

‘Youth Work in a Digital Age’

Social Media and online technology - Guidelines for safe and effective work with children and young people©



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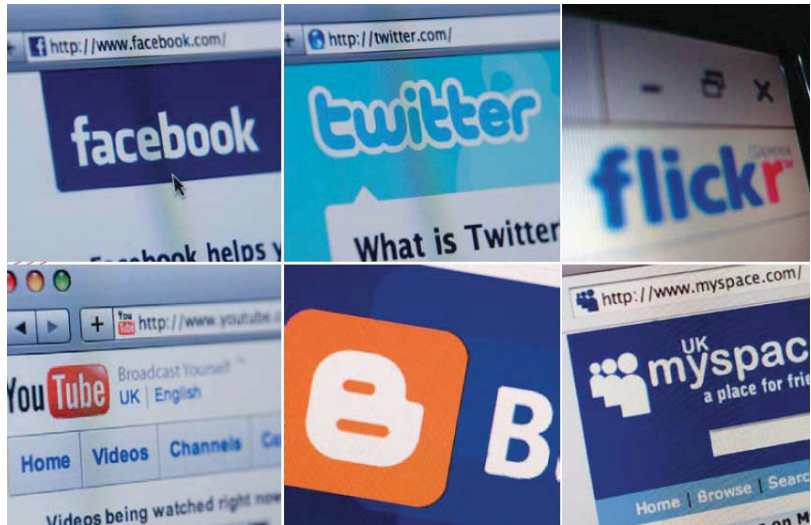
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1. Youth Work in a Digital Age

Where can you always find a group of young people;

- hanging out together
- chatting about everyday life, and about issues that matter to them
- planning an upcoming adventure
- reflecting upon the activities they have recently been involved in
- sharing jokes
- having a heart to heart discussion with their peers
- and just generally being young people



Ten years ago 'the youthie' or 'the street corner' or 'the park' might have been the answer. Today it is just as likely to be online.

Digital technology has created some golden opportunities for youth work practitioners;

- to promote specific events, training and volunteering opportunities and activities for young people
- to drive up attendance and attract new members
- to engage with young people who may or may not already access youth provision
- to create an identity for your organisation online
- greater visibility, through videos and photos of what actually happens in your organisation
- opportunities for young people to pass on information to their friends easily
- if you have an existing website, social media will enable you to raise its profile through web links
- by establishing online discussions you can consult on developments to your organisation, allowing young people to give feedback in their own time
- by checking out other sites you can see who is talking about positive activities for young people in your area and what they are really saying.
- it offers you the opportunity to harness and build on the skills and talents of young people, allowing them to play a key role in creating and maintaining an online community for your organisation.
- and to generally deliver high quality youth work

With over 80% of young people using one or more social network site (5 in 6 young people aged 11 – 25 years were users of at least 1 SNS – April 2009) and young people increasingly turn to the internet for communication, entertainment and information – youth work cannot afford to miss the 'digital boat'. Joining young people in this space is much more effective than expecting them to find you.

Digital media offers the tools and platforms for young people to move from 'consumer' to 'creator'. Working with young people online creates an environment far closer to the youth work ideal of voluntary engagement. As professionals at the heart of youth engagement, it is important to understand and be part of this online community.

The youth work principle of starting where young people are means that Facebook may well be a natural starting point and could be classified as a 'youth work setting' as this is often the starting point for many young people's online lives.

When we think about young people's media use and online lives, we should be careful not to focus entirely on Facebook; we should mix and match different online engagement tools. Whilst it is hard to establish any sort of online network that will 'compete' with Facebook, the process of setting up and running online discussion spaces can help young people develop critical skills for thinking in the online environment and can raise awareness of the wider potential of the open internet.

So the challenge for youth workers is to work out how to understand, adopt and adapt digital media tools for their practice and to

- 1) Support young people to safely navigate growing up in a digital world
- 2) Use digital media tools to promote and add value to existing youth work
- 3) Weave the digital media tools into youth work activities
- 4) Make the most of the technology for youth work goals.

Youth workers have an additional role in equipping young people not only with awareness of the risk, but also with the resolve, resources and resiliency to navigate dangers, whilst still taking advantage of online opportunities. Opportunities and risk go hand in hand 2. Social networking sites can be made safer when youth workers, as professional and trusted adults, actively engage with young people.

Youth work can engage with social network sites (SNS) as one or more of these;

- An environment in which young people need support and guidance
- A marketing tool for promoting youth work opportunities and activities
- A communication tool for interacting with young people
- A youth work tool for promoting young people's creative expression, political engagement and wider personal and social development.
- A starting point to work from in helping young people develop their skills, interests and capabilities across a range of issues and areas
- A platform for new forms of online youth work

One of the greatest potentials of digital media is the ability to show young people what's on offer, rather than just telling them. For just about any youth work activity there will be digital media tools that can add a new dimension. Knowing where to start can be tricky, these 4 simple steps to going digital should help you on your way.

1) Survey

Find out what's going on in your organisation, other organisations and the digital opportunities young people are interested in. Check what policies your organisation has on digital media and what technology you have available.

2) Strategy

Choose how you will engage with digital media and plan this into your youth work curriculum.

3) Safety

Think about possible safety issues and how to overcome them.

4) Skills

Give yourself time to explore digital media tools you are planning to use, try them out first, or find a colleague or a young people to teach you how to use them.

The digital world is here. It is moving forward at a phenomenal pace, youth work has some catching up to do – but it also has a key opportunity and offer to make.

Social Media and online technology

Guidelines for safe and effective work with children and young people

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Guidelines developed by Sunderland Voluntary Sector Youth Forum (SVSYF)

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2. Introduction to these Guidelines

The development and expansion of the use of ICT, and in particular the internet, has transformed the way people communicate. The benefits are perceived to 'outweigh the risks'. (org name) take very seriously their responsibility of creating a safe ICT environment for both young people and staff, and strive to ensure they are protected from any potential harm.

If your organisation gets involved in social media it will;

- Raise your profile
- Strengthen the connection between your organisation and young people
- Keep you aware of what people really think about your organisation.

These guidelines apply to all staff, volunteers and management committee members / trustees who have access to and are users of (org name). They set out the procedures for the use of the internet including social media to support the work of VCS youth work organisations, and aim to provide the balance to support innovation whilst providing a framework of good practice.

The widespread use of social media brings opportunities to understand, engage and communicate with young people and practitioners in new ways, it is important that we use these technologies effectively and flexibly.

Because of the pace of change affecting social media these guidelines will need to be reviewed regularly and it is important that the guidelines are used in conjunction with other (org name) policies and procedures including harassment and bullying, safeguarding young people and data protection.

Social Media Landscape



Purpose and scope

These guidelines and policies are designed to:

- help all individuals (e.g. employees, visitors, management committee / trustees, young people etc.) understand the ways in which they are / are not allowed to use the (org name) ICT systems;
- help maintain the security, integrity and performance of the (org name) systems;
- minimise both the organisations and individual users exposure to possible legal action arising from unauthorised use of the ICT systems;
- help ensure that (org name) can demonstrate effective and appropriate use of publicly funded resources; and
- set the minimum standard for acceptable use across all (org name) IT systems
- promote good practice in the use of ICT helping build the skills of all individuals to make the most of online opportunities whilst navigating online risks.

The policy covers use of all ICT systems and facilities provided either directly or indirectly by (org name), and whether accessed from an (org name) site or remotely, in particular:

- the Internet
- e-mail
- electronic bulletin boards and social media such as Twitter, Facebook etc
- Internet Relay Chat, Instant Messaging and other realtime voice / video / texting systems.
- file sharing by whatever means
- computing devices (e.g. Desktops, laptops, printers, PDAs etc.) and servers
- communications equipment e.g. telephones including land-line and mobiles, faxes and video conferencing

These guidelines are intended to raise awareness of key issues about the use of online technologies in an effort to offer a starting point towards the production of your own policies and procedures. It is hoped that organisations will explore the use of, and benefit from online technology.

We expect sections to be altered, removed or added so you can produce a document that suits your individual organisations needs.

If your organisation would like to adopt these guidelines as an example of good practice, please feel free to adapt / modify the contents to fit in with your organisations policies and procedures.



(Project name)

3. ICT and Internet Acceptable Use Policy

Use of the internet by employees, volunteers and management committee members of (org name) is permitted and encouraged where its use supports the aims and objectives of the organisation.

(organisation) has a policy for the use of ICT and the internet whereby employees, volunteers and management committee members must ensure that they:

- comply with current legislation
- use the internet in an acceptable way
- do not create unnecessary business risk to the (organisation) by their misuse of the internet

3a). Who do these guidelines and policies apply to?

These guidelines apply to all employees, management committee members / trustees, volunteers or temporary staff who have been granted the right to use the organisation's internet access. Employees and volunteers are required to read and sign the Employee Record Form (SM8) confirming their understanding and acceptance of this policy. Young people accessing the internet should read the young person acceptable use of Social Networking Site Policy Statement - young people(if appropriate)

The (org name) ICT systems, services and facilities are provided to enable employees and other authorised individuals to perform their jobs effectively and efficiently. All normal use of these systems in pursuit of the (org name) business within an employee's authority to act is allowed.

All use by non-employees including young people is subject to the same restrictions as for employees.

Additional information on acceptable (including personal) use, restrictions on use and penalties that can be applied is highlighted in the organisations social media policy - please read them all to familiarise yourself. Breaches of the policy will be dealt with under (org name) disciplinary policy, or by equivalent sanctions in the case of non-employees. *(NB: ensure you update your disciplinary policy to include social media)*

3b). Use of Digital and video images, photographic, video.

