

Including Children Affected by Migration



BeCSR Handbook Being Safe and Secure On-line

Developed by Achievement for All in partnership
with:

- Northampton Centre for Learning Behaviour
- ICARO
- ACCESO
- ISJPh
- Open Education Community

Note: The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Contents

How to use this Handbook	4
Abbreviations used throughout the Handbook.....	4
Children and young people	4
Introduction	5
How the BeCSR Handbook relates to the ICAM Handbook.....	7
A The purpose of BeCSR	14
A.1 Additional project partners.....	14
A.5 BeCSR Outcomes	15
5.1 Outcomes from Development Phase	15
5.2 Outcomes from Implementation Phase	16
5.3 Outcomes from Monitoring and Evaluation Phase.....	16
5.4 Outcomes from Dissemination Phase	16
C.3 How the literature review has shaped the BeCSR Programme	17
Introduction.....	17
Strength's Based Approach (asset-based approach).....	18
Other useful references	21
Online safety.....	21
Other useful references	23
Social and emotional learning programmes.....	23
Other useful references	26
C.3 Literature Review conclusions and summary	27
C.7 BeCSR Vulnerabilities and Protective Factors	28
The distinct vulnerabilities of CAM on on-line bullying, radicalisation and grooming.....	28
Protective Factors	29
D Twelve aspects of a school that is well organised for CAM inclusion- a BeCSR perspective ..	31
D.1 Awareness of the past and present experiences of CAM and their possible effects.....	31
D1.5 Technology as a social and emotional bridge	31
D.2 Regular reviews of the school's effectiveness in including CAM.....	33
D.3 Effective whole school policies and strategies for the inclusion and support of students, including appropriate language support for CAM	34
D.4 School leadership for development.....	41
D.5 Effective strategies for the induction of new CAM into the school community	42
Microsoft translator.....	44
Immersive reader	44
PowerPoint Live Captioning	45
Edge	45

OneNote 45

Office Lens 46

D. 6 Effective strategies to ensure the safety and the wellbeing of students in and around the school 46

 D6.5 Cyber-bullying 47

 D6.6 Grooming and Radicalisation..... 48

Online grooming in the UK 49

 D 6.6.1 What is radicalisation? 50

 D6.6.2 Spotting the signs of radicalisation 50

 D6.6.3 Taking action if radicalisation is suspected 51

 D6.6.4 Talking about terrorism 51

D.7 A school formal and informal SEL curriculum designed to improve learning, emotional health and wellbeing and social inclusion 52

D.8 Additional support for CAM’s Social and Emotional Learning (SEL) and general wellbeing 54

 D.8.4 An introduction to the small group sessions 55

D.9 Support for staff, including continuing professional development for the inclusion of CAM58

D.10 Involvement of students throughout the school in supporting each other and the inclusion of CAM..... 58

D.11 Support from, and help for, CAM’s parents / carers on continuing SEL in the home 60

 D.11.7 An introduction to the BeCSR parent and carer sessions 60

D.12 Involvement with the local community to enhance the inclusion of CAM 62

How to use this Handbook

This Handbook is designed to support all those involved in the ICAM programme in schools, with a particular focus on safeguarding children and young people in cyberspace, online.

It can be used as a reference document before, during and after the ICAM workshops to support a whole school programme to foster the inclusion of children affected by migration (CAM).

The BeCSR Handbook has been prepared as a supplement and complement to the existing ICAM Handbook. In this way, both resources can be blended together at a later date into a coherent whole.

The Handbook will be a useful resource because it provides:

- reminders about the key concepts in the programme
- further explanation of a whole school approach to the inclusion of CAM
- assistance with providing continuing professional development for staff
- background information
- links to resources and further information

The Handbook should be treated as an organic document subject to regular review and improvement. It should be updated and extended as the programme develops nationally and as participants share their experiences of working with it.

Abbreviations used throughout the Handbook

AT – Assistive Technologies

CAM - Children Affected by Migration

CPD – Continuing Professional Development

ICAM– Including Children Affected by Migration

LSE - Life Skills Education

PTSD - Post Traumatic Stress Disorder

SEL – Social and Emotional Learning

STS - Secondary Traumatic Stress

UNCRC – United Nations Convention on the Rights of the Child

UNICEF RRS – United Nations Children's Fund. Rights Respecting Schools

Children and young people

The United Nations Convention on the Rights of the Child defines a child as anyone under the age of 18. This Handbook applies this definition and refers to all young people in school as 'children'

Introduction

The 10.5 million Children Affected by Migration (CAM) who are refugees, asylum seekers economic migrants, or children left behind by migrating parents/carers, are the most vulnerable children in Europe, threatened by the highest rates of cyber bullying, radicalization and on-line grooming.

The partner organisations have previously completed a ground-breaking Erasmus+ project Including Children Affected by Migration (ICAM) in schools which is being disseminated Europe-wide by the three leading child welfare organizations in Europe, UNICEF ECA, Terre Des Hommes and Eurochild. Please see

<https://www.icamproject.eu>

The project feedback identified a need to help CAM's internet usage and particularly the social media, on which CAM rely heavily, in ways that are both safe and responsible to the welfare of others.

BeCSR (Being Safe and Secure On-Line) focuses on CAM aged 8-13 at a critical age for learning to use the internet. The project aims to develop their Social and Emotional Learning (SEL), and increases their on-line media literacy so that they have the ability to protect themselves and other children and to make safe and responsible decisions when they are on-line; including in particular their avoidance of, and response to, cyberbullying, radicalization and grooming - as victims or as bystanders.

The internet is the most powerful aid for universal access to learning yet developed. However, damage and harm caused by abuse and improper use of the internet is one of the biggest threats to vulnerable children that society faces.

50%+ of EU teens have been bullied online, and 50% have engaged in cyber bullying. UNHCR reports a rise in xenophobia, racism and racial attacks resulting from the recent increase in the migrant population in Europe.

CAM are 2x as likely to be victims of cyberbullying and 3x more likely to suffer social exclusion on social media.

Prevention policies and strategies to protect children and control internet usage are simply not enough.

SEL (Social and Emotional Learning) programmes are proven tools to address wellbeing issues such as reducing bullying in schools. SEL techniques have been developed by four of the partners in the Erasmus+ programme Action Anti-Bullying completed in 2016 and disseminated Europe wide, and Achievement for All have worked in partnership with the Anti-Bullying Alliance to reduce the impact and incidence of bullying on children and young people with SEND (Special Education Needs and Disabilities) across England. All partners have brought this expertise and acumen into the design and implementation stage of BeCSR.

Victims of cyberbullying suffer reduced learning capacity and lose all the benefits that on-line learning provides. In extreme circumstances the abuse leads to suicide. The rate of suicide among teenagers has increased in recent years to 9 per 100,000 average across Europe and is linked to the influence of social media.

SEL is a process of acquiring social and emotional values, attitudes, competencies, knowledge and skills that are essential for learning, effectiveness, wellbeing and success in life.

Although it can be taught, most SEL is assimilated and requires the appropriate climate in school and in the home for SEL to flourish. Consequently the SEL improvement for CAM will be chieived

alongside the improvement to the climate of convivencia (living in harmony) in schools and in the home. **This is why integration of BeCSR into the main ICAM programme is critical.**

The project includes an essential parent/carer education programme.

Our aim is to create the school and home environment of convivencia and improved SEL so that children know and understand better how to make decisions about their safe and responsible behaviour on the internet leading to lifelong learning behaviour in harmony with others in the world around them.

BeCSR objectives are to develop CAM's SEL and on-line media literacy by applying cascaded, effective training programmes which equip their school leaders, staff and parents/carers with the knowledge and skills for teaching children to make safe and responsible choices about their own behaviour when on-line.

The transnational approach of ICAM and now of BeCSR enables the partners to combine expert knowledge from the UK ,Spain Italy, Romania and EU (through OEC) with the international reach of Associates UNICEF Terre des Hommes and Eurochild to develop approaches which will truly help reduce the damage to CAM and promote the positive benefits of safe and responsible internet usage for all children in Europe.

The partners' Open Education Community and the international associates give the project the widest possible access to organisations Europe wide with a remit to support CAM and they also have the contacts to influence government policy.

Trials in 10 schools from 1 area in 4 countries = 40 schools provide country specific models for county by county upscaling for national application of the BeCSR project.

The structured dissemination of this project has the potential to not only reach all CAM in Europe but also to provide a model to help schools and parents/carers improve the safe and responsible use of the internet by and for ALL CHILDREN, especially given the restrictions placed on movement and access created by the Covid-19 crisis.

For many CAM, the internet becomes a life-line to learning, relationships, socialisation and every aspect of growing up. **Covid-19 has opened up the opportunities that on-line learning and socialising can bring to children affected by migration- it also increases risk and vulnerability.**

How the BeCSR Handbook relates to the ICAM Handbook

The contents plan below illustrates the various sections of the ICAM Handbook.

Highlighted in blue are the sections where additional BeCSR content has been prepared.

The core aspects of ICAM are wholly relevant and applicable to BeCSR. The text will not be copied and repeated.

Instead, please refer to the ICAM Handbook **or the relevant matching sections of the Achievement for All Bubble**, which build and sustain the foundations upon which BeCSR practice can be successfully developed.

Section	ICAM Handbook Content	New BeCSR Handbook Content
	How to use this Handbook	
A	Introduction	
	The purposes of the ICAM and ICAMnet programmes	The purpose of BeCSR
	A.1 The ICAM partners	Details of additional partners and associates
	A.2 Who are CAM?	
	A.3 Convivencia	
	A.4 A focus on enabling CAM to learn	
	A.5 The intended outcomes of the ICAM approach	BeCSR Outcomes
B	Principles underlying the methodology for the programme	
	B.1 Seeing CAM as individuals and working towards a menu rather than a recipe to meet their needs	
	B.2 Building on success - The school improvement cycle	
	B.3 Solution focused approaches	
	B.4 The four stage learning process	
	B.6 Monitoring and evaluation focusing on learning	

Section	ICAM Handbook Content	New BeCSR Handbook Content
C	Background - what we already know	
	C.1 The current situation in Europe concerning CAM	
	C.2 Children left behind in our country	
	C.3 How a Literature Review helps to formulate the programme	Key aspects of the BeCSR literature review that helps to formulate BeCSR approaches and resources
	C.4 How research into the long term effects of the experiences of children displaced during World War 2 influences ICAM	
	C.5 The UN Convention on the Rights of the Child, its relevance for CAM and Rights Respecting Schools	
	C.6 The importance of schools as agents for supporting CAM	
	C.7 Social and Emotional Learning (SEL), the benefits it brings to learning and its importance for CAM	Highlighting the specific vulnerabilities of CAM to online bullying grooming and radicalisation. Presenting the critical need to consider internal and external protective factors when considering BeCSR
	C.8 Attachment theory and CAM	
D	Twelve aspects of a school that is well organised for CAM inclusion	
Key feature 1	Awareness of the past and present experiences of CAM and their possible effects	Technology used to create a social and emotional “bridge” to home country and family still there- the possibilities of re-traumatisation in the process (war, famine, bereavement, loss, confused/disorientated sense of belonging)
	1.1 Discovering, understanding and accepting the individual stories of CAM.	
	1.2 Developing empathy and a positive attitude towards CAM	

Section	ICAM Handbook Content	New BeCSR Handbook Content
	1.3 Understanding the post-migration challenges for families of CAM	
	1.4 Protecting the rights of CAM	
		1.5 Technology as a social and emotional bridge
Key feature 2	Regular reviews of the school's effectiveness in including CAM	
	2.1 The contribution of reviews to the school improvement cycle	
	2.2 The wider benefits and principles of a school review instrument	BeCSR aspects of the review instrument
	2.3 Protocols for reviewing	
	2.4 Implementing a school review – one possible model	
	2.5 Modelling social and emotional skills through the school review	
	2.6 Managing the results	
Key feature 3	Effective whole school policies and strategies for the inclusion and support of students, including appropriate language support for CAM.	The critical legal need to refer and review country-specific guidance on e-safety in schools, statutory guidance on grooming and radicalisation (e.g. Prevent in UK)
	3.1 Action planning following the review	
	3.2 Relevant school policies	Referencing and including CAM in IT usage policies
Key feature 4	School leadership for development	
	4.1 Distributed and dispersed leadership for promoting inclusion	What does digital inclusion look and feel like? Separate policy or universal design principles for digital inclusion (what

Section	ICAM Handbook Content	New BeCSR Handbook Content
		works for CAM will work for other vulnerable groups)?
	4.2 Leadership styles for promoting inclusion	
	4.3 Leadership skills for motivating staff to improve inclusion and develop a climate of convivencia	
	4.4 Leadership of change - anticipating and managing problems	
Key feature 5	Effective strategies for the induction of new CAM into the school community	Use of assistive technologies such as Microsoft Translator to support and include migrant families more effectively
	5.1 Providing a welcome. Celebrating cultural diversity and acceptance	
	5.3 Structures for support for CAM and the importance of a Key Adult	
Key feature 6	Effective strategies to ensure the safety and the wellbeing of students in and around school	
	6.1 Recognising and celebrating the contribution of CAM to the life of the school	
	6.2 Safeguarding CAM and recognising signs of abuse and neglect	Link to C.7 Digital social and emotional resilience
	6.3 Bullying and the vulnerability of CAM	Link to C.7
	6.4 Dealing with bullying and other forms of violence	
Key feature 7	Key feature 7 - A school formal and informal SEL curriculum designed to improve learning, emotional health and wellbeing and social inclusion.	Specific content shaped by the small group parent and child workshops- distinct approaches for primary age and secondary age
	7.1 Devising a programme of Social and Emotional Learning (SEL) and	Key content heading for new BeCSR materials and why? Explicit SEL focus

Section	ICAM Handbook Content	New BeCSR Handbook Content
	incorporating the principles of Rights Respecting Schools.	
	7.2 Developing the four core elements of SEL to promote the inclusion of CAM	
Key feature 8	Additional support for CAM's Social and Emotional Learning (SEL) and general wellbeing	Link to C. 7
	8.1 Understanding the impact of migration experiences and common possible psychological effects	
	8.2 Identifying CAM in need of additional SEL support	
	8.3 Organising small group or individual support	Outline new BeCSR content, purpose, anticipated outcomes
Key feature 9	Support for staff, including continuing professional development for the inclusion of CAM	
	9.1 Four stages of staff CPD for the inclusion of CAM	
	9.2 Wellbeing	
	9.3 Strategies to enhance staff wellbeing	
	9.5 Developing a database of resources to meet the needs identified through the ICAM programme	Reference to new BeCSR resources
Key feature 10	Involvement of students throughout the school in supporting each other and the inclusion of CAM	
	10.1 Relationships in the classroom	
	10.2 Peer support systems	Critical need to develop peer to peer support online, to build a sense of belonging, grow cultural knowledge and experience (and a new cultural identity) and develop internal and external protective factors

Section	ICAM Handbook Content	New BeCSR Handbook Content
	10.3 Student voice and the student council	
Key feature 11	Support from, and help for, CAM's parents / carers on continuing SEL in the home	Outline new BeCSR content, purpose, anticipated outcomes
	11.1 Communicating with parents/carers	
	11.2 Working with migrant parents before they leave home	
	11.3 Working with migrant parents while they are away from home	
	11.4 Involving parents/carers, including those who are hard to reach, in the work of the school	Use of new assistive technologies in creative ways
	11.5 Continuing SEL in the home	
	11.6 Providing a programme for parents/carers of CAM to support them in their parenting role	Detail of new parent workshops
Key feature 12	Involvement with the local community to enhance the inclusion of CAM	Using new assistive technologies to support CAM and families to build local support networks
	12.1 Identifying sources of support for CAM in the local community	
	12.2 Developing and leading partnerships within the local community	
	12.3 Celebrating the contribution of CAM and their families to the local community	
Appendix 1	Putting yourself in the position of a newly arrived student	
Appendix 2	Learning outcomes from a sample SEL programme	
Appendix 3	A sample planning document for the introduction, implementation and embedding of an SEL programme	

Section	ICAM Handbook Content	New BeCSR Handbook Content
Appendix 4	A sample staff- staff conduct and communication policy	
Appendix 5	Outline of a sample workshop programme for parents/carers of CAM	
Appendix 6		<p>The use of serious games to accelerate SEL learning through immersive interactive simulations- use of same techniques and resources to create SEL learning experiences without use of technology</p>
Appendix 7		<p>Country-by-country review of existing e-safety government guidance/law and NGO support materials</p>

A The purpose of BeCSR

The BeCSR project will develop the SEL and increase the on-line media literacy of c 500 Children Affected by Migration (CAM) from 40 trial schools in 4 countries so that they have the ability to better protect themselves and other children and to make safe and responsible decisions when they are online; including their avoidance of, and response to, cyber-bullying, radicalization and attempted grooming as victims or bystanders.

Although it can be taught, most SEL is assimilated and requires the appropriate climate in school and in the home. The SEL for CAM will be achieved alongside the improvement to the climate of convivencia (living in harmony) in schools and in the home.

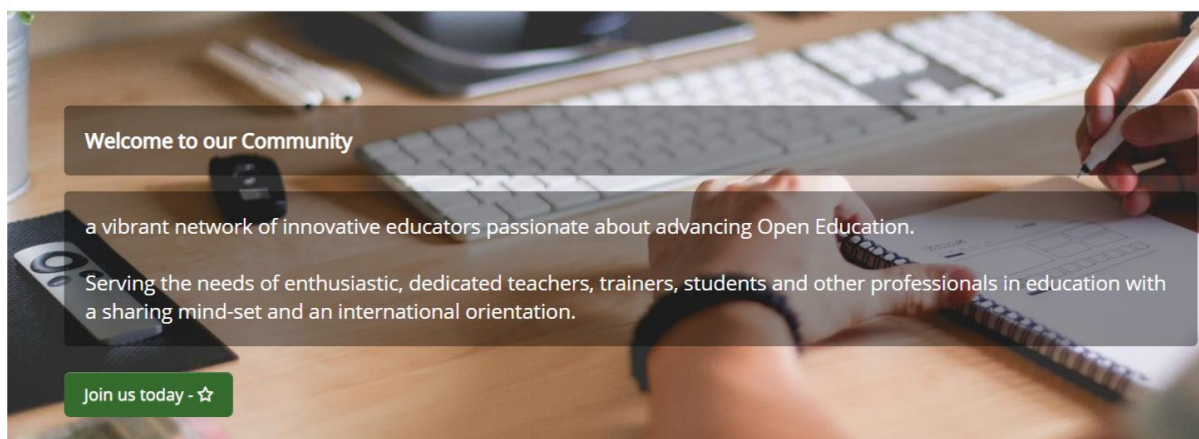
The project will be disseminated Europe wide

A.1 Additional project partners

We welcome the Open Education Community to the core ICAM team.

Open Education Community

Quality assured | Implementation ready | Impact guaranteed



<https://openeducation.community/>

Started as an informal network in 2014 and later officially established as a pan-European not-for-profit foundation, the Open Education Community serves the needs of enthusiastic, dedicated teachers, trainers, students and other professionals in education with a community and sharing mindset and an international orientation.

The Open Education Community is a vibrant network passionate about advancing Open Education. Derived directly from its mission and statutes, the Open Education Community aims to maximise the reach, impact and legacy of innovative educators.

As witnessed in practice by our founding members, many courses developed within European, national and regional frameworks sometimes do not achieve their full potential, in terms of reach, impact and legacy. Individual teachers and schools do not seem optimally equipped to unlock the prospective of their work beyond their own organisations and daily operations, especially after (external) funding ends.

In addition to that, with the increasing availability of OER (Open Educational Resources) come new challenges for schools, colleges and universities. As a result of MOOC's (from 2012) and other recent developments, the attention for open education widened from (just) learning materials to a complete package of open education including assessments and certification.

A.5 BeCSR Outcomes

To achieve the aims the BeCSR project will:

- produce a literature review and collect good practice in the practical support for CAM's safe and responsible internet usage
- develop ICAM team supported training and materials for use in training BeCSR National Facilitators
- develop National Facilitator supported cascaded on-line training programmes for training BeCSR School Leaders
- provide on-line training for whole school convivencia and CAM SEL for use by School BeCSR leaders with school staff and parents/carers
- provide learning and teaching materials for the development of SEL related to safe and responsible behaviour and on-line media literacy
- develop CAM's SEL , media literacy and ability to make sensible and safe decisions when they are on-line at home, at school or with peers
- enable CAM to help others by recognising, understanding and preventing cyberbullying, online harassment and immoral behaviour and knowing what to do when they encounter it
- evaluate the project and improve it as a result of trials in 40 schools in 4 countries
- disseminate the project widely through the Associate organisations both in the partner countries and Europe wide via UNICEF ECA, Terre Des Hommes and Eurochild

5.1 Outcomes from Development Phase

- a) Literature review, research and analysis to inform the project design and to collect exiting good practice;
- b) Consultations with schools and agencies about their experience of supporting CAM with internet safety.
- c) Design and production of the cascaded training programmes and collection/adaptation of materials for handbooks, training, teaching and learning in school;
- d) Creating the BeCSR School Review Instrument
- e) Creation of the BeCSR website
- f) Creation of the on-line platform

5.2 Outcomes from Implementation Phase

- a) Training of BeCSR National Facilitators
- b) Cascade training for BeCSR School Leaders who implement the project in schools
- c) School implementation of the on-line BeCSR school review
- d) Development and implementation of a School Action Plan by BeCSR School Leaders to improve SEL and internet safety for CAM by implementing improvements in their schools and at home
- e) BeCSR School Leaders have supported staff with on-line training in how to support CAM
- f) The school has established peer led initiatives involving CAM supporting others
- g) Parents/carers are trained in how to support CAM in the home
- h) Research completed into the nature and impact of “serious games” in a digital environment and how they can impact on digital resilience and online behaviours

5.3 Outcomes from Monitoring and Evaluation Phase

- a) Repeat application of the BeCSR review instrument to monitor and evaluate progress in schools
- b) Use of the results and experiences during the trials to evaluate the project
- c) Revision, improvement and additions to the programme materials and their publication on-line through the BeCSR platform
- d) Update and improvement to the website and publicity materials
- e) Populating the platform with all on-line training and teaching and learning materials
- f) Production of a good practice “ideas manual” to collect the experiences from trial schools and families for wide sharing during dissemination
- g) Report on the impact of “serious games” on SEL and digital resilience.

5.4 Outcomes from Dissemination Phase

- a) Regular information for members of the Open Education Community throughout the 2 years of the project and ongoing thereafter
- b) Dissemination in partner countries with a model for uptake on a county by county basis facilitated by the country associate partners.
- c) Information via newsletters etc throughout the 2 years of the project and a session as part of the Eurochild conference reaching 200+ NGOs and agencies for child welfare across Europe
- d) Seminar at the European parliament for Euro MPs and relevant DGs
- e) Information and participation throughout the 2 years of the project and beyond to 21 UNICEF country offices in CEE/CIS countries & to 24 UNICEF Child Friendly Cities
- f) Information and participation throughout the 2 years of the project via partner Terre Des Hommes to 4 other countries with Children Left Behind

C.3 How the literature review has shaped the BeCSR Programme

Introduction

The twenty first century has been characterised by an increasing number of children affected by migration, either through leaving their own country or by being left behind by families who have migrated. In 2015, almost 25% of 15 year olds in OECD countries and economies cited being foreign born or having one or both foreign born parents (OECD, 2018).

Many of the children and young people will have experienced war and conflict , with disrupted family life, education and poor economic conditions. This impacts in different and complex ways on the psychological well- being. At the same time there is no homogeneity in their experiences or the impact of their experiences. For many, the trauma of their experience can weaken their ability to thrive through education both academically and in their social and emotional development, increasing their vulnerabilities to a wide range of known threats and antisocial behaviours¹ towards all children. Education in their 'new' country has a central role in their integration and long- term outcomes. 'Institutional and social features' help to reduce the vulnerability of children affected by migration (OECD, 2018) in providing opportunity for positive adaptation and effective functioning. However, in some OECD countries and economies migrant children fare better than in others. This largely depends on how well the education systems support their integration, help them to overcome adversity and build their academic, social, emotional and motivational resilience (OECD,2018).

In reviewing the literature relating to children affected by migration, particularly within the context of cyber safety and responsibility, evidence points towards two key areas of focus: **individual development of resilience** and the **agency of the other (adults and peers)**.

The OECD (2018) develops the concept of resilience in the context of immigrant adolescents, highlighting the multifaceted nature of resilience with the following interrelated aspects:

Adversity- the process of migration for students and/or their parents and the hardships(social economic, cultural and others) as a result of leaving their country.

Adjustment- the positive adaptation, including academic, social , emotional and motivational.

Vulnerability- the likelihood of acquiring the social, emotional, motivational and academic skills.

Risk and protective factors- refers to all the characteristics impacting on vulnerability and the extent to which immigrant adolescents are exposed to risk and protective factors and the impact this has on their outcomes (adapted from OECD, 2019: 32).

A small scale study in the Gauteng Province of South Africa involving five orphans and vulnerable children (OVCs), all between the ages of 13 and 18 years and participating in a Future Families programme, highlights their development of pathways of resilience in adverse conditions. The five young people were identified for participation because of their ability to maintain positive adaptation and effective functioning in adversity. The researchers explored their resilience factors and how they developed them through drawings and discussion. Participants were asked to consider an adverse situation or event they had experienced, what they did and what were the outcomes. Findings showed that individuals employed effective avoidance and engagement strategies. They had developed the ability to make choices in the face of harm/ unsafe environments. In the school context this was reflected in ignoring hurtful comments from

¹ Garner and Gittins (2014): Reducing Violence against Children in Schools Dimensions and trends in school-based bullying and violence

peers, withholding sensitive facts about themselves and not comparing themselves with other young people (who were not OVCs).

The researchers found that factors supporting resilience included supportive other learners (peers), teachers and the Future Families school programme (homework classes and psychosocial programmes). The research highlighted the transactional nature of individual and social surroundings and the centrality of relationships with others in building resilience (Berejena Mhongera and Lombard, 2020). **These findings point the way to building CAM (Children Affected by Migration) on-line resilience through SEL (Social and Emotional Learning).**

There is a proliferation of material available internationally that addresses cyber-bullying, and has a direct relevance to CAM as much as any other group or sub-group of children and young people. On the broader issue of online violence towards children, there is growing awareness and activity to protect and safeguard².

This literature review has focused primarily on examples of effective practice in online safety and online safety programmes, social and emotional learning programmes employed with migrants/refugees or those which particularly support the development of resilience and a consideration of the agency of the other (adults and peers) in children affected by migration; this latter area is considered through **strength based approaches** in the development of positive outcomes.

To ensure a consideration of relevant literature across academic, professional and grey literature, searches were carried out through online academic databases (university) and through Google. Search terms, which were used for each of the UK, USA, South Africa, Australia and New Zealand, included: SEL of migrant/refugee children; SEL focusing on resilience; effective SEL programmes, online safety for migrants, online safety programmes, risks for migrants online, risks for children online, risks for CAM online; cyberbullying, cyberbullying of migrants, resilience, strengths based approaches and systemic practice.

This review starts with literature relating to a **strengths based approach**, which although not a new concept, is starting to emerge in the UK as a promising approach in education for human flourishing and development; and **a key means of supporting resilience**. This is followed by examples of online safety programmes or approaches (Europe and north America) which show positive aspects and or outcomes. The review is completed through a consideration of social and emotional learning programmes which have been employed with migrants/refugees and /or have a specific focus on resilience and/or have shown particularly positive outcomes.

Strength's Based Approach (asset-based approach)

Research in the area of resilience further opened the path for the movement from deficit models of practice to a strengths-based approach. Positive psychologists (Clonan et al., 2004) suggest schools can serve as the vehicle for promoting positive human development, moving away from endeavours to repair weaknesses and towards the development of positive qualities. They highlight the need for systematic approaches to forming positive developmental settings, which provide: physical and psychological safety, appropriate structure, supportive relationships, opportunities to belong, positive social norms, support for efficacy and, opportunities for skill building, and integration of family, school, and community efforts (Eccles & Gootman, 2002).

Noble and McGrath (2007), informed by the earlier work of Seligman (1998) offer a Positive Educational Practices (PEPS) Framework as an approach to whole school planning for schoolwide wellbeing. In summary it focuses on five key areas, which can be applied at individual, class or school level: social and emotional competency, positive emotions, positive

² <https://www.end-violence.org/safe-online>

relationships, engagement through strengths and a sense of meaning and purpose (Noble and McGrath, 2008).

As a philosophy of practice, the strengths approach is a way of working to overcome the challenges faced by the individual; **the approach helps the individual to identify his/her strengths to overcome the challenge**. In essence it enables individuals to see the potential ('what might be') by focusing on trusting, meaningfulness, and relationships; empowering people to take a lead in their own care process; working in collaborative ways on mutually agreed upon goals; drawing upon the personal resources of motivation and hope and creating sustainable change through learning and experiential growth (Hammond and Zimmermann, 2012: 8).

In the UK, a strength's or asset based approach (often used interchangeably) finds its roots in social care (SCIE, 2018); although in the wider global context, the approach has been informed by research in the fields of psychology, education, organizational theory and behavior (Lopez and Louis, 2009). In adopting a strength rather than a deficit model in improving outcomes for individuals and communities, the approach focuses 'on what individuals and communities have and how they can work together. Rather than on what individuals don't have or can't do' (NICE,2020).

Although not a new concept, a strengths based approach to social care gained momentum in the UK following the Munro review of child protection (Munro, 2011), culminating in the Care Act 2014. The 2014 Act marked a major turning point in approaches to social care, with the requirement that local authorities consider a person's 'own strength's and capabilities' in achieving better outcomes, thus moving to a more collaborative approach to improvement.

In 2018, a strength's based approach was highlighted as one of the key features of effective programmes in the UK in the **Children's Social Care Innovation Programme** (DfE/ Spring Consortium, 2018); where it is defined as an approach which 'focuses on identifying families strengths as well as their difficulties, and supports the family to understand for themselves how they can use their strengths to overcome their difficulties' (DfE/ Spring Consortium, 2018: 9).

Although there are common features of a strengths based approach, it can be thought of as a philosophical approach to bring about change. As an approach in education, it is best understood as 'a philosophical stance and daily practice that shapes how an individual engages the teaching and learning process', where positive elements of pupil effort and achievement and human strengths are emphasized (Lopez and Louis, 2009).

In essence it provides a more positive way of exploring a problem, creating higher expectations and opens a path for development of personal attributes and skills (McCachen, 2005). In essence, for those in the field of social care or education, the key elements of a strengths based approach can be conceptualized by the following, where the agency of all those involved and interaction/transaction with 'the other' is a central element of the approach:



Figure 1: Key elements of a strengths based approach

(Source: adapted from Department of Health and Social Care, 2019: 31)

Recent research highlights the **benefits of the approach with refugees** (Block et al, 2018), which may provide a more positive way of working with migrants in the future. Practice and research with migrants tends to focus on ‘treating’ the trauma they have experienced in their own country, which may not be the case for all of them. It can also include factors relating to the displacement process, cultural differences of the ‘new’ country and changes in socio-economic conditions. However, Shannon, Wieling, Simmelink-McCleary, & Becher (2015) suggest that **psychological changes in migrants should be viewed through the socio-economic and cultural lens of where the refugees have come from and where they have resettled**. The trauma of migration, like bullying, is a personal lived experience: the **ICAM programme stresses that one-size doesn’t fit all**.

Block et al.(2018) in their research amongst 79 adult refugees in Pittsburgh (predominantly Bhutanese and Iraqi), highlight the positiveness of a strengths based approach in helping refugees make friends, get information, become more independent, and feel better about life in America; in addition, the approach supported individuals in talking about their concerns and feeling a stronger sense of trust within their own community. The eight week programme, informed by and developed from the Centre for Torture and Trauma Survivors Clubhouse Model **trained para- professionals and peer educator leaders from within the refugee communities** and established specific aims; **reduce feelings of isolation; build community networks and improve feelings of empowerment within the community**.

In education, Lopez and Louis (2009: 2) suggest that a ‘strengths-based education begins with educators discovering what children and young people do best and developing and applying their strengths as they help students identify and apply their strengths in the learning process so that they can reach previously unattained levels of personal excellence’. Whilst there is little research in the UK on strengths based approaches in education, Australia, USA and New Zealand provide examples (see references).

Butler-Barnes et al. (2013) provide useful insights into **personal and cultural assets influencing academic persistence** among 220 African American adolescents (12-16 year olds) in the Midwest (USA), where racial discrimination in school is not uncommon. Amongst the group

they identified different patterns of personal and cultural assets (i.e. private regard, self-efficacy and self-acceptance), explored the association of personal and cultural asset patterns on academic persistence and tested the potential of personal and cultural asset clusters to protect against the negative impact of discrimination experiences on their academic performance. Findings suggested that **those with higher personal and cultural assets at the outset, were less likely to feel/notice discrimination and were also more likely to show academic persistence.** The researchers concluded that their model reflected a promotive but not protective influence of adolescents' assets on their academic persistence.

Other useful references

Cornwall, G. (2018) Is strength based learning a 'magic bullet'? The Hechinger Report, New York: The Hechinger Report. Available at: <https://hechingerreport.org/strength-based-learning-magic-bullet/>

Schools developed on a strengths based approach: Arkansas' Delta School: <https://www.thedeltaschool.org/> (strengths discovery- <https://www.thedeltaschool.org/our-programs/strengths-discovery>)

Communications Division for Early Childhood Strategy Division Department of Education and Early Childhood Development (2012) *Strength-based approach A guide to writing Transition Learning and Development Statements*, Melbourne: State of Victoria, Department for Education and Early Childhood Development. Available at: <https://www.education.vic.gov.au/documents/childhood/professionals/learning/strengthbappr.pdf>

Online safety

Online safety is addressed in many countries with varying degrees of depth and effectiveness; and what is clear from the literature in Europe and north America is the piecemeal approach to the implementation of policy. This section considers the statistical backdrop, and some of the more prominent approaches taken by countries across Europe and north America.

The EU Kids Online Survey³ (2020), based on feedback from 25,000 children and young people aged 9-16 from 19 EU countries, yields much data of interest: for example, although the proportion of children reporting that they experienced an event that caused them concern or frightened them varied considerably from country to country, this proportion was smaller than the proportion reporting the reception of harmful content (such as sexting), indicating that not all online risks result in self-reported harm. Also extremely variable was the proportion of CYP who told no one about their experiences. In addition to telling someone, the children tried a range of strategies – closing the window or app, blocking a troublesome person and, for some, ignoring the problem or even feeling guilty about what had happened. Between 3% (Italy) and 35% (Poland) of children reported the problem online. Older children reported that hate messages were the most prevalent type of harmful content.

The European Commission has been active in promoting internet safety, with Safer Internet Centres set up across European Union countries; and the establishment of the Saferinternet4EU competition (Better Internet for Kids, 2018a). Prizes were won by: Gezinsbond and Child Focus (Belgium) for a Safety Online project providing tools and training for parents about the safe use of new media (Better Internet for Kids, 2018b); a teacher from Slovenia for her project Travelling around the Virtual World, which used creativity and games to promote positive online behavior (Better Internet for Kids, 2018c) and students from the Tichero high school in Greece for their

³ <http://www.lse.ac.uk/media-and-communications/research/research-projects/eu-kids-online/eu-kids-online-2020>

App for children aged 10 years and up encouraging critical thinking and positive online behavior (Better Internet for Kids, 2018d).

Despite the positive initiatives, the implementation of policy across countries varies considerably, depending on their priorities, funding, emphasis on risk and the degree to which they elect to participate (O'Neill, 2014). Helsper et al. (2013) outline the level of risk for children and young people and levels of parental involvement across four clusters of European countries; where clusters are differentiated according to 'sexual content risk'. However, they highlight the uniform distribution across countries of children and young people who are bullied online and/or pass on personal data.

The four clusters include the Scandinavian countries (supported risky explorers), where children and young people are experienced internet users, encounter higher risk online, but are actively guided by their parents in internet use. Semi supported risky gamers, predominantly is Eastern European countries and risk exposure to high risk online, although usage tends to be more focused on games and parent attempts at support have been largely ineffective. In Western European countries, including the UK, children and young people are more protected by restrictions; in the UK, the government has recently published non-statutory safety guidance, supporting a whole school approach (DfE, 2019). The unprotected networkers, children and young people in Austria, Hungary, Lithuania and Slovenia, where home internet use is more recent than in other European countries, they encounter risk, but are less likely to engage with it; however, a key issue for the future is **increasing parental involvement in their children's internet practice** (Helsper et al., 2013).

Other researchers highlight the **importance of parent and community involvement in teaching about internet safety** (Mark and Nguyen, 2017). Others point to the specific roles and responsibilities of adults in internet use by children and young people (Mueller & Wood, 2012). In Hawaii, Mark and Nguyen (2017) designed and delivered a workshop for parents and educators with the aim of increasing internet safety education and to develop partnerships for internet user safety. Two workshops in 2012 of 32 and 19 participants aimed to: show how stakeholders can work together to prevent and manage cyber issues; encourage adults to keep up to date with technology trends; up-date adults on current legislation on how schools can deal with cyber issues and encourage adults to take a part in influencing school policies and practice regarding Internet safety and ethics. Although it was a small scale project and the researchers acknowledge the limitations in generalizing, overall findings **indicated the need for collaboration between home and school in developing safety and ethical procedures for children and young people**; in addition, involving young people in the creation of internet rules helps them take ownership and develop accountability for their own actions (Mark and Nguyen, 2017).

In response to mass shootings at schools in the USA and other public venues, a number of communities have reappraised adolescent use of the internet and monitoring. The Broward County League of Cities introduced proactive monitoring of social media use along with protocols to identify threats and at-risk behaviors (Federal Commission on School Safety, 2018). In addition, materials on the prevention of cyberbullying have been distributed via the stop bullying government website, along with an initiative 'Be Best' by the First Lady, which in part, addresses cyberbullying; the latter of which includes a useful guide for parents about being online (BeBest, 2018).

However, perhaps less surprisingly, those giving evidence to the Commission, **placed cyberbullying in the field of social rather than technological issues**; underlining the centrality of building school climates, normalizing pro-social behaviors (i.e., responsible digital citizenship), supporting student-led initiatives, and facilitating student resilience, with students having an adult to turn to if they are concerned. (Federal Commission on School Safety, 2018).

This again highlights the key role of adults in guiding, supporting, empowering students and building their strengths.

Initiatives in other communities and states across the USA include (adapted from Federal Commission on School Safety, 2018:25):

Sioux City Community School District investing in a multidimensional approach to tackling bullying and cyberbullying. This includes training staff, developing positive school ethos, implementing evidence based social and emotional learning, character education, mentor programmes for students and having clear anti-bullying policies (Gausman, 2018).

Seattle Public Schools is jointly piloting an intermediary approach with the iCanHelpLine, where online content is monitored and removed (Seattle Public Schools, 2017). Holladay (2010) discusses earlier initiatives by Seattle Public School District in the launching of a pilot curriculum to prevent cyberbullying; this included four elements: addressing misconceptions about digital behavior; building empathy and understanding; teaching online safety skills and giving young people strategies to reject digital abuse in their lives. The programme provided training for teachers and actively involved parents.

The Deer Park Independent School District uses a computer-and smartphone-based anonymous reporting system to receive reports on concerning behavior from students or parents; schools are then better placed to provide resources, including counsellors (Deer Park Independent School District, 2017).

This is similar to the *OK2SAY programme in Michigan*, which enables students to confidentially report tips on potential harm or criminal activities directed at schools, students, or school employees (Michigan Government, 2020).

Colorado schools use the Safe2Tell programme which provides a way for students, parents, school staff or members of the community to anonymously report concerns regarding their safety or the safety of others (SAFE2TELL, 2020).

Poughkeepsie High School NY and other schools across the state are employing the AT&T/ Siena Upstander Program, a peer-to-peer prevention initiative, where trained Siena College students provide workshops and tools for students and teachers against cyberbullying. The programme aims to create an "Upstander" culture to encourage students to speak up, notify an adult and/or interrupt the behavior when they witness cyberbullying; student ambassadors within the schools are identified (Schutzman, 2017).

Other useful references

A federal government website managed by the U.S. Department of Health and Human Services: <https://www.stopbullying.gov/>

Cyberbullying Research Centre. <https://www.cyberbullying.org/>

Ken Rigby. Net (2019) <http://www.kenrigby.net/Home>

Sioux City Community Schools (2018) Healthy and Supportive Learning Environments, Sioux. Available at: <https://www.siouxcityschools.org/?s=Social+and+emotional+learning>

Social and emotional learning programmes

Whereas the roles of parents, carers, teachers and peers in creating robust external protective factors for CAM online are clear, children and young people tend to navigate the digital environment alone. To paraphrase Ian Acheson (2016) this is "ungoverned space", where sometimes sophisticated and stealthy social tools are used to enrol trap and otherwise entangle children and young people (in its most alarming forms, sexualised or criminal grooming and

radicalisation). **Therefore the empowerment of individual CAM to navigate the digital world themselves in a safe and secure way is paramount, developing threat awareness, social and emotional resilience and pro-social approaches to interactions with others.**

A study by d'Haenens et al. (2013) specifically looked at coping and resilience on-line. Key findings were that when confronted with online bullying or sexting, children higher in self-efficacy employ more proactive coping strategies; but girls, younger children and children with psychological problems are more likely to remain passive or fatalistic. They concluded that online and offline vulnerability are interrelated. The so-called double jeopardy effect means that children with more psychological problems suffer more from online as well as offline risks. They not only face more difficulties managing their emotions, conduct and social behaviour 'in the real world', but are also more likely 'in the online world' to feel bothered and more intensely upset. This is a major consideration for children and young people traumatized by migration.

There are many effective SEL programmes, but few focus directly on resilience. The **Bounce Back! wellbeing and resilience programme**, developed in Australia (Noble and McGrath, 2003) is one, informed by evidence from positive psychology. The programme aims to support the development of positive, pro-social, resilient classrooms and schools and to provide resources for school staff to develop resilient attitudes and behaviour in their pupils.

At the time of its development it was one of the earliest SEL programmes based on a positive approach; in 2018 it was republished for the third time. The programme has three levels of classroom materials for 8-13 year olds and uses the same 10 curriculum units (adapted to be age appropriate and mapped to the Curriculum). Units include: core values, social values, people bouncing back, courage, looking on the bright side, emotions, relationships, humour, being safe and success. Based on the core SEL competencies advocated by CASEL (2013) : **self-awareness, self-management, social awareness, relationship skills and responsible decision making**, the strengths of the programme lie in both its approach and content, following effective features of a SEL programme: sequenced, active learning, focused and explicit (Durlak et al., 2011).

Evaluations attest to its effectiveness (Axford et al., 2010). An evaluation with 16 primary schools in Perth and Kinross Scotland, where the programme was introduced in primary schools which elected to trial it in 2008; seven of the schools were in Perth City. The evaluation focused on: the impact of Bounce Back on the resilience of pupils; the impact on pupil sense of connectedness; the impact on the resilience and wellbeing of staff in schools using the programme and factors influencing the successful implementation of the programme as a whole school approach. Findings showed increases in pupil personal resilience attitudes, with positive effects on pupil confidence and social skills. Increases in pupil connectedness were also noted with positive effects on peer relationships, school ethos and teaching and learning. There were increases in use of resilience skills, with noted increases in mental wellbeing. Effective implementation of the programme as a whole school approach was seen as a key factor in its success. This included use of 'Bounce Back language' and staff modelling to pupils; staff believed the approach was supported by high quality, easy to use and teacher-friendly materials, with pupils finding the activities fun and engaging (Axford et al., 2010). An earlier pilot evaluation in eight schools with 11-12 year olds, showed that it was an effective programme for teaching students strategies for coping with negative events in their lives; where teachers reported an increase in their coping skills and their skills in counseling students (McGrath, 2000).

Australia has a number of school based early intervention programmes for pupils from refugee backgrounds. They aim to support their resettlement needs: rebuilding a sense of safety, trust, connections and social and emotional skills (Foundation House, 2016).

The Rainbow Program for children in refugee families (9-12 year olds and their families).

The main aim of this programme offered to children on arrival is to make a positive contribution to their settlement. Delivered in schools or Centres, it is usually offered with the support of a counselling agency. The three components include: core children's component- acknowledges children's own understanding and personal skills and attributes in the resettlement process; parents component- which aims to establish parental links with the school and the child's learning and experiences of settlement and provides opportunity for parents to raise concerns and; professional development component- for teachers, to enable them to provide a supportive environment for refugees (Victorian Foundation for Survivors of Torture, 2002).

Kaleidoscope: Cultures and Identity programme (14-24 year olds)

This programme, for refugees already enrolled in school, is a six session group programme. It aims to: explore the impact of living in a new culture; remove barriers to social isolation, alienation and dislocation; build trust; promote self- esteem and identity and; integrate past experiences, to support a future vision. The programme is offered through three distinct components. The first addresses the restoration of trust and development of communication skills; the second addresses self- identity through discussion of past experiences and looking to the future and the third focuses on emotions enhancing those which promote well being and finding ways to deal with distressing emotions. Through group approaches and discussion, participants find out they are not alone; others also share some of their values and beliefs. Individuals are provided with opportunities to talk about their past, their present and views of the future. **Classroom Kaleidoscope** is a 10 week programme for classrooms adapted from the culture and identity group programme (Victorian Foundation for Survivors of Torture, 2007).

A review of school based and out of school programmes in the UK aimed at enhancing social and emotional skill development during childhood and adolescence showed that only some have a positive impact on children and adolescent enhancement of competencies (Clarke et al., 2015). These included the school based programmes of : PATHS, Friends, Zippy's Friends, UK Resilience, Lions Quest and Positive Action. These programmes were shown to have a strong impact on children and adolescent social and emotional skill development including coping skills, self esteem, resilience, problem solving skills and empathy, with reduced symptoms of depression and anxiety (Clarke et al., 2015:5).

Lions Quest (5-18 year olds), developed by the Lions Club International Foundation in 1984, is based on the CASEL (2013) five core competencies. Employed in schools in more than 100 countries across the globe, the programme is implemented across four key areas: *free standing lessons* of one hour per week taught by teachers, counsellors or other staff; *integration into the wider school curriculum*; *teaching which uses positive instructional strategies* to create a relationship-centered learning community that is student centered, safe, engaging, cooperative, and well-managed and *develops a school wide team* with professional development opportunities. The programme for 14-18 year olds (high school) offers 16 SEL lessons at each grade level and a separate Service-learning Manual with 18 lessons (Lions Quest , 2019).

The programme aims to provide children and young people with essential skills to help them lead healthier life-styles, resist drug use, and develop a positive self-image. The third of the three programmes, for 14-18/19 year olds, gives adolescents opportunity for volunteerism and teaches them skills including conflict resolution. Lions Quest uses discussion, writing and reflection, where writing is used more than in other similar programmes; in addition, it has a particularly strong focus on parent and community engagement. Both are strengths of the programme.

A number of evaluations have been carried out on the programme, which generally show positive findings. And although the programme has been employed in schools with ethnically diverse

populations, there is some criticism that materials should be more culturally appropriate (Jones et al., 2019). A recent evaluation (Jones et al. 2019) in two middle schools showed that school staff and students had positive views of the programme, where student activity parts of the programme enabled development of the student voice. 'Many teachers remarked that they appreciated Lions Quest as a "door opener" to conversations they would not otherwise have'. Students liked the discussion opportunities and activities that 'felt relevant to their lives' and the opportunity to put themselves in that situation and consider how 'it feels'. However, some teachers felt that they had to adapt content to the culture of the school, where children face violence in their lives beyond the school gate.

Another effective programme, developed in the USA, **RULER**, is an evidence-based approach to teaching emotional intelligence, developed by the Yale Centre for Emotional Intelligence. It focuses on the five skills of emotional intelligence: recognizing, understanding, labeling, expressing and regulating emotions. The programme aims to create a positive emotional climate in the school and enhance the emotional intelligence of the pupils and adults involved; it is distinct from many other programmes, in that it starts with the personal and professional learning of the adults involved, who act as role models.

Nathanson et al., (2016) explore the evidence for its effectiveness and highlight the positive impact of the programme on emotional intelligence skill development and academic performance. **Over time, they suggest, the combination of enhanced individual skills and improved emotional climate leads to better outcomes: better attention, learning and memory, improved health and well-being, better relationships, more responsible decision-making, and improved academic performance.** Another evaluation in Spain showed improved teacher engagement in work (Castillo, Fernández-Berrocal, & Brackett, 2013). As with most programmes, Nathanson et al. (2016) highlight the need for fidelity in implementation (i.e. staff training) for better pupil and teacher outcomes.

In Europe, the **Hand in Hand: Social and Emotional Skills for Tolerant and Non-discriminative Societies** is seen as a promising programme (A Whole School Approach, EEPN, 2018, <http://handinhand.si/>)

The Hand in Hand programme, an Erasmus funded programme, across the four countries of Croatia, Denmark, Germany, Slovenia and Sweden, **aims** to support the development of inclusive societies by improving the social, emotional and *intercultural* competencies of students and school staff. Currently being developed (28-02-2017 - 27-02-2020) its **strength** lies in its whole school, collaborative approach (teachers, pupils, counsellors and the head teacher) to well-being and emotional intelligence.

Although field studies of impact are not yet available, a recent review of literature (Neilsen, 2019) employed the Hand in Hand framework to explore implementation and professional **competencies**. Her research identified five themes: aspects of social and emotional learning seem to be at the centre of intercultural/transcultural competences; school staff have a key role (as agents) in the implementation of SEI; successful implementation is about the interaction of the elements and professional learning over time; keeping a balance between adaptation and fidelity might work better through an adaptive curriculum emphasizing active components and are psychometric measures sensitive to the subtle changes related to SEI **competencies**.

Other useful references

ACT (2020) *Take Social and Emotional Learning Skills and Character Strength Assessment to the Next Level*, Available at: <http://www.act.org/content/act/en/products-and-services/act-tessera.html>

McGrath, H. and Noble T. (2018) (3rd Ed.) *Bounce Back, Year F-2*, Pearson. Available at:

<https://www.pearsonschoolsandcolleges.co.uk/Primary/SpecialNeeds/Social-Emotional-Learning/Bounce-Back/Samples/bouncebacksamples/bounce-back-year-f2-samples.pdf>

Weekes, T., Phelan, L., Macfarlane, S. and Pinson, J. (2011) Supporting successful learning for refugee students: The Classroom Connect project, *Issues in Educational Research*, vol. 2, no. 3: 310-329. Abstract available at : <https://research-portal.najah.edu/migrant/24492/>

UNESCO (2019) Education as healing: Addressing the trauma of displacement through

social and emotional learning, *Policy Paper 38*, April. Available at:

<https://unesdoc.unesco.org/ark:/48223/pf0000367812/PDF/367812eng.pdf.multi?fbclid=IwAR1ZA2UITdoQYxypyYHsru1jts3S0om2fNgAD1LuTvINS4DRrbJVfYnSSIQ>

C.3 Literature Review conclusions and summary

This literature review has shown that although there are effective programmes of SEL to support positive outcomes in children affected by migration and their safety online, there is still a short distance to travel in bringing learning and understanding together to develop an holistic programme to effectively address these project-specific issues.

We have attempted to summarise the key aspects of the BeCSR project, informed by this literature review (and referencing the existing ICAM materials) into two infographics that will be used in The Bubble online training materials for UK, and distributed for use with partner agencies across Europe.

Whereas the roles of parents, carers, teachers and peers in creating robust external protective factors for CAM online are clear, children and young people tend to navigate the digital environment alone.

To paraphrase Ian Acheson (2016) this is “ungoverned space”, where sometimes sophisticated and stealthy social tools are used to enrol trap and otherwise entangle children and young people (in its most alarming forms, sexualised or criminal grooming and radicalisation).

Therefore the empowerment of individual CAM to navigate the digital world *themselves* in a safe and secure way is paramount, developing threat awareness, social and emotional resilience and pro-social approaches to interactions with others.



How often does your school community talk about pro-social behaviour?

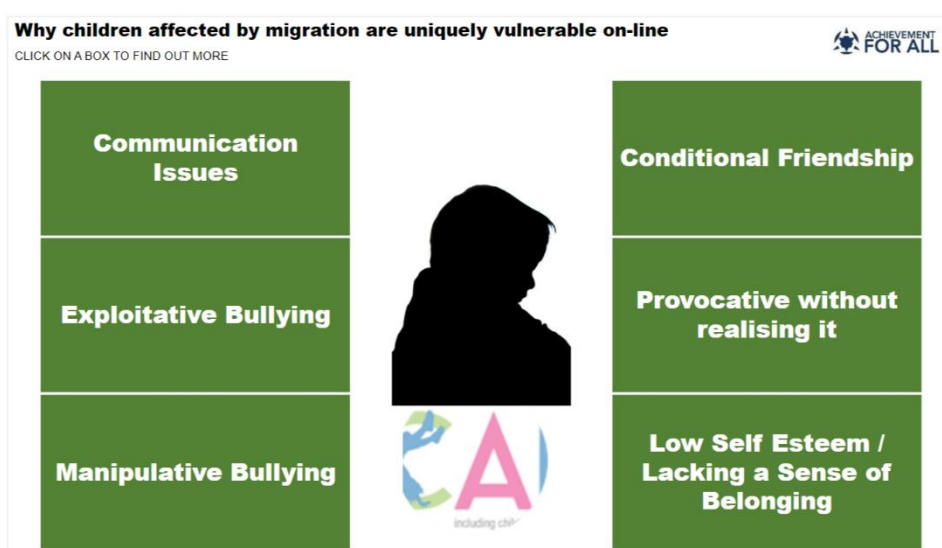
In many schools, there are clear rules and sanctions relating to bad behaviour, anti-social behaviour. But how do you talk about good behaviour, behaviours that are pro-social, behaviours that support others in the school community and beyond?

C.7 BeCSR Vulnerabilities and Protective Factors

The following schematics are from the Achievement for All Bubble and present the key findings from our research and literature review.

The topic is further explored in Section D.7 within the context of safeguarding CAM.

The distinct vulnