IN THE CONTEXT OF ACCESS TO TECHNOLOGY AND USE OF SOCIAL MEDIA

HANDBOOK

2017

City & Hackney Safeguarding Children Board

"An Outstanding LSCB" Ofsted 2016

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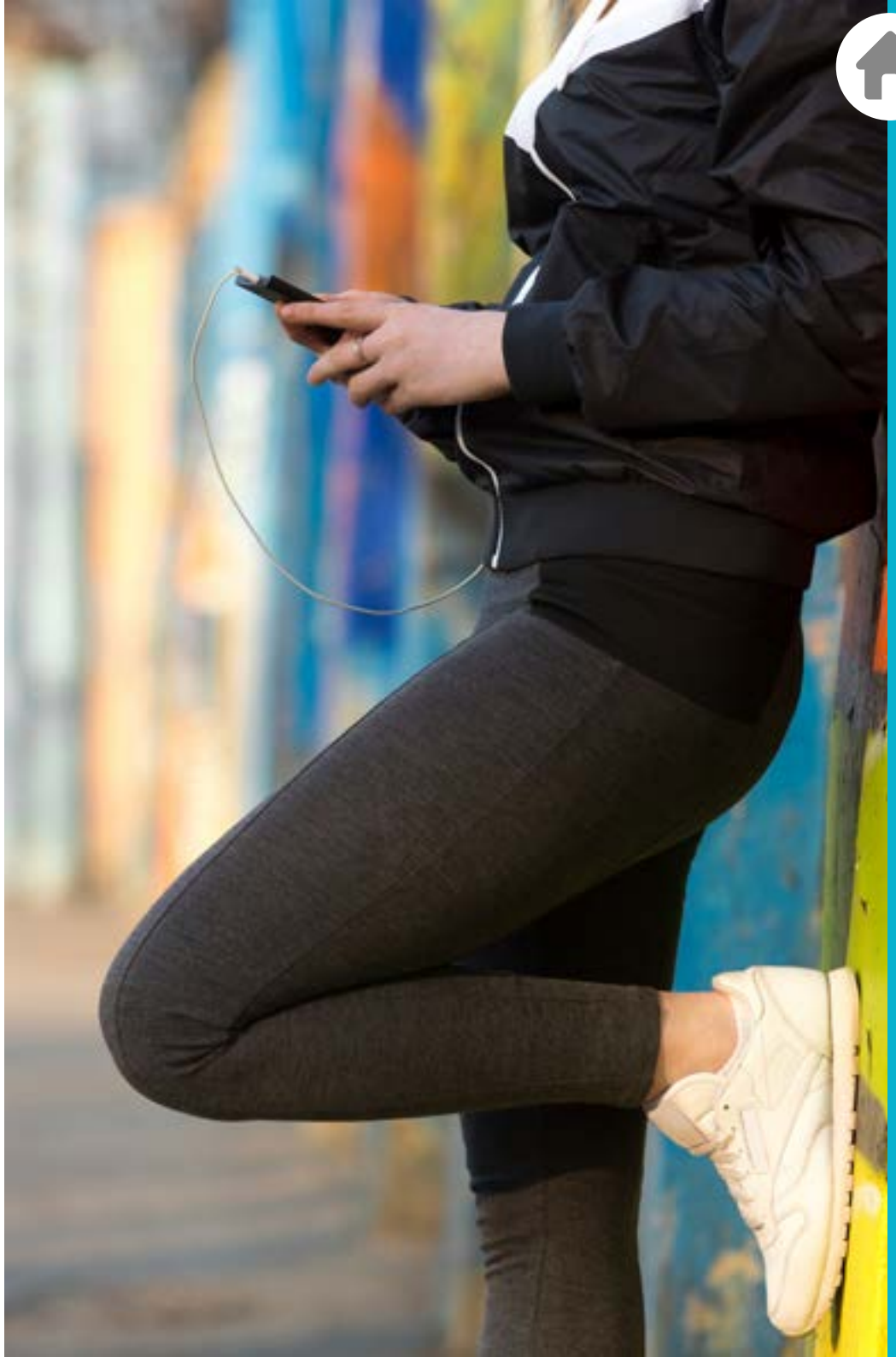


1. INTRODUCTION

1.1 The CHSCB's overarching aim is to ensure that children and young people are seen, heard and helped. Critically, that they are seen, heard and helped in the context of their lives in both the offline and online places and spaces that they occupy.

1.2 With the growing use of technology and social media, all professionals need to adopt a much more sophisticated approach to their safeguarding responsibilities. They need to reflect on the changing nature of communication and how this impacts on practice issues, particularly those focused on the identification and assessment of potential risk. To do this successfully, professionals need to recognize that children and young people do not use technology and social media in isolation. Their offline and online worlds are converged and both need to be understood when trying to identify the type of support that a child, young person and their family might need. The importance of this escalates whenever there are concerns about children and young people suffering or being likely to suffer significant harm. In such circumstances, it is essential that both the offline and online risks are accurately assessed and effectively mitigated.

1.3 This handbook provides safeguarding professionals with a range of tools that can help identify and mitigate any risks arising from a child or young person's access to technology and / or use of social media.

2. TOP TIPS

- Technology and social media are intrinsic to the lives of children and young people. Children and young people need to be seen in both the offline and online public spaces they frequent;
- Safeguarding children and young people is everyone's responsibility - that means safeguarding them both offline and online.
- Professionals should always take account of social media when assessing and managing risk.
- As part of any assessment, professionals need to consider whether social media or the young person's use of technology presents safeguarding challenges, opportunities or both.
- Utilise the information that is available and don't be afraid to use it. Information found on a public social media platform is just another source of knowledge.
- Knowledge is power: learn about social media, the latest apps, trends, and potential risks and keep up to date. Technology and social media develop fast - 'Standing still is falling behind'
- Using a range of the check lists within this handbook will help to build a rapport with the child, identify risks and develop a mitigation strategy.
- Children and young people do not just have rights offline, but digital rights online. As professionals, we have a duty to respect and protect these rights, such as those relating to consent, confidentiality and information sharing.
- There should always be transparency and fairness in professional decision-making about information obtained from online sources;

3. OVERVIEW

3.1 The sheer complexity of this subject matter is considered by the partnership to warrant the production of a simple survey and practice checklists for professionals to use when exploring potential risk to children and young people.

3.2 The survey and checklists don't provide a definitive answer as to whether risk is evident or not. They do, however, collate relevant information.

3.3 When analysing this information in the context of the child or young person's life, the survey and checklists provide tools that can help professionals and parents / carers develop strategies to mitigate vulnerabilities created by access to technology and the use of social media.

4. HOW TO ENGAGE CHILDREN AND YOUNG PEOPLE

4.1 An informal conversation will often provide a child or young person with the confidence and desire to demonstrate their knowledge of this contemporary area of communication. Children and young people will generally feel they have greater knowledge than an adult and will most likely be willing to engage and explain how it works. Initial conversations should be brief and seek to get the child to participate in a discussion about social media in general, not details about their own particular use. The process should include:

- Engage: Use the Digital Footprint Survey
- Identify Risks: Use the Risky Steps Checklist.

- Assess Understanding: Use the appropriate guidance for LAC, CSE, Radicalisation, Placement guidance
- Mitigate Risks: Use The Safety Steps Checklists.
- Formulate a Plan: It is important to remember that it is virtually impossible to restrict a child from engaging online. They will be able to access the Internet via a range of devices, apart from phones and traditional desktop PCs and laptops. Even when access to devices is restricted they often use a friend's device when outside the control or influence of appropriate adults.

5. THE DIGITAL FOOTPRINT SURVEY

5.1 When children access technology and use social media they generate digital footprints. They create profiles when gaming or when using popular social media apps such as Facebook, Snapchat or Instagram. These profiles are often public and within these public spaces many share information that reflects their experiences, feelings, hopes, fears and aspirations.

5.2 A search on the internet and an examination of a child's public social media

footprint will often provide evidence of potentially inappropriate relationships, gang affiliation, criminalisation, radicalisation, sexualisation and child sexual exploitation (CSE). Such an insight, gained as part of a systematic approach to risk assessment will undoubtedly help professionals improve their overall safeguarding response.

5.3 The CHSCB therefore recommend that contact with a vulnerable child or young person by professionals should include an assessment and analysis of the public information made available via that child's online presence. This should be begun wherever possible by engaging the child in a Digital Footprint Survey or when not practicable or otherwise possible, by an online open source search.

5.4 The Digital Footprint Survey covers:

- Devices used (anything that can access the internet from TVs to gaming consoles, ipods, desktops, laptops, smart phones and tablets
- Platforms used/visited
- Times and location that technology / social media is used
- Levels of supervision or mitigation strategies applied

5.5 Whenever possible the parent or carer should complete a Digital Footprint Survey (regarding their own access and use). This will help to ascertain their understanding of the media and therefore their ability to engage and support the child/ children.

5.6 Where children and young people are known to have a digital/social media footprint, i.e. use Facebook, Snapchat, oovoo, Kik or any other social networking platform, the Risky Steps and Safety Steps Checklist should be completed.

5.7 The checklists should be used in conjunction with the subject specific 'Prompts' to help focus the identification of risks arising from CSE and radicalistation. This process covers specific questions for children and young people looked after and their carers / placement.

5.8 Schools, colleges, youth clubs or other settings can also use this Digital Footprint Survey within group settings (as a survey for example). This can help establish trends of use amongst all children and assist in planning for any lessons aimed at raising awareness of risk and online safety.

- Digital Footprint Survey Click here to download a survey form.

6. PRACTICE CHECKLISTS

6.1 The checklist can be used to identify settings and patterns of use that may enhance levels of risk.

6.2 It is important to remember that it is virtually impossible to restrict a child from engaging online. They will be able to access the Internet via a range of devices, apart from phones and traditional desktop PCs and laptops. Even when access to devices is restricted they often use a friend's device when outside the control or influence of appropriate adults. It is best to adopt a working assumption that they have access to the internet.

Risky Steps Checklist

Profile Picture

A profile picture (on Facebook) can be minimized but a thumbnail image is always available therefore it is never truly private. (Facebook profile pictures can include video). It's useful to check that users know this and to discuss the implications of displaying inappropriate images.

Cover Photo

The cover photo on a Facebook profile is always public. Therefore anyone can see what you put on it. Your cover photo can provide people with lots of information about you, your interests, friends and family, where you live, go to school or the places you frequent. It is therefore important to discuss this and consider the unintentional consequences of posting information that gives strangers an insight into your life

Personal Information

Whilst a lot of social media platforms ask questions about the user and provide the opportunity to give people information about them, it is important that personal details like the user's address, school, phone number and actual date of birth are private. So check that none of that information can be seen. It is important to remember that what is posted publically tells a story about the user. The more you post the more detail people have. For example, other users of social media will know what a user is interested in and the places where they can most often be found.

Identification of location

A lot of social media platforms provide the opportunity to let people know where you

are – i.e. 'checking in' at the cinema, or a geo location (your geographic location) when you make a post or send an image. It is useful to discuss whether users understand the implications of switching on, or utilising these functions.

Friendship circles

Friendship circles on social media can relate to different groups in a user's life - school friends, relatives, users with shared hobbies or interests and people a user might work with. Generally you can tell which group friends fall into by virtue of their age and the mutual interest evident in posts. Because of the nature of friendship circles users will generally have lots of mutual friends – classmates, members of the same club or workplace. A low number of mutual friends is a good discussion point. If a child has someone as a friend who has no mutual friends or only a very small number, it is worth having a conversation about who that person is, how they met or engaged and whether they really know them.

Birth family's presence on social media

The depth, breadth, use and search functionality of social media should be a key consideration when engaging with a looked after or adopted child or young person. If there are concerns or restrictions in place concerning contact with a young user's birth family, this should be identified and discussed when considering profile pictures, cover photos, publically available information, geo location and privacy settings

Privacy & icons

Facebook use icons to indicate or remind people of the level of privacy they have set – a globe indicates public, a person icon specifies friends only and a three person icon designates friends of friends (this is the same for group chat in messenger). Twitter uses a padlock to indicate an account is private. It is important that users understand what these icons mean as it will help them when considering the implications when they post or share images.

Sticky settings

Facebook provide good safety settings for people who choose to use them. If users settings are friends only and they decide to publish a great photo they've have taken or an image of themselves with a celebrity they want everyone to see as a public post, every post they make afterwards will be public, unless they physically change their settings back to friends only. The last setting sticks.

Self-generated Msgs/content

Whilst there are very real concerns about children and young people being groomed online by predators, many of the inappropriate images in circulation have been 'self generated' taken by children themselves. These images can range from the seemingly innocent in school uniforms to sexualised pouting, posing and images involving nudity. Pouting, posing and posturing in a sexualised way is not unusual - in fact it is commonplace and many young users simply mimic the behaviour of their elders and or people they admire in the public eye. A discussion that emphasises how such images can be captured and misused by others should be realistic, focused and supportive.

Finding you?

Searching for you. Say No!

Check the privacy settings on social network platforms and where there is a facility to stop people you don't know searching for you, use it. Think about the best way to ensure your information is only accessed by those you want to engage. Be careful how you share your username on Apps like Snapchat or Kik and lock your account to private whenever you can.

- Telephone numbers & email

Social networks like Facebook allow people to search for users by the email address they used when signing up or a phone number associated with their account. It is therefore important to remember that users can choose to set their account to stop people searching for it via phone or email. A good way to test this is to type the user's phone number or email into the Facebook toolbar to establish whether their account can be found.

The clues you create

Taking photos outside your home, school or other location you frequent will tell people a lot about your pattern of life and where you can be found. But there are other clues within the posts and images you share that will enable people to gather other information about you, your family and friends. Social media operates in a digital environment which means that you can zoom into pictures and see what is in the background; sports trophies, written notes and papers, distinctive and valuable items and car registration numbers amongst many other things. Checking in at airports or hotels tells people you are away from home and whilst that might be ok, context is key. Users need to consider the implications of what they say and do online, whose watching, what they might do and who they might tell.

Linking Accounts

When a user downloads a new social media app the chances are they will be offered the opportunity to sign in with and or link it to one of the big Social Networks. It is important to consider the implications of doing so on future posts. Users should check the terms and conditions of use as to whether content you post on one will automatically be shared and published on the other.

Location based services

Most social media platforms offer the facility to share location-based information. This can create a significant risk. Users should therefore share their location by exception and not by default.

Contact

When engaging young social media users you should consider evidence or indicators linked to the following issues:

Who they talk to

- Contact with birth family
- Supervised/ Unsupervised
- Is online contact covered in care plan
- Is the carer and child "friends" on social media
- Who they meet

Audit

- Safety Settings

Safety Steps Checklist

Having considered the information collected during discussion focused by the 'Risky Steps Checklist' encourage the young user to mitigate identified risks by adopting the following practice

- Best/appropriate settings
- Only 'Known' Friends
- Location based settings OFF
- Authentic self/age

Many children and young people lie about their age to access social networks (most require children to be 13 or older) and forget to reset their age once they reach 13. It is important that they do this as responsible social networks configure user access to advertising, content and the language in their help centers to meet the needs of users based on their stated age.

- Limiting physical use
- Limiting access/times locations
- Moderating behaviour
- Review Tagging and other features on platforms

If the platform has a preview tagging facility (Facebook does) use it to ensure that images taken by others cannot be shared on the user's timeline without their permission.

Understanding Help

- When to talk
- Who to talk to
- Where you can get help
- Blocking

- Reporting
- Acceptable Usage contract

7. RISK SPECIFIC PROMPTS

7.1 Child Sexual Exploitation (CSE) - If concerned about CSE as being a potential risk factor consider the following:

- Is the child / young person spending an extensive amount of time on devices and social media? Has this changed recently?
- Does the child / young person constantly have their device on them, appearing anxious when they do not have their device? Has their attitude regarding access to their device changed recently?
- Has the child / young person 'received' a new device from an unexplained source? Have they recently received packages in the post, credits for online stores or appeared with unexplained gifts/ money?
- Does the child / young person use multiple sim cards on their device?
- Is the child / young person secretive about their social media or device? Has this recently become more intense?
- Is the child / young person often contacted by messages, phone calls or on social media by unknown numbers/ people? If they receive a message do they go somewhere private to read it?
- Have you noticed a change in their social media presence? i.e. change in friend group, amount of posts and change in nature of the posts or change in security settings?
- Has the child / young person recently made their social media more public or private? Have they un-friended or blocked former friends?
- Does the child / young person display personal details on their social media such as email address, mobile number, address?
- Does the child / young person have their location services turned on?
- Have you noticed the nature of the child/ young person's social media presence become more sexualized? I.e. posts, profile pictures, comments that they write or others write to them.
- Does the child / young person have an older group of 'friends' on social media?
- Has the child /young person recently made 'friends' on social media with other young people who are known to be at risk of child sexual exploitation?

- Does the child / young person have few or no mutual friends with their 'friends' on social media?

- Does the child / young person have indictors on social media that they have low self-esteem or mental health issues? i.e. continuous posts that seek peer approval, belonging to self-harm or eating disorder groups?

7.2 Radicalisation - If concerned about radicalisation as being a potential risk factor consider the following:

- Is there self – identification with extremists groups or actions evident on social media?
- Are there recent expressions of an 'us vs. them' mentality in relation to society?
- Is there online evidence of a recent disconnect with a former community?
- Is there a recent change in personality that is manifesting itself in their behavior online?
- Has there been a recent change regarding their approach on social media to extremist content i.e. sharing of violent terrorism?
- Has there been a recent change in affiliations on social media and do these affiliations have similar extremist content on their social media?
- Has their cover photo or profile picture changed and might it indicate a change in attitude or outwardly signify an association with radical or extreme groups or ideas?

7.3 Looked After Children - When working with and supporting Looked After Children consider the following:

- Is the carer 'friends' with the child / young person on social media?
- Is the child / young person 'friends' with members of their birth family on social media?
- Does the child / young person used location-based services or have their location turned on, on their device? NB: Are you aware that if a child / young person has their location turned on and they are using their device in the home in which they are cared for, this will pinpoint their exact location?
- Does the child / young person use social media as a means to communicate with their birth family?
- To your knowledge is the child / young person having unplanned and unsupervised contact with their birth family that is in breach of their care plan?
- If no, do you suspect that the child is having unplanned and unsupervised communication over social media, that is in breach of their care plan?
- Is the communication used positively? i.e. to maintain ties with their birth family?
- Is the communication over social media used in a negative way? I.e. the child / young person receives harassment or is harassing the birth family.
- Does the child / young person understand and use privacy settings on social media?
- Does the child / young person have personal information that is public on their social media accounts, such as mobile number, email or address? NB: if the child / young person has a public account then information that the child / young person has on their account can be seen by anyone. If the location of a child / young person is not to be known by their birth family then careers should be aware of the privacy settings and location based services.

7.4 Placement - During the placement of a child consider the following

- Has a digital footprint survey being carried out with the carers and the child/ children?
- Have measure been taken to ensure they are Home Safe and Device Safe? This means they are using all the parental settings available from their communication and internet service providers and that any device given to the child has safety settings and a restrictions password applied. This should normally take place before the child or young person is given access to the device.
- In the child / young person's foster placement are rules enforced regarding the use of the Internet and devices?
- If yes, are human or technical oversight strategies used to monitor the amount of time the child / young person can spend on social media?
- If yes, Do you understand and enforce rules about appropriate content, age limits and risks posed online (social media and online gaming)?
- Do you actively engage in the child / young person's online activity?

7.5 Bullying / Cyberbullying - The bullying prompts below are included to provide professionals with a set of useful prompts when trying to establish if bullying (on-line or offline) is an issue. They focuses on 3 areas; children's attitudes to SCHOOL, general OBSERVATIONS by a parent, teacher or safeguarding professionals and things a child might SAY. This guidance is not exhaustive and should be considered in context of the individual child or young person and their usual behaviour. It should not automatically be assumed that a child displaying one or more of them is a victim of bullying.

Bullying Prompts - SOS

S- SCHOOL

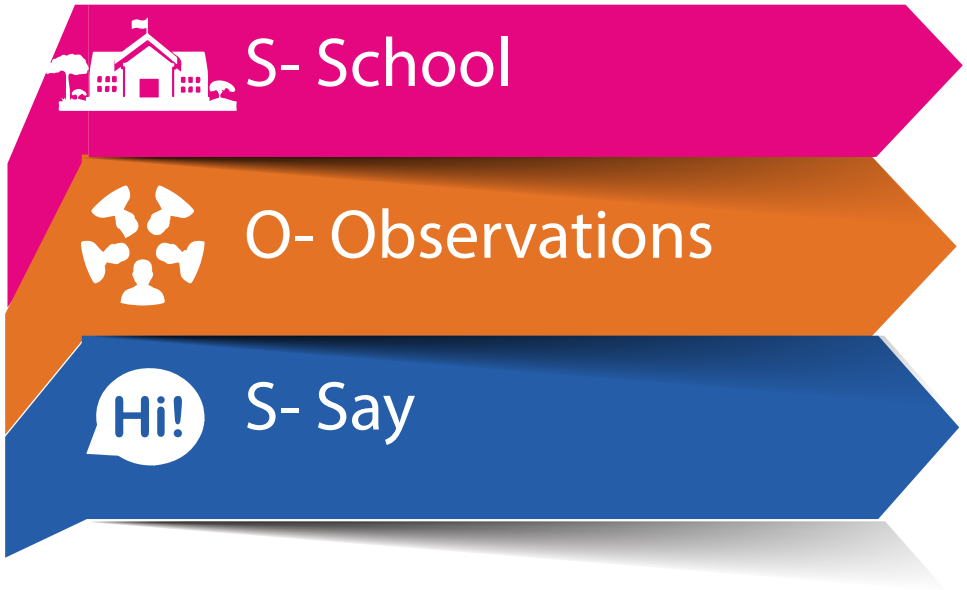
- Is frightened of walking to or from school or changes route
- Doesn't want to go on the school / public bus
- Refuses to go to school
- Suddenly starts asking to be driven to school
- Begins to truant
- Performance in school work begins to drop
- Has dinner or other monies continually 'lost'
- Comes home 'starving'

O – OBSERVATIONS

- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Changes their usual routine
- Feels ill in the mornings
- Comes home with clothes torn, property damaged/missing
- Has unexplained cuts or bruises
- Bullying others
- Changes in a child's attitude to accessing technology
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber message is received

S - SAY: things they might say?

- Threatens or attempts suicide
- Threatens or attempts self-harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Asks for money or starts stealing money
- Is frightened to say what is wrong
- Gives improbable excuses for their behaviour.



8. PERSONAL USE BY SAFEGUARDING PROFESSIONALS

8.1 It is critically important that those involved in contemporary the safeguarding of children and young people have a credible level of understanding of social media. The CHSCB therefore encourages all partners and individual safeguarding professionals to engage in personal use of social media, provided this is done within the parameters set out in the CHSCB guidance - Appropriate Use of Social Media Policy for Safeguarding Professionals.

9. KEY THINGS TO KNOW

9.1 The CHSCB is committed to ensuring that children are seen heard and helped. In order to meaningfully live up to that commitment we recognize the need to consider the context of children's lives in the reflection they create within the online digital footprints they create.

9.2 Given the growth in access to technology and use of social media, one handbook will never be sufficient to explain all aspects of technology and social networking. In the following paragraphs we attempt to provide an overview of key

issues. Further useful detail can also be found in the Glossary of 'Buzz Words" and Useful Links included at the end of this handbook.

9.3 It is clear that as the big social networking companies compete to increase their share of the audience they will gravitate towards the provision of those services most popular with users. The trend towards image based video and graphic content will continue, more providers will integrate messaging capabilities add encryption and popular functions like disappearing or secret conversations.

9.4 The best way to remain contemporary, credible and relevant is to engage with the apps you know are most popular with the groups you seek to safeguard. That does not mean 'friending' service users but it does mean appropriately engaging with the technology, by doing so you'll understand how it works, what to do when you experience a problem and how to configure privacy and safety settings.

Apps

Social media has evolved to a point where it is primarily dominated by mobile Apps used to share images, videos and engaging or interesting content between friends and groups of friends.

Most children no longer 'text' one another in the traditional sense. They use apps like WhatsApp, Facebook Messenger and Kik. These apps are free and many have end-to-end encryption so they cannot be intercepted by anyone, including the police.

Decoy Apps

Other Apps, known as Decoy Apps appear on a child's phone as something other than what they are. One of the most popular 'Decoy Apps' looks like a standard calculator and when used, operates in the same way.

However, once a password is entered it opens a secret vault that can be used by children and young people to hide messages and photographs.

False Security

Some apps, like Snapchat, create a false sense of security for children and young people as, in principle, images shared via it are supposed to 'disappear' once seen. In fact, there are a range of ways in which images can be captured, alongside them being stored in the user's camera roll (photo album) or 'Snapchat Memories' – a recent function that that allows users to store images within the app itself.

Blocking and Reporting

Many of the more established sites such as the Facebook family of apps and Twitter have well developed blocking and reporting functions in place – others do not and can enhance the exposure of risk to the children using them. Knowing how to signpost credible advice and how to mute, block and report is important.

If you can use Google you can learn how to engage these important functions on individual apps and help the children and young people you are working with understand them too. The CHSCB also publishes monthly updates on these areas in its Things You Should Know (TUSK) briefings. Make sure you register HERE.

Emojis

An Emoji is a symbol used in an electronic message or on a web page. Emojis are used in place of words to convey messages and emotions and exist in various genres, including facial expressions, common objects, places and types of weather, and animals. It is estimated that 6 billion emojis are sent each day. But the cartoonish, seemingly innocent and playful use of emojis can have a dark side. It's a new form of communication that can be used to bully, threaten and harass. As examples,

- A frog can mean someone is "ugly."
- A smiling pile of poop is another profanity.
- Strung together, a running man and a bowling ball means, "I'm going to hit you."
- Scissors mean "I'm going to cut you."
- A skull with a right arrow and a fire means "die in a fire."

Facebook

Cover photo – The cover photo is the main image on a user's profile. This image is always public and anyone who uses Facebook or has access to your profile is able to view this image.

Profile photo – The profile photo is how people identify who you are on Facebook. This image will appear when people search for you, write posts or comments to you and when you update your status or post comments. The profile photo is public by default. You can change the privacy settings on each individual profile photo but this will simply prevent other users from enlarging the image. Whatever you have in your profile photo will be viewable to other users.

Post – A post can be text, photos, videos or links to other websites. You control the privacy of all your posts and decide who you want to share them with. If you post something publically by accident, you can press the down arrow on the top right corner of every post to edit the privacy settings. You can press the same down arrow on other people's posts to report their post, or to turn on notifications to that individual post.

Wall – A wall is the area on your profile where you and your friends can post text, photos, videos or links. You choose who can view the content on your wall. It can be public, so that anyone can view it, Friends only, so that only people that you add or accept as a friend can view, or Only me; this means that only you can view the content. When other user's view your profile, they will have access to your wall and everything you or your friends have posted.

News Feed – The News Feed is where you can view all posts that your friends have made in one place. You can set this to 'Top Stories' which means that the posts which have the most activity i.e. the most likes, comments or shares, will appear at the top of your News Feed; or 'Most Recent', which means you will view a chronological list of what your

friends have been doing. Both the top stories and most recent stories are live and will update as you view the News Feed.

Activity Log – You have an activity log on your profile which shows you a chronological list of what you have been doing on Facebook e.g. what posts you have liked or commented on and when you add or accept a new friend. This can only be viewed by you.

Tagging – When you tag someone, you are creating a link to their profile i.e. you can click on that person's name and Facebook will take you to their profile. You can tag your friends in your posts and you can be tagged in your friend's posts. You can tag and be tagged in a text post, a photo or a video. When you tag someone in a post or you are tagged in a post, you will receive a notification to alert you to this. You can remove the tag if you do not want to be associated with the post and you can turn on 'Review Tags' so that your friends cannot automatically tag you without you first accepting it.

Support Inbox – You have a Support Inbox associated with your Facebook account. Whenever you make a report to Facebook, you can view the outcome of the report in your Support Inbox. Here they will tell you what action they have taken, if any, and why.

Check In – Facebook allows you to 'check in' your exact location. This feature is most used when people are at an event and want to show their friends where they are. However if you check in at your house, you are giving all your friends access to your home address.

Messenger – Messenger is a sister app to Facebook, owned and created by Facebook. Messenger allows you to send private messages to any of your Facebook friends.

Snapchat

Snaps – A snap is a photo or video, which lasts anything from 1 to 10 seconds that you can send to your friends. You can add a filter to your snaps; add text or you can draw over the image/ video. After your friends view the snap, it self-destructs, in theory. However, if you have an iPhone and sync to the Cloud, all snaps are saved in a temporary folder in your cache.

There are a number of third party apps such as Snaphack, Snapcrack, Snapbox, Snappop etc. that use your login credentials to save all snaps you receive. You can double tap to reply to a snap by sending a photo or video but you can also start a text chat.

Screenshot – Due to the nature of Snapchat and the limited time you have to view each snap, Snapchat will alert you if any of your friends take a screenshot of the photo or video.

Filters – Snapchat provides you with a number of filters that will change the colours of your video/ image; you can add a time stamp filter, temperature filter and speed filter. If you have your location services switched on, occasionally Snapchat will provide Geofilters that are specific to neighbourhoods and special locations, which will change from place to place. This will show your friends where you are.

Story – You can post a 'Story' to your account. This means that all your friends can view your 'Story' for 24 hours. You can add as many photos or videos to your story as you wish.

Live stories – Live stories allow users who are in the same location or at the same event to upload their photos or videos to a story that can be viewed by anyone in the world who has a Snapchat account. This story is also viewable for 24 hours. The purpose of a live story is to show other users worldwide a 'community perspective' with lots of different viewpoints.

Discover – Snapchat Discover is a way to explore Stories from different editorial teams. It is updated every 24 hours and produced by popular news outlets and magazines such as SkyNews, SkySports, BuzzFeed, MTV, DailyMail etc.

Instagram

Home/ Feed – The Home icon shows you all the photos or videos that people you follow have shared. Here you can like the content or comment on it.

Search & Explore – The Search and Explore section of Instagram shows you photos and videos liked by people whose posts you have liked, or posts that have a large number of likes on Instagram. If your account is set to private, only people that you allow to follow you will see your posts shared in Search and Explore. No two Instagram accounts will have the same posts in Search and Explore.

Activity – Your Activity section on Instagram shows you and alerts you when someone comments on one of your photos/ videos and when someone mentions you in a comment or on their photo/ video descriptions. Your Activity also shows you what

photos and videos your followers have liked or commented on.

Hashtag – If a photo or video has a Hashtag in the description, you will be able to tap the Hashtag to view other photos and videos which have the same Hashtag attached. This page shows hashtags by anyone in the world who uses Instagram. If your account is set to private, only people that you allow to follow you will be able to see your posts with the Hashtag.

Mentions – Mentions are similar to 'tagging'. Tagging is where you use the @ symbol and include your followers username e.g. @h2bsafer. When you mention @h2bsafer, that person will receive a notification to let them know you have included them in a photo description or comment. If you block a user on Instagram, they can mention your username on Instagram, but you will not be notified about this and it won't appear in your activity.

Profile – Your Instagram profile provides a description of you and shows all the photos and videos you have uploaded.

Filters – You can add a filter to photographs you upload to Instagram, this will change the colour of the image.

Instagram Direct – Instagram Direct is a function that allows you to share photos/ videos with another user directly, without the rest of your followers being able to view it. You can add up to 15 users to one post on Instagram Direct and you can send a photo or video to other Instagram users that you do not follow.

Screenshots

If your child has experienced something upsetting or harassing on social media, the first step is to block the person that is sending the messages. On your schools Safety Centre, please click H2Block, then select the device you are using e.g. iPhone, Android or Desktop. Then select what platform you wish to block on. You should then report the person on the platform they are sending the messages from, instructions of how to do this on any device and platform are available on your school's Safety Centre. It is very important to capture evidence of the posts if you wish to report it to the school, local police etc.

If you are using an iPhone, hold the Menu button and the On/ Off button at the same time on the screen you wish to capture. E.g. if it is a Facebook post you want to capture, find and locate the post and take a screenshot of it. The screenshot will then be saved into your Camera Roll.

If you are using an Android device, hold the On/ Off button and the Volume Down button at the same time on the screen you wish to capture. The screenshot will be saved into the Gallery, then Screenshots.

If you are using a PC, you press the 'Print Screen' button, which is located on the upper right hand corner of your keyboard. Once you have done this, open a programme such as Microsoft Word or Paint and press Ctrl and V and the same time or right click on your mouse and click paste.

If you are using a Mac, you must press Command (cmd), shift and 3 at the same time. This will save the screenshot to your Desktop folder.

Need to Know More?

We recognize that this policy provides a limited insight and a range of check lists and prompts to help collect information that informs professional judgment about risk. In cases of uncertainty or for further advice partners should contact the CHSCB team at

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Date of Publication 24/05/17

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