The development of digital imaging technologies has created significant benefits to allow staff and young people instant use of images that they have recorded themselves or downloaded from the internet.

However both staff and young people need to be aware of the risks of sharing images and posting these on the internet. These images remain on the internet forever and may cause harm or embarrassment to individuals in the short or long term. i.e. poor taste images or inappropriate comments may harm a job interview if a potential employer searches for your name on the internet. There are many reported incidents of employers carrying out internet searches for information about potential and existing employees.

- When using digital images staff should inform and educate young people about the risk associated with taking, sharing, publicising and distributing them. In particular they should recognise the risks attached to publishing their own images on the internet, including social networking sites.
- Staff are allowed to take digital / video images to support their work, but must follow (org name) policies including obtaining informed consent. These images should only be taken on (org name) equipment, no personal equipment should be used.
- Care should be taken when taking images that young people are appropriately dressed and are not participating in activities that might bring the young people or (org name) into disrepute.
- Young people and staff must not take, share, publish or distribute images of others without their written permission
- Photographs publicised on the (org name) website, or elsewhere must be selected carefully and comply with good practice guidelines on the use of such images.
- Parents / carers permission should be obtained at all times for young people under the age of *(insert your orgs age here as appropriate 16 or 18 years??)*

3c). Employees private / personal use of ICT systems, services and facilities

At management discretion, (org name) employees are allowed limited and reasonable personal use of the organisations ICT systems, services and facilities provided that such use:

- does not interfere with their (or others) work; and/or
- is not excessive and does not involve more than minimal amounts of working time;
- does not incur any significant expense for the (org name) and/or tie up a significant amount of resource.
- Does not relate to running a private business.
- Does not risk bringing the organisation into disrepute or exposing it to legal action.

Outline your org – definition of reasonably personal use here – an example is shown below;

Personal use should not be undertaken in working time and be limited to non-working time e.g. at lunchtime; or before/after normal working hours; or when “clocked out” for members of flexi schemes. Very limited, occasional personal use during normal working time will be tolerated - e.g. to respond briefly to an incoming personal e-mail or telephone call or to deal with a non-work related emergency. However, spending significant amounts of time making personal use of the internet, e-mail, communication equipment, etc. is not acceptable and may lead to disciplinary action.

To help safeguard individuals privacy there will be no personal emails on organisation accounts. Users can access their personal web accounts from the office system in their own time as agreed with the line manager.

Personal files, documents and e-mails can be stored in (org name) ICT systems provided they are in a folder clearly marked as ‘Personal’ or ‘Private’. It should be noted that the information will not be protected, and could be accessed by others users.

Responsibility for ensuring that any personal use is acceptable rests with the individual. Staff should seek guidance from their line manager if they have any doubts concerning the acceptability of their personal use. If any doubt still remains, then that form of personal use should not be undertaken. To help safeguard their privacy there will be no personal emails on organisation accounts. Users can access their personal web accounts from the office system in their own time as agreed with the line manager.

3d). Why 'Personal' and 'Private' are not the same

Personal vs. private: There is a difference between personal and private information. To apply this to real life, think of the small talk you might make in the office about your weekend. Most people share personal details of what they did or a new restaurant they tried without divulging private or inappropriate information about them. You can use that same test before you post on Facebook, Twitter or any other social media site. In many instances written conversations inside social media networks can be found through search engines such as Google.

Employees are personally responsible for the content they publish online, whether in a blog, social networking site or any other form of user-generated media. Be mindful that what you publish will be public for a long time; protect your privacy and take care to understand the site's terms of service.

A lot of websites allow you some form of control over who can see your material. Ensure you understand and use these features.

Example: On Facebook you can control your privacy settings under "Settings->Privacy Settings->Profile". We recommend that you set all of these settings except for "Profile" and "Basic Info" to "Only friends".

Please also be aware that derogatory comments about employers, work colleagues, other organisations can be portrayed as misconduct and will be dealt with via the normal disciplinary channels.

Keep Your Personal Life Private - You can still have personal information on the web. Just make sure that it is only available to the people you want to see it.

When you're using social media, consider what you are willing to share with the world and what you want to keep to yourself. If you wouldn't say it in person or by phone, don't say it online.

3e). Non 'staff' private / personal use of ICT systems, services and facilities

It is expected that non-staff (such as young people, management committee members / trustees, etc.) will be made aware of the general (org name) restrictions and guidance before they have access to ICT systems and services. This should include a statement on private/personal use that should be in line with the restrictions placed on (org name) staff but may be more restrictive if required.

3f). Monitoring

(Organisation) accepts that the use of the internet is a valuable business tool. However, misuse of this facility can have a negative impact upon employee productivity and the reputation of the organisation.

The organisation maintains the right to monitor the volume of internet and network traffic, together with the internet sites visited. The specific content of any transactions will not be monitored unless there is a suspicion of improper use.

3g). Sanctions

Where it is believed that an employee has failed to comply with this policy, they will face the company's disciplinary procedure (outlined in (org name) staff handbook). If the employee is found to have breached the policy, they will face a disciplinary action ranging from a verbal warning to dismissal. The actual action applied will depend on factors such as the seriousness of the breach and the employee's disciplinary record.

Additional notes

1. Unsolicited receipt of discriminatory, abusive, pornographic, obscene, illegal, offensive or defamatory messages (e.g. e-mail SPAM/text messages) will not be treated as a disciplinary offence. With the exception of illegal material, anyone who receives such material should report incidents to their line manager immediately.
2. Anyone accidentally accessing a pornographic or other inappropriate web page should report the matter to their line manager immediately. No disciplinary action will be taken in such cases. If the line manager is unavailable, contact the chairperson immediately.
3. Anyone accidentally viewing what they believe is illegal material (e.g. child pornography) **must** immediately stop what they are doing, take a note of where they found the illegal material and close the software application displaying the material. This includes e-mail attachments. They **must not** view the illegal material again and **must** take appropriate measures to ensure that others cannot view the material. They must then inform their line manager who will decide how to proceed.

It is a criminal offence to continue to view, allow others to view, or not to report illegal material.

3h). Agreement

All employees, management committee members / trustees, volunteers or temporary staff who have been granted the right to use the organisation's internet access are required to sign the agreement (**SM8**) confirming their understanding and acceptance of this policy.

Org logo here

SM2

(Project name)

4. Getting involved in Social Media and similar online technologies – Good practice guidelines (information for staff, volunteers, management committee members / trustees)

Follow these guidelines to comply with our ICT Acceptable Use Policy, and to protect (organisation) and your own privacy.

4a). Background and Vision

(organisation) recognises that young people use the internet and Social Networking Sites (SNS) as a means of communication and interaction with each other and the wider community, and it is now an essential part of their everyday world. Whilst we want to encourage young people to make use of available technology in our projects, we also have a responsibility to address the risks posed by these technologies, to ensure that, to the best of our ability, we put safeguards in place to protect our staff, volunteers and management committee members as well as protecting young people in the virtual world, in the same manner as we would in the offline world.

(organisation) has been growing its participation in social media to strengthen our connection with members, young people and key influencers. Networking sites like Facebook and Twitter, and photo and video-sharing sites like flickr and YouTube can be exciting new avenues for communication in our professional and personal lives. Used responsibly, they provide us with an effective way to keep abreast of new trends and topics, and to share information and perspectives.

4b). What is social media?

In its simplest form social media is about online conversations. Instead of just having a website where people come to us, social media allows our organisation to be proactive and to start or join in a two-way conversation.

The introduction of web-enabled mobile phones over recent years means that social media platforms can now be accessed at any time, anywhere. We can link our website easily to a social media 'group' or account.

Ensuring that our safety measures are as robust online as they are offline is crucial, and our policies identify some of the key safety areas all staff need to consider. But while safety should be a primary consideration, it should not stop us from getting involved. In fact the more responsible adults engage with young people through social media, the safer the environment will become for all concerned.

4c). How does this relate to me?

Children and Young People's Services are required to make information about activities for young people available and accessible, using social media effectively can help achieve this.

Young people are already using social media, joining them in this space is much more effective than expecting them to find us. Social media allows us to create an identity for our project online – we can communicate as a group without the need to be physically face to face. We can promote specific events, courses and activities, driving up attendance and attracting new members.

Social media enables users to pass on content to their friends easily – this provides a great opportunity to gain greater visibility of content, through videos and photographs, of our project's activities. By establishing an online discussion we can consult on developments to our project, allowing members to give feedback online in their own time.

By checking other social media sites we can see who is talking about positive activities for young people in our area and what they are saying. This is extremely useful as it can help you shape our online and offline activities, making them more effective. And perhaps most importantly, it offers us the opportunity to harness and build on the skills and talents of group members, allowing them to play a key role in creating and maintaining an online community for the project. 3

4 d). Creating a positive environment and safe setting

There are 3 basic online identities

Personal

Professional

Organisational

By modelling good practice in your own engagement with the internet you can support young people to be safe, and to engage positively.

All staff working for (org name) need to model the positive use of technologies.

If you have a professional / work profile on the internet make sure your profile clearly explains;

- who you are
- who you work for
- how young people can verify your identity
- offer links to summaries of any relevant policies and information young people should be aware of (i.e. who to contact if any concerns/complaints about your activities on site)
- Always be honest about any limits to your engagement online (i.e. I can't offer one to one advice here but you can contact XYZ if you want someone to talk to)

Bullying in any form is unacceptable and with new technologies comes a new form of bullying, cyberbullying. Cyberbullying is no different from any other forms of bullying; the behaviour is the same and the impact is no less devastating.

Cyberbullying is the term used to define bullying behaviour that takes place via mobile phone or over the internet through emails, instant messaging and social networking sites

Adults have an important role to play in explaining to a child or young person their rights and responsibilities when using new technologies. Knowing how to identify when they or others are cyberbullying, or being cyberbullied will help with building a safe environment.

When used appropriately, new technologies can and do provide excellent opportunities, opening a new world for finding resources and meeting new and existing friends

For more information on cyber bullying please refer to Appendix E – Cyber Bullying in more detail.

Whatever your engagement with Social Media apply good youth work principles of 'starting' where young people are at, and going beyond to stretch their imagination and enhance their learning.

If you accept friend requests from young people on SNS's (work setting) make sure you have informed consent from the young people for the consequences of this.

You may want to send a standard message to the young person stating your friend connection means you can see their profile and things they post to it, explain you are a professional worker and they can remove the connection at any time.

If you have a personal social networking account – **do not** 'friend' young people or add them to your contact list. You may be giving them access to personal information and allowing them to contact you inappropriately. They may also be giving you access to their personal information and activities without realising it.

If you create a group, host discussions or encouraging media-sharing think about the rules / guidelines for young people engaging with this. You may find it useful to create group agreement with young people and the sorts of language and discussions allowed. Make sure these are accessible to all young people i.e. not just in paper form, why not create a video explaining these rules?

If you want to use a web based social network site for a group or whole organisation why not consider using a service that doesn't give you contact access to personal information and updates or allows collaboration without requiring permission i.e. a Facebook fan page, flicker group or twitter list.

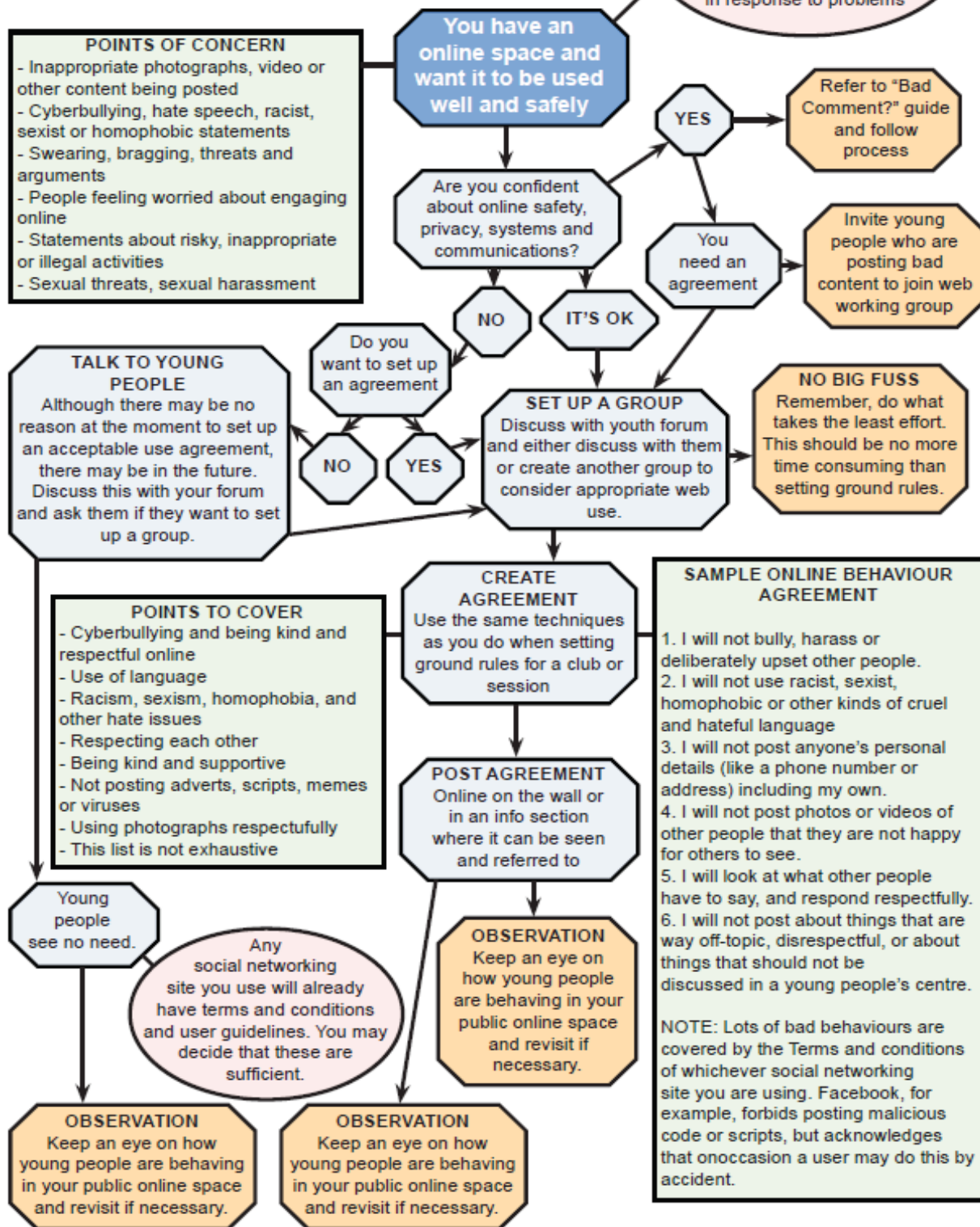
If you create a profile, group or other space within SNS for your organisation make it welcoming and fun, use different media including photos and videos to communicate, and involve young people in creating this space.

If you work face-to-face and online, think about how you can link your online and offline conversations.

Keep a record of your activities on Social Media. Apply the same level of recording of your online activities as you would in face to face work.

Got a public online space for young people?

Follow this flow chart to know what to do



With thanks to Katie Bacon www.katiebacon.co.uk

4 3). Responding to child protection concerns

You are in general, no more likely to encounter situations online which give rise to child protection concerns than you are to encounter such situations in comparable face to face work with young people.

The threat our young people face is not about technology – it is about people.

When it comes to safeguarding, we should make no distinction between the offline and the online worlds.

Child protection is everyone's business in all areas. This is about the behaviour of offenders manipulating any environment in order to abuse children.

It is critically important that our children and young people are afforded the same protection whether they are in their local park, chatting to friends online via mobile technology or researching their homework on the internet. Of course, delivering these safeguarding measures brings a range of responsibilities for ourselves and others. Should you encounter situations that give you cause for concern you should base your response on your existing established professional practice and (orgs) safeguarding policies and procedures.

Whatever actions you take make a record of them, discuss with your manager and raise any concerns following the appropriate child protection / safeguarding procedures in place for your organisation.

For more support regarding Safeguarding refer to Sunderland Safeguarding Children's Board website <https://www.sunderlandscb.com/web/guest/home>

4 f). Maintaining a good reputation – yours and (organisations).

Be a good ambassador, whilst it is everyone's personal decision whether to use social media networks and tools you should always be aware that your behaviour and opinions reflect on (org name).

Before you post anything on the internet at work or at home, ask yourself these questions;

- Could this public expression impair my ability to work with my colleagues on a friendly basis?
- Would it make my colleagues uncomfortable?
- Would it make young people uncomfortable?
- Would it make parents / carers / other professional uncomfortable?
- Could it damage the reputation of my organisation?

Think BBC World News, your mother and your boss. Don't say anything online that you would not be comfortable seeing quoted on BBC World News, being asked about by your mother or having to justify to your boss!

Whilst we encourage open communication both internally and externally in all forms, we expect and insist that communication does not substantially demean our environment or our organisation. Always express ideas and opinions in a respectful manner, Make sure your communications are in good taste, be sensitive about linking to content and do not denigrate or insult others, including competitors

4 g). Protect confidential information, yourself and your organisation.

Online postings and conversations are not private. Realise that what you post will be around for a long time, and could be shared by others. Given that,

- avoid identifying and discussing others – including other organisations, your friends and co-workers – unless you have their permission
- **obtain permission** before posting pictures of others, or before posting copyrighted information.
- Externally communicating sensitive, confidential or financial information that is not intended for the public including; information related to specific projects / sessions, young people, partners, funders, partnership deals, funding bids, salary etc) is ALWAYS forbidden and may be grounds for immediate dismissal and legal action.
- Posts should not speculate on (org name) future plans, funding bids, recruitment or business prospects.

Be careful with personal information. This may seem odd, since many sites are created to help promote sharing of personal information. Still, astute criminals can piece together information you provide on different sites and then use it to impersonate you or someone you know – or even re-set your passwords.

Don't be fooled. If you do post personal information on a site like Facebook or Twitter, criminals can use it to send you emails that appear to come from a friend or other trusted source – even the site itself. This is called “phishing”. Don't click links or attachments unless you trust the source. For example, be wary of emails that say there is a problem with your account, then ask you to click on a link and input your username and password. The link may connect to a site that looks exactly like Facebook, Twitter, your bank's web site, but is really a fake site used to get even more personal information. This ploy can also be used to infect your computer with a virus.

Disclaimer If you have a blog, / SNS and talk about work-related issues, add a disclaimer; to each page making clear that the views you express are your alone. Be aware that the disclaimer does not free you from the obligations under the Codes of Conduct policy.

Example: *“The postings and opinions expressed are my own and don't necessarily reflect positions, strategies or opinions of (organisation).”*

Use a respectful Tone You may not post any material that is obscene, defamatory, profane, libellous, threatening, harassing, abusive, hateful or embarrasses another person. This includes but is not limited to comments regarding (org name), our employers, partners and competitors. You may not personally attack fellow employees, customers, stakeholders, management committee members, managers or young people.

Be transparent. It is important to keep distinct lines between your personal and professional life in the online world. Even when you are talking as an individual, people may perceive you to be talking on behalf of (organisation). It may be appropriate to add a disclaimer as above.

Also, only those authorised by the Project Manager may use the organisation's logos in communications, so be sure you do not include this in your personal blogs or postings.

Social media is about individual participation. You are personally responsible for anything you publish online. Posts should express individual opinions and not take positions for (org name).

You may post about the organisation activities, and services, employees, partners and events/ training and also your personal opinions. (remember the disclaimer in a prominent position)

Speak the truth. If you are in a discussion that relates to (organisation) don't make unsubstantiated claims about features or performance. If you need to respond or make a comment on something specific, verify details through your line manager. Also, because situations change, make sure references or sources of information are current.

Keep your cool. One of the aims of social media is to create dialogue, and people won't always agree on an issue. When confronted with a difference of opinion, stay cool. Express your points in a clear, logical way. Don't pick fights, and correct mistakes when needed. Sometimes, it's best to ignore a comment and not give it credibility by acknowledging it with a response.

Stay timely. Part of the appeal in social media is that the conversation occurs almost in real time. So, if you are going to participate in an active way, make sure you are willing to take the time to refresh content, respond to questions and update information regularly, and correct information when appropriate.

Heed security warnings and pop-ups. There's a reason your security software provides warnings like:

- "A process is attempting to invoke xyz.exe. Do you wish to allow this?"
- "The process 'IEXPLORE.EXE' is attempting to modify a document 'X.' Do you wish to allow this?"

Never allow or say "yes" to such actions, unless you know that they are safe.

4 h). Responsibilities when setting up / engaging with young people using social network sites (SNS)

4 h1). Purpose of Using SNS

- To allow young people to use and access modern technology and methods of communication of their choice
- To provide a means of communicating with other young people in their project and contributing to discussion and decision making regarding their project
- To promote outcomes for young people, including enjoy and achieve and making a positive contribution
- To provide a means of children and young people accessing information relating to their project, the wider community and beyond

4 h2). Principles of Using SNS

- We will reflect and reinforce our core values through the use of SNS
- We will evidence our compliance with relevant legislation in relation to SNS
- The use of SNS will allow us to communicate with young people through a medium of their choice
- The use of SNS will allow us to share information appropriately and safely with young people
- We can reinforce and provide evidence of good practice in our use of SNS
- Using skilled staff to support the use of SNS will help safeguard young people

- Using SNS will ensure that we remain accountable to service users, funders and commissioners for the way in which we provide services
- The use of social networking sites with (organisation) is for young people primarily and friendship status will be limited to young people and page administrators, and subject to risk assessment (**see Appendix 5 – Generic Risk Assessment Template**)
- SNS aimed at practitioners should be set up separately to an SNS aimed at young people.

4 h3) Responsibilities. Staff and managers will ensure that:

- A request to develop a SNS page is submitted to the Project Manager for prior approval using 'Request to Develop a Social Networking Site' Form
- Service users are informed of (organisations) policies relating to this area of work
- Any young people utilising (organisation) SNS are above the legal age limit of 13 as upheld by all SNS providers
- (organisation) will take responsibility for promoting e-safety to young people and their parents/carers Young people are involved in developing and adhering to the rules around appropriate engagement with social media
- Skilled workers will be responsible for overseeing the development and implementation of a SNS presence in our organisation.
- Skilled workers will take responsibility in any project for monitoring and moderating web pages
- Skilled workers will have the authority to remove offensive or inappropriate content
- Skilled workers will take responsibility for responding to any safeguarding concerns arising out of young people's use of SNS, including cyber-bullying and report any concerns to their manager immediately.
- There will be clear report abuse features linked to the CEOP(Child Exploitation Online Protection) report abuse service for any SNS page developed within a project
- Any SNS pages developed will adhere to (organisation) branding guidelines including use of logos, colour schemes, layout etc.
- Information posted by staff will be accurate, relevant, updated regularly and removed where necessary
- Project information for young people and their parents will include information about their safe use of technology and social media
- Terms, conditions and data licensing protects young people's privacy

Social media is growing at an amazing rate; the ability to engage online with our members, partners and young people is an important part of our future plans for publicity and promotion of the organisation.

Following these procedures will help ensure we stay on course as an organisation and at the same time safeguard you as an individual. Please note however that (org) maintain the right to use posts / internet logs / online records / emails etc as part of any disciplinary that may occur as a result of not following these guidelines, any breach of confidentiality, or any misconduct / bullying allegations.

4 i). How to use Social Networking Sites – Different levels of youth professionals engagement



When using Social Network Sites (SNS) ensure you have a professional profile separate from your personal sign up and profile.

Supporting young people with information and opportunities for reflection and group discussion about SNS and online behaviour.
You could facilitate a group discussion about identify online.

Using SNS to enhance your face to face work with young people

Keep in touch with young people you work with, with one-to-one messages or by using groups.

Supporting young people to carry out peer to peer work online

Work with young people in the design, development and delivery of online engagement

Promoting your service and provision through SNS You can create SNS as a space for putting up a 'virtual' poster about your event. You will get more out of it if you engage in a social way, sharing news and media about the project, responding to questions and encouraging discussions about activities you want to promote.

Using SNS for online outreach, participation, and 'virtual detached' youth work

Offer opportunities for young people who may not otherwise be in contact with your organisation, to get involved, input their views and take part in online activities. *For more information visit Online Youth Outreach www.katiebacon.co.uk*

Using SNS to consult with young people

You could carry out a consultation with young people asking for their views on a number of topics.

The possibilities are endless.....

Myths

Social media is for kids.

FACTS:

- 55.6 million adults, or just less than 1/3rd of the population, in the US now visit social networks at least monthly
- 50% percent of Twitter users are over 25
- The fastest growing Facebook demographic is those 35 years old and older

It's popular in the US but not in the rest of the world.

FACT:

- Close to 70% of the 250M Facebook users are outside the United States

Social media isn't for business.

FACTS:

- Thousands of companies large and small are ramping up their social media efforts from large corporations to small neighborhood shops
- Conversations are happening about your industry, your company, your competitors and your customers whether you are there or not. What is your ROI (Return On Ignoring?)

Org logo
here

SM3

(Project name)

5. Social Media Site Policy Statement - For all Staff, Volunteers, Management committee / trustees.

5 a) Scope of the Policy

This policy will apply to all our staff, volunteers, management committee / trustees working in projects engaged in direct work with children and young people.

The statutory framework for this policy includes:

- **Data Protection act 1998**
- **United Nations Convention on the Rights of the Child (articles 12 & 13)**
- **Working Together to Safeguard children 2010**
- **Children Act 2004**

This policy relates to other (organisation) policies including:

- **Acceptable Internet use policy**
- **Safeguarding Policy**
- **Child Protection Policy and Procedure**
- **Data Protection Policy**
- **Guidance on getting involved in Social Media and similar online technologies, good practice guidelines.**
- *(add any other organisations policies here as appropriate **)*

Our policy can be summarised in one sentence 'be prudent and use common sense both in your personal and professional capacity'.

Remember everything you contribute online stays online forever and everything you do, often on a personal basis, even outside of work, reflects on (organisation). Know that the internet is permanent. Once information is published online, it is essentially part of a permanent record even if you 'remove / delete' it later or attempt to make it anonymous

5 b) Purpose of Using Social Media

- To allow young people to use and access modern technology and methods of communication of their choice
- To provide a means of communicating with other young people in their project and contributing to discussion and decision making regarding their project
- To promote outcomes for young people, including enjoy and achieve and making a positive contribution
- To provide a means of children and young people accessing information relating to their project, the wider community and beyond

5 c) Principles of Using Social Media

- We will reflect and reinforce our core values through the use of Social Media
- We will evidence our compliance with relevant legislation in relation to Social Media
- The use of Social Media will allow us to communicate with young people through a medium of their choice
- The use of Social Media will allow us to share information appropriately and safely with young people
- We can reinforce and provide evidence of good practice in our use of Social Media
- Using skilled staff to support the use of Social Media will help safeguard young people
- Using Social Media will ensure that we remain accountable to service users, funders and commissioners for the way in which we provide services
- The use of social networking sites with (organisation) is for young people primarily and friendship status will be limited to young people and page administrators, and subject to risk assessment

5 d). Responsibilities

Staff and managers will ensure that:

- A request to develop a SNS page is submitted to the Project Manager for prior approval using 'Request to Develop a Social Networking Site' Form
- Service users are informed of (organisations) policies relating to this area of work
- Any young people utilising (organisation) SNS are above the legal age limit of 13 as upheld by all SNS providers
- Only young people known to (organisation) and our projects will be granted membership to our pages
- All content added to the pages must be appropriate i.e. not abusive, discriminatory or otherwise offensive inappropriate content may be removed
- (organisation) will take responsibility for promoting e-safety to young people and their parents / carers Young people are involved in developing and adhering to the rules around appropriate engagement with social media
- Skilled workers will be responsible for overseeing the development and implementation of a SNS presence in any project
- Skilled workers will take responsibility in any project for monitoring and moderating web pages
- Skilled workers will have the authority to remove offensive or inappropriate content
- Skilled workers will take responsibility for responding to any safeguarding concerns arising out of young people's use of SNS, including cyber-bullying and report any concerns to their manager immediately.
- There will be clear report abuse features linked to the CEOP(Child Exploitation Online Protection) report abuse service for any SNS page developed within a project
- Any SNS pages developed will adhere to (organisation) branding guidelines
- Information posted by staff will be accurate, relevant, updated regularly and removed where necessary
- Project information for young people and their parents will include information about their safe use of technology and social media
- Terms, conditions and data licensing protects young people's privacy

5 e). Responding to child protection concerns

You are in general, no more likely to encounter situations online which give rise to child protection concerns than you are to encounter such situations in comparable face to face work with young people.

The threat our young people face is not about technology – it's about people.

When it comes to safeguarding, we should make no distinction between the offline and the online worlds.

Child protection is everyone's business in all areas. This is about the behaviour of offenders manipulating any environment in order to abuse children.

It is critically important that our children and young people are afforded the same protection whether they are in their local park, chatting to friends online via mobile technology or researching their homework on the internet. Of course, delivering these safeguarding measures brings a range of responsibilities for ourselves and others. Should you encounter situations that give you cause for concern you should base your response on your existing established professional practice and (orgs) safeguarding policies and procedures.

Whatever actions you take make a record of them, and discuss with your manager, raise any concerns following the appropriate child protection / safeguarding procedures in place for your organisation.

In line with our Anti-Bullying Policy Cyber Bullying will not be tolerated.

Interaction with young people using Social Media should adhere to those points highlighted in the guidelines.

(Org name) makes no distinction between online and offline worlds. Through our current safeguarding policies and procedures (org name) will afford young people the same protection whilst using social media as we would in the non-virtual world.

Misconduct

Any contravention of these guidelines / policies or the misuse of social media generally may lead to appropriate action being taken against the offender leading to disciplinary action.

This policy was developed on (date)

This policy was reviewed on (date)

Org logo
here

SM4

(Project name)

Social Media (Policy Statement) Young People

(organisation) is happy to engage with young people via the internet or official (organisation) Social Networking pages and groups. We welcome your membership, comments and suggestions. We want you to feel like this is your space and you feel safe and able to interact with us and one another.

To adhere to our policies and to ensure everyone's safety we expect members of (organisation) SNS pages to behave appropriately and respectfully in line with the terms of membership laid out below.

- Only young people known to (organisation) and our projects will be granted membership to our pages
- No young person under the age of 13 will be granted membership to our SNS page or group where this breaches the law of the country running that site i.e. Facebook users must be 13 or over as this is the law in California where the Facebook company operates from.
- All content added to the pages must be appropriate i.e. not abusive, discriminatory or otherwise offensive inappropriate content may be removed

We also know that you should expect a high standard of behaviour from us, so if you are a young person and a member of (organisation) official SNS pages or groups you can expect the following.

- To be treated politely, fairly, with understanding and respect by staff and by peers
- Staff will challenge and will remove inappropriate content
- To be encouraged and supported by staff to challenge the inappropriate behaviour of others within this space and in the wider community
- To be regularly updated about changes to (organisation) or SNS privacy settings, policies, terms of use etc.
- To be signposted to appropriate services via (organisation) SNS
- Information posted by staff about events and activities will be accurate, relevant and regularly updated
- To be supported and encouraged by staff to participate in your project both online and offline
- To have your comments and suggestions taken into account and to get feedback on what is done with them.

This statement was developed on (date)

This statement was reviewed on (date)



(Project name)

Social Networking Site Moderation Policy

Our overall aim is never to curtail or intrude on conversations but to ensure that all our members are able to enjoy a pleasant, safe and welcoming environment

Social Networking Site (SNS) moderators interact with online communities in a range of ways that are outlined below.

1. Monitor SNS pages daily during normal working hours (*provision will need to be made to cover holiday times, bank holidays etc – enter your arrangements here*)
2. Respond to problem posts as we are made aware of them either through monitoring, direct reporting by another site user or reporting via the SNS system
3. We will remove content that we feel are inappropriate from our pages
4. When we remove content we will inform the user who posted that content explain why we have removed it and imposing sanctions if necessary. We will also inform the person who reported the content of our actions and explain the reasoning behind them. We will also post a comment on the wall explaining what we have done and why
5. If only part of a post or comment is causing an issue we will if possible remove the troublesome section and leave the remainder of the post intact
6. If we need to remove content and subsequent posts or comments refer explicitly to or quote from the original comment these will also be removed
7. Members who seriously, persistently or wilfully ignore the terms of membership will be blocked from using all SNS pages
8. Posts considered extremely offensive or abusive and those who posted them will be reported to the appropriate authorities including CEOP
9. Any member who staff believe is not the young person they have claimed to be will have their membership suspended until their identity can be verified
10. Moderation is more than just dealing with problems where possible we will also be attempting to prevent problems from occurring.

This policy was developed on (date)

This policy was reviewed on(date)



SM6

(Project name)

8. Request to create a Social Networking Site (SNS) page e.g. Facebook

This form must be completed by the practitioner who will be responsible for creating / monitoring the page) and submitted to the Project Manager for approval prior to developing a Social Networking Site page for young people in a project/centre

Name & post of person completing this form:	Date:

Planning:
Have you consulted with young people about the potential of a SNS page? (if yes, describe what the consultation told you)
What is the purpose of creating a SNS page for your project?
What age/s are the young people who will be invited to join the SNS page?
What outcomes do you hope to achieve? (For the young people/your project?)

Preparation:
How will you work with young people to inform/educate them about online safety and responsibility?

Responsibility for the SNS page:
Who will take responsibility for monitoring and moderating the page? (please refer to the guidelines for moderators of SNS)
What content will be put on the page including photos, forums, videos, profiles of the yp etc – Give a brief description of content here)

Is this person suitably trained/skilled? (please state any training attended)
Has a risk assessment been completed? (attach a copy)

Your SNS page:	
Who will be granted access or friendship status on the page? (e.g. current/past service users, parents/carers, staff and volunteers, wider community)	
Whose consent will you seek for the posting of photos and video content on the page?	
What links will be posted on the site? (For signposting and reporting abuse e.g. to CEOP)?	
Request agreed by Project Manager:	
Completed form seen and PM Initials:	Date: agreed by Project Manager:
Comments:	

Now send this completed form to your Line Manager for approval

.....
Admin use only

Approved by Project Manger Yes ☐ No ☐

Date Signature

Unsuitable / Inappropriate activities

(Org name) believes that the activities outlined are inappropriate in a youth work setting, and that staff and young people should not engage in the following activities in or outside of (org name). This list is not exhaustive and may be added to as and when needed.

Staff and young people shall not visit internet sites, make, post, download, upload, data transfer, communicate or pass on materials, remarks or comments that relate to;

- Child sexual abuse images
- Promotion or conduct of illegal acts i.e. obscenity, computer misuse and fraud legislation, child protection
- Adult material that potentially breaches the Obscene Publications Act in the UK
- Racist material
- Pornography
- Promotion of any kind of discrimination
- Promotion of racial or religious hatred
- Inappropriate behaviour including promotion of physical violence or mental harm
- Any information that may be offensive to colleagues or breaches the integrity of (org name) or brings it into disrepute
- Upload, download or transmit commercial software or any copyrighted material belonging to third parties, without the necessary licensing permissions
- Creating or propagating computer viruses or other harmful files
- Revealing or publicising confidential information (i.e. financial / personal information, databases, access codes and passwords etc)
- Engaging in criminal activity of any kind.

Unacceptable use of the internet at work

- Spending more than minimal (*as outlined previously) amounts of working time making personal use of the internet, e-mail, and other ICT Systems and services (see section on private/personal use below).
- Transmitting or storing any material such that this infringes the copyright of the owner.
- Purchasing goods or services or entering into any contract via the Internet or any other ICT system on behalf of the (org name) without the necessary authority.
- Personal Business advertisements or trade sales.
- Trading, i.e. sale of any goods purchased with the sole intention of making a profit as an individual.
- Online gambling
- Online shopping
- Using an unauthorised Instant Messaging or Internet Relay Chat service.
- Creating, sending or forwarding chain emails and spam.
- Making your personal user name and password (also known as a 'user account') available for other people to use on your behalf.
- Accessing another individual's data without appropriate authorisation.
- Deliberately creating, storing or transmitting information which infringes the (org name) data protection registration.
- Using (org name)-provided communication equipment to make unauthorised personal/non-business related calls to premium rate or international numbers; or subscribing to premium rate text messaging services.
- Installing any software onto a PC or internet capable device without the permission of the Project Manager to do so.

Any activity that falls within this definition will render an employee liable to disciplinary action. Serious instances of “unacceptable” use (e.g. forwarding a large number of chain emails) may be regarded as gross misconduct and may lead to summary dismissal. Any suspected illegal action will be reported to the police.

Forbidden activities

- Using another person’s identity so as to appear to be someone else.
- Attempting to gain unauthorised access to another user’s e-mail, data files or information.
- Deliberately accessing, viewing, receiving, downloading, sending or storing material:
 - with pornographic, offensive, obscene or indecent content;
 - related to criminal or terrorist activities;
 - that promote or encourage racism or intolerance;
 - that is illegal in the UK or the host country;
 - that is defamatory, offensive or abusive;
 - that will, or is likely to, bring the (org name), its staff, Trustees into disrepute;
 - that is known to be infected with a virus, worm, Trojan or any form of malicious software or code.

Any 'forbidden' activity will render an employee liable to disciplinary action which, where the activity is deemed to amount to gross misconduct, will normally lead to summary dismissal. Other individuals will be barred from (org name) sites and appropriate additional sanctions may apply. Any suspected illegal action will be reported to the police.

Employee Record Form

I have read, understood and agree to the following policies:

1. Social Media and online technology - Guidelines for safeguarding staff and young people ☐
2. (SM1) ICT and Internet Acceptable Use Policy ☐
3. (SM2) Getting involved in Social Media and similar online technologies– good practice guidelines ☐
4. (SM3) Social Media Policy Statement
Staff, Volunteers, Management committee / trustees (if appropriate) ☐
5. (SM4) Social Media Policy Statement - young people
(if appropriate) ☐
6. (SM5) Social Networking Moderation Policy
(if appropriate) ☐
7. (SM6) Request to create a Social Networking Site (SNS)
(if appropriate) ☐
8. Misconduct ☐

Name:

Signature.....

Date

Signed by line manager

Added to personnel file (date)

Appendix A – Generic Risk Assessment, Social Networking Sites Supporting Digital Youth Work Outreach

Hazard	Who Might be Harmed?	Is the Risk Adequately Minimised?	What Further Action is Needed to Control the Risk?
1) Young People disclosing more information to others than they are comfortable with, due to being unaware of risks involved, or access to information on certain websites.	Young People could disclose written or photo evidence of personal information i.e. phone number, address, email address or other contact information to friends, or family, or other people they trust, unaware that other people, who they do not trust, or do not know, can access the same information and use it in a negative manner for example making anonymous threatening phone calls, or going to their house unexpected.	•Preparation work with Young People is essential in order to minimise this risk. Discussion based around risk in relation to online activities, and icebreaker games involving opinions on safety •Young people should set up an email account specifically for the project, and should NOT use their own personal email addresses for setting up SNS. This should be very closely monitored by Youth Workers (Hotmail, Gmail, or Yahoo can be used for this purpose). • Discuss with young people about what information they upload to their 'status' i.e details of where they are meeting a friend or venues/party they are planning to visit. • Young People should be strongly discouraged from posting any contact details on their own pages and the pages of others, to minimise the risk of people they do not know or trust being able to contact them. •Professionals profiles should always be created on a private setting, and members closely monitored, so that the page can only be accessed by those who could potentially use the service. If a young person submits a friends request, who is not already known to the service, they will need to be verified An age restriction is always a good idea, so that people over the maximum age that the service works with, e.g. 19, do not have the opportunity to contact members of the club	Induction training for Young People and workers Refer to organisation guidelines on Verifying identities and acceptance of young people to SNS profile.

2) Young People exposed to inappropriate material in the form of pornographic images, being encouraged to use webcams, entering into inappropriate discussion with older members of the site, both known and not known to them. Eg conversation based around sex, drugs, crime and sexual grooming.	Young People – Child Protection laws state that exposure of a minor to inappropriate sexual images constitutes child abuse. Young People should feel safe and confident when using the internet, free from vulnerability, and not be made to feel awkward or uncomfortable. They should not feel pressured into having a conversation they do not want to have.	• In preparation for the project, Young People should be warned of possible risks when forming online friendships. • Young People should be warned about giving out contact information, including their email address to other online 'friends'. • Training sessions around comfort zones and boundaries should be used to explore how comfortable Young People feel and how they respond in certain situations. Encourage Young People to consider their feelings about certain issues, and create a situation for them to acknowledge personal boundaries, and a method of ensuring the boundaries are not pushed. • Youth Service online profile should be very closely monitored by Youth Workers, on a daily basis, to ensure no inappropriate material is being posted on message boards. • If young person or group post inappropriate material follow organisation procedures for instances of safeguarding/child protection. Otherwise document the material, remove from profile and report to Line Manager. Discuss with LM what further actions need to be taken. • Disclosure of information – Safeguarding Young People Where a disclosure of information is required by Child Support Legislation the disclosure will not be in breach of the Data Protection Act 1998. This will be the case even through the client may object to the disclosure of their personal information or may have not provided any specific permission. Regulation 9A of the Child Support (Information, Evidence and Disclosure Regulation 1992) permits the disclosure of information given by one party to the other in certain circumstances.	• Induction Training for young people and workers If you suspect that the website/material concerned may contain child abuse images. Contact Northumbria Police immediately Refer to organisations safeguarding procedures
3) Young people fall victim to cyber bullying in the form of being sent messages, photos, emails, and information about them being published on another page, outside of their control, without their consent. Young people could use this opportunity to anonymously cyber-bully others online. By sending threatening or abusive messages, posting images or information without the consent of someone else.	Young People – (org name) is committed to providing a safe meeting spaces and provision for Young People. Young People also have the right (according to Every Child Matters standards) to stay safe, and free from both physical and emotional harm.	• If member of a youth Club is the perpetrator of cyber bullying, the organisation's procedure for dealing with bullying must be followed. (Refer to org Anti Bullying Policy) • If a member of the group is being bullied via the organisation's page, it is advisable that the perpetrator is blocked from using the site, and reported the site's host. Any offensive material to be removed. • Youth Workers must monitor the page consistently, and be aware of what is happening during sessions where the page is updated by young people • It is advisable that Youth Workers keep control of passwords, and only log young people in when they wish to update the site in order to minimise the risk of access to the page from other computers outside of session time. • Young people are sometimes unaware of what constitutes bullying, so preparation work around diversity and acceptance is advisable before the construction of the site begins	• Induction training for Young people and workers • Complete session plans for all sessions and incidences. • Email disclaimer that can be distributed to members upon joining – • Refer to (org) Anti-Bullying policy Refer to Anti-Bullying Charter Mark guidelines

4) Inappropriate material may be sent out on mass (spamming), without consent from those who receive it.	• Young People may suffer exposure to images of pornography, drug taking, or criminal activity, be encouraged or pressured into signing up to websites where they have to give out contact details and personal information. • Young people have no control over these images as they are sent out in mass.	• Good preparation before the creation of the page is key here. Games around boundaries and comfort zones to get young people thinking about what is acceptable and what is not. • There should be privacy settings on SNS, which can assist with the blocking of spammed images and links, so it is advisable to look into what can be done, in order to make it as safe as possible. • Youth Workers are advised to monitor the page very closely. Should any inappropriate material appear, it can be reported to the site's host, blocked and deleted. Discussion with young people during induction about whom to inform if they discover inappropriate material on profile	• Training for Young People and workers
5) Young people in danger of forming inappropriate relationships with strangers online. Eg creating an 'offline' relationship as a result of a friendship formed online.	• Young people – Could form relationships with people they meet online, and be pressured into passing on personal information such as contact details etc. People they meet online could not be truly representing themselves correctly. They could be lying about their age, gender, background, where they live etc. Friendships could be formed based on inaccurate information, and therefore trust given on a false foundation. Young people could put themselves at risk by agreeing to meet up in person, talk on the phone etc.	• Work around boundaries beforehand is highly beneficial in reducing the risk of this happening. • Youth Workers should closely monitor who has access to the page, considering the age and location of members. • Filters can be put in place to make sure nobody over a certain age can access information (profile privacy settings). • Reminders of online safety can be sent out regularly by email, to remind members to take necessary precautions to stay safe online. • NB: Sections 14 & 15 of Sexual Offences Act 2003 www.opsi.gov.uk/acts/acts2003/ukpga_20030042_en_1	• Training for Young People and workers
6) Young people creating a misrepresentation of themselves and the organisation	• Young People may enter inaccurate information about themselves, which could be misunderstood by others, inaccurate information about the organisation, which can misinform others, breach confidentiality, be misunderstood, or create an unprofessional image of the organisation	• Work with Young People before creation of the page begins, about disclosure of information, and about representations of self, what they want people to know about them and what they don't. • Youth workers need to work separately on what information they want to be on the page about their organisation. Sometimes parents may want to find out about the service, as their children may be spending a lot of time there, so accurate information is obligatory in order to not create a negative reputation. • Due to Child Protection issues, it is important that it is made clear that the site is created and run by Young People, and NOT adults, to reduce risk of soliciting accusations	• Training for Young People and workers • refer to Social Networking Policy – young people - Refer to Social Networking Site – moderation policy

Appendix B -Getting More Support

There are many resources and online communities that can support you in using social media to promote positive activities for young people.

A few are listed below:

Websites

Connected Kingdom - The Internet is a fundamental part of everyday life in the UK - 73% of households have broadband. Our research has revealed that the UK Internet economy is worth £100 billion a year, is growing at 10% a year and directly employs 250,000 people. To have your say in future policy to continue this growth, explore the site, post a question and add to the debate.

<http://www.connectedkingdom.co.uk/>

Katie Bacon Online Youth Outreach – Digital youth outreach and e-participation

<http://www.katiebacon.co.uk/>

Letsgosunderland – general information for what's on in the area for young people

<http://www.letsgosunderland.com/>

Ollie Bray is National Adviser for Emerging Technologies in Learning at Learning and Teaching Scotland – subscribe to his blog; it makes interesting reading about new developments technology.

<http://olliebray.typepad.com/>

Practical Participation - The Youth Engagement and Social media online guide

Contains regularly updated resources on using social media in all different forms of work with young people; the 'toolbox' section includes 'How to guides on a range of social media tools.

<http://www.practicalparticipation.co.uk/yes/start>

The Youth Work Online community is a free online network of over 500 youth work practitioners, researchers, volunteers and digital experts share their ideas, expertise and resources.

<http://network.youthworkonline.org.uk/>

Tim Davies Blog

<http://www.timdavies.org.uk>

Sunderland Safeguarding Children's Board - The purpose of Sunderland Safeguarding Children Board Information Sharing Protocol is to facilitate the lawful sharing of both personal and non-personal data (as appropriate) in order to safeguard and protect children within the City of Sunderland's remit.

<https://www.sunderlandscb.com/web/guest/home>

ThinkUKnow – guide to internet safety and safe surfing for young. Learn about online safety when using blogs, chatting, online gaming, P2P and other forms of technology like mobiles.

www.thinkuknow.co.uk

VOME, Visualisation and other methods of engagement, Privacy and consent Everyone's Issue

www.vome.org.uk

Resources

Always Connected – the new digital media habits of young children

http://joanganzcooneycenter.org/upload_kits/jgcc_alwaysconnected.pdf

Engaging through Social Media part 1 – Social Media explained – document

<http://dera.ioe.ac.uk/675/>

Spotlight on digital media and learning – Teens and Social Media (article)

<http://spotlight.macfound.org/blog/entry/straight-talk-on-teens-and-social-media/>

The Youth Engagement and Social media online guide

Contains regularly updated resources on using social media in all different forms of work with young people; the 'toolbox' section includes 'How to guides on a range of social media tools.

<http://www.practicalparticipation.co.uk/yes/start>

The Social by Social toolkit is a practical guide to using new technologies to create social impact.

<http://www.socialbysocial.com/>

WOW - What's on Where for young people in Sunderland

<http://www.svsyf.org/documents.html>

YouTube – The official Facebook page, contains videos giving tours of Facebook, hints and tips regarding privacy settings and how to get the most out of the site.

<http://www.youtube.com/user/theofficialfacebook>

Appendix C - Definitions

For more definitions visit here: <http://www.socialbrite.org/sharing-center/glossary/>

Blog A blog is an online journal that's updated on a regular basis with entries that appear in reverse chronological order. Blogs can be about any subject. They typically contain comments by other readers, links to other sites and permalinks

Digital inclusion Digital inclusion, or e-inclusion, is an effort to help people who are not online gain access with affordable hardware, software, tech support/information and broadband Internet service, so they can begin to use this technology to improve their lives.

Facebook is the most popular social networking site in the world, as of January 2011 it has more than 600 million active members. Members' home page streams can now be seen in a wide range of applications and devices. Source - <http://en.wikipedia.org/wiki/Facebook>

Flickr Founded by two entrepreneurs and purchased by Yahoo! in 2005, [Flickr](#) is the world's premier photo sharing and hosting site. Its members have uploaded more than 3 billion photos.

Microblogging Microblogging is the act of broadcasting short messages to other subscribers of a Web service. On Twitter entries are limited to 140 characters

MySpace An online social network similar to [Facebook](#). MySpace caters to artists and bands, who enjoy the flexibility of creating an individual "look" for their page. As with Facebook, MySpace allows users to "friend" each other and create groups

Personal media Personal media — user-created material — refers to grassroots works such as video, audio and text. When the works are shared in a social space, the works are more commonly referred to as social media.

Podcast A podcast is a digital file (usually audio but sometimes video) made available for download to a portable device or personal computer for later playback. A podcast also refers to the show that comprises several episodes. A podcast uses a feed that lets you subscribe to it so that when a new audio clip is published online, it arrives on your digital doorstep right away.

SMS stands for Short Message Service, a system that allows the exchange of short text-based messages between mobile devices

Social media are works of user-created video, audio, text or multimedia that are published and shared in a social environment, such as a blog, podcast, forum, wiki or video hosting site. More

broadly, social media refers to any online technology that lets people publish, converse and share content online

Social networking is the act of socializing in an online community. A typical social network such as Face book, LinkedIn, MySpace or Bebo allows you to create a profile, add friends, communicate with other members and add your own media

Twitter is a popular social network, unveiled to the public in July 2006, that lets members post updates of no more than 140 characters. People have begun using Twitter in interesting ways to point to news stories, to raise funds for charity, and other unexpected uses.

Videoblog or vlog, is simply a blog that contains video entries. Some people call it video podcasting, vodcasting or vlogging

Virtual world A virtual world is an online computer-simulated space like Second Life that mixes aspects of real life with fantasy elements. Typically, you can create a representation of yourself (an avatar) and socialize with other residents for free, though you can also buy currency (using real money) to purchase land and trade with other residents. Second Life is being used by some nonprofits and businesses to run discussions, virtual events and fundraising.

Web analytics is the measurement, collection, analysis and reporting of Internet data for the purpose of understanding who your visitors are and optimizing your website.

YouTube is the world's most popular video hosting site, making up 10 percent of all bits that travel across the entire Internet

Appendix D – Sources

1. *Children and Young People Now* article - *Youth work in a digital age* By Tim Davies, a digital youth work consultant and trainer, and founder of YouthWorkOnline Thursday, 15 October 2009
<http://www.cypnow.co.uk/news/945230/Youth-work-digital-age>
2. *Children and the Internet - Great Expectations, Changing Realities*
Sonia Livingstone, London School of Economics & Political Science.
- 3 (Source – *Engaging through social media part 1 – Department of children, schools and families*)
4. *Safe & Effective Engagement with Social Network Sites for Youth Professionals*© Copyright Practical Participation 2009. Draft document version 0.1

APPENDIX E – cyber bullying in more detail

Extracted from Preventing and Responding to Bullying for Youth Activities developed by SVSYF / YDG/ Children's Services – May 2011

Bullying in any form is unacceptable and with new technologies comes new forms of bullying, cyberbullying. Cyberbullying is no difference from any other forms of bullying; the behaviour is the same and the impact is no less devastating.

1. What is Cyberbullying?

Cyberbullying is the term used to define bullying behaviour that takes place via mobile phone or over the internet through emails, instant messaging and social networking sites.

2. How is technology used to bully?

How is Technology Used to Bully?		
Technology can be used both positively and negatively. The table below explores the range of ways today's technology can be used.		
Technology:	Great for:	Examples of misuse:
 Mobile phones	Keeping in touch by voice or text, taking and sending pictures and film, listening to music, playing games, going online and sending emails. Useful in emergency situations and for allowing children a greater sense of independence.	Sending nasty calls or text messages, including threats, intimidation, harassment. Taking and sharing humiliating images. Videoing other people being harassed and sending these to other phones or internet sites.
 Instant Messenger (IM)	Text or voice chatting live with friends online. A quick and effective way of keeping in touch even while working on other things.	Sending nasty messages or content. Using someone else's account to forward rude or mean messages via their contacts list.
 Chatrooms and message boards	Groups of people around the world can text or voice chat live about common interests. For young people, this can be an easy way to meet new people and explore issues which they are too shy to talk about in person.	Sending nasty or threatening anonymous messages. Groups of people deciding to pick on or ignore individuals. Making friends under false pretences – people pretending to be someone they're not in order to get personal information that they can misuse in a range of ways – e.g. by spreading secrets or blackmailing.
 Email	Sending electronic letters, pictures and other files quickly and cheaply anywhere in the world.	Sending nasty or threatening messages. Forwarding unsuitable content including images and video clips, or sending computer viruses. Accessing someone else's account, e.g. to forward personal emails or delete emails.
 Webcams	Taking pictures or recording messages. Being able to see and talk to someone live on your computer screen. Bringing far-off places to life or video conferencing.	Making and sending inappropriate content. Persuading or threatening young people to act in inappropriate ways. Using inappropriate recordings to manipulate young people.
 Social network sites	Socialising with your friends and making new ones within online communities. Allowing young people to be creative online, even publishing online music. Personalising homepages and profiles, creating and uploading content.	Posting nasty comments, humiliating images / video. Accessing another person's account details and sending unpleasant messages, deleting information or making private information public. Groups of people picking on individuals by excluding them. Creating fake profiles to pretend to be someone else, e.g. to bully, harass or get the person into trouble.
 Video hosting sites	Accessing useful educational, entertaining and original creative video content and uploading your own.	Posting embarrassing, humiliating film of someone.
 Virtual Learning Environments (VLEs)	School site, usually available from home and school, set up for tracking and recording student assignments, tests and activities, with message boards, chat and IM.	Posting inappropriate messages or images. Hacking into someone else's account to post inappropriate comments or delete schoolwork.
 Gaming sites, consoles and virtual worlds	Live text or voice chat during online gaming between players across the world, or on handheld consoles with people in the same local area. Virtual worlds let users design their own avatars – a figure that represent them in the virtual world.	Name-calling, making abusive / derogatory remarks. Players may pick on weaker or less experienced users, repeatedly killing their characters. Forwarding unwanted messages to other devices in the immediate vicinity.

NB: Mobile phones – be aware

'Happy Slapping' is a term used to describe the filming of violent incidents on mobile phones. This is assault and should be treated as such. It should not be such as 'just' a bullying incident. The footage is evidence that an assault has taken place and must be reported to the police for investigation.

3. How to encourage responsible use of technologies.

Adults have an important role to play in explaining a child or young person's rights and responsibilities when using new technologies. Knowing how to identify when they or others are cyberbullying, or being cyberbullied will help with building a safe environment.

When used appropriately, new technologies can and do provide excellent opportunities, opening a new world for finding resources and meeting new and existing friends.

4. Important points to discuss with children and children and young people.

- Online relationships are no different from relationships off-line.
- Be mindful of the fact that you are communicating differently, and without the benefit of being able to read gestures, facial expressions and tone of voice it is easy to misinterpret what may be seen on screen. *NB: It may be worthwhile familiarising yourself with abbreviations (i.e. LOL Laugh out loud) and codes of netiquette.*
- Be respectful of other people's privacy.
- Never give away personal information.
- If you wouldn't say it, don't send it.
- Be polite.
- There's always a history, so anything you send / say can be traced.

5. Additional pointers for organisations.

If appropriate you may want to discuss an organisational code of conduct. Get the children and young people involved and discuss and record acceptable and unacceptable behaviour. Put this code of conduct on the wall as a visual reminder.

6. What to do if a child tells me that are being cyber-bullied

- DON'T PANIC!! Your initial reaction is vital. Listen, learn, involve and resolve
- Assure them that they have done the right thing by telling you.
- Listen and learn
- Decide a plan of action with the young person
- Go through any messages that they have received and kept
- Asking them not to open any further online or text messages from these addresses and phone numbers, but to allow you to open them instead.
- Changing their mobile phone number.
- Changing their online profile.
- Involve other agencies
- Support the young person

7. What do I do if I discover that a child is cyberbullying?

- Remain calm
- Ask them what's been happening and find out what's behind their behaviour.
- Don't label the young person a 'bully'.
- When you've established the catalyst or reasons behind the cyberbullying behaviour, explain why this behaviour is wrong.
- Explain bullying consequences
- Agree a way forward

8. Cyberbullying and the law

Most children and young people use mobile phones and the internet appropriately; however when technology is abused there may be legal consequences.

There are 4 UK statute laws that are relevant to the use of IT in relation to bullying

The Protection from Harassment Act 1997

The Criminal Justice and Public Order Act 1994

The Malicious Communications Act 1998

The Communications Act 2003

Click here <http://www.respectme.org.uk/Cyberbullying-and-the-law.html#harassment> to see how each law relates to bullying and specifically to cyber bullying.

If the bullying is based on sexual, racial or religious grounds, prosecution could be sought through anti-discriminatory laws.

Remember:

Bullying is never acceptable. It is not a normal part of growing up.

9. Some Useful Resources:

Cyberbullying – a whole school approach (DFCSF)

<http://www.kidscape.org.uk/assets/downloads/dcsfcyberbullyingsummary.pdf>

Cyberbullying – Are you switched on?

http://www.respectme.org.uk/cyberbullying_intro_txt.html

10. For further information:

<http://www.respectme.org.uk>

respectme's website offers practical advice and guidance for adults on addressing bullying behaviour. There is also a section specifically for children and children and young people offering practical advice on what to do if they're being bullied.

<http://www.digizen.org>

'Digital citizenship' is about building safe spaces and communities, and using online presence to grow and shape your world in a safe, creative way.

<http://www.childline.org.uk>

ChildLine's website has a bullying section for children and young people and adults.

www.childnet.org.uk

Childnet International works in partnership with other organisations to help make the internet a safe place for children and children and young people.

www.kidscape.org.uk

Kidscape has a range of information for both children and adults, with some interactive sections for children and young people on responding to bullying.

www.stoptextbully.com

Stoptextbully has a lot of information on text bullying specific to children and children and young people.

www.ceop.gov.uk

The Child Exploitation and Online Protection Centre website

Appendix F- Where you will find us

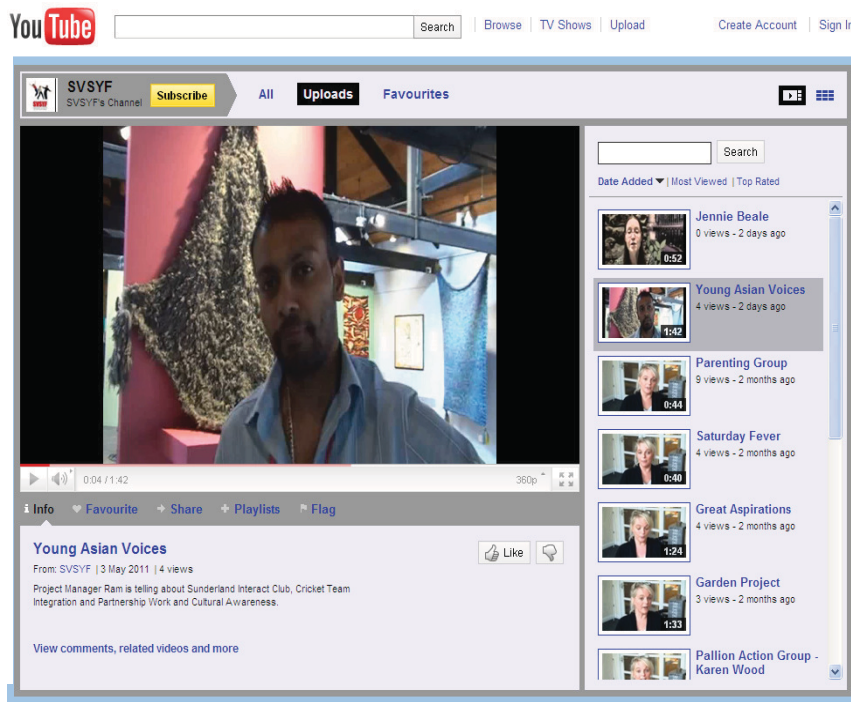
See firsthand how SVSYF uses social media and what kind of information we share with our members.

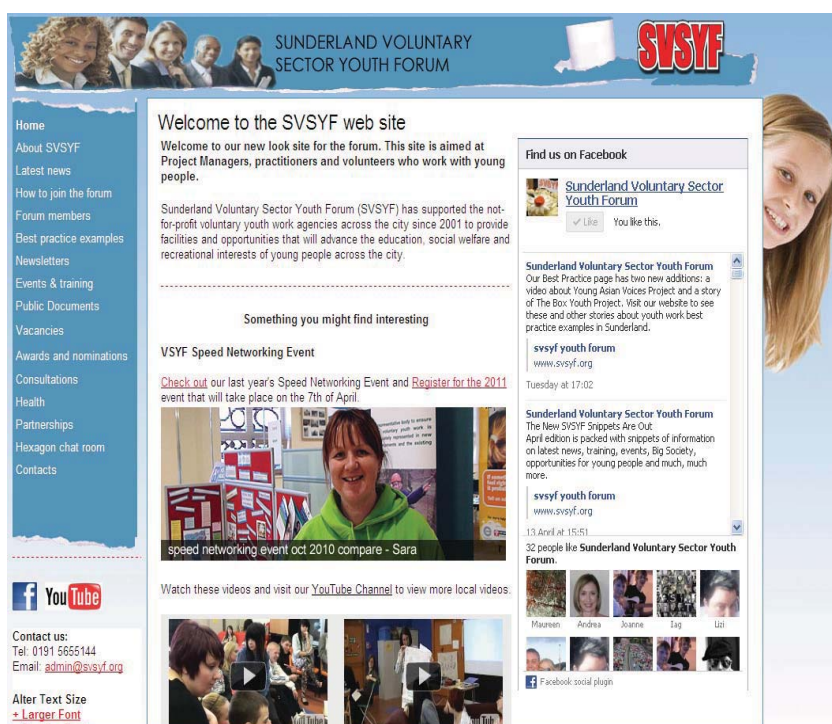


Our face book page is update weekly every Friday. Like our page, or be our friend here - <https://www.facebook.com/home.php#!/pages/Sunderland-Voluntary-Sector-Youth-Forum/134249473295822>

We use video to;

- Record best practice examples for publicity and promotion for our member organisations, and to include in our e-new letters
- To summarise policy
- As a permanent record of our events
- As part of our event / training evaluation process



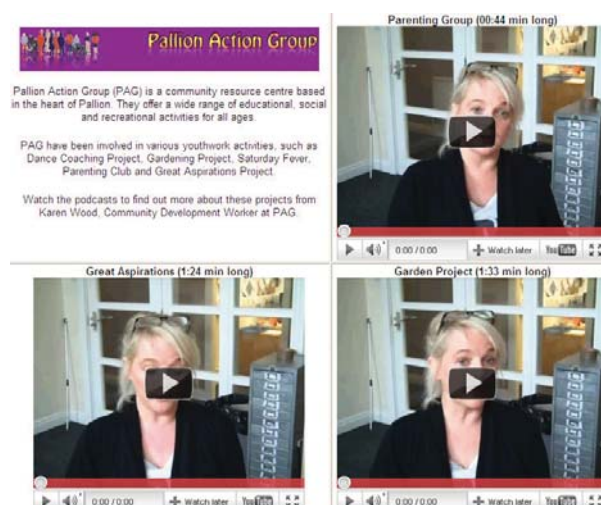
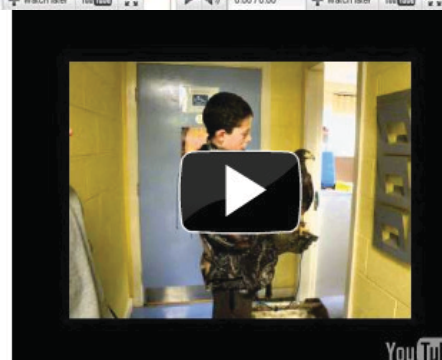
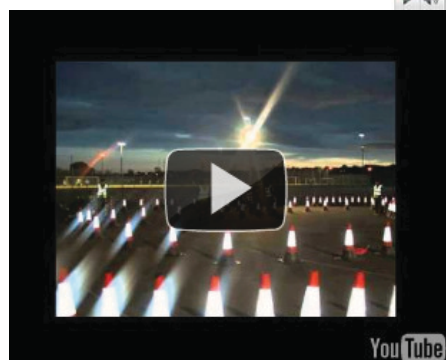


Our website is aimed at youth work practitioners, and is packed with resources; documents; local, / regional and national news; policy updates; funding news; members' news and other exciting features – find us here <http://www.svsyf.org/>

PODCASTS

We use podcasts to get maximum information to our members via minimum effort. These examples show Karen Wood from Pallion Action Group talking about 5 new pieces of work the project has developed recently, and Jim Ferry from A690 Youth Initiative talking about the Mini Motors Project.

These are displayed on the best practice area of our website, and can be accessed here –



<http://www.svsyf.org/best%20practice.html>



HEXAGON online forum

A safe online space for youth work practitioners in Sunderland to share practice, ask questions, share resources etc – for access please email admin@svsyf.org

<http://www.svsyf.org/best%20practice.html>

For more information about Sunderland Voluntary Sector Youth Forum (SVSYF) please contact us by using one of the following methods

Website	Telephone
	
http://www.svsyf.org/index2.html	Tel 0191 5655144
facebook	Email
	
http://www.facebook.com/pages/Sunderland-Voluntary-Sector-Youth-Forum/134249473295822	admin@svsyf.org

If you use anything from these guidelines please acknowledge the appropriate sources – thank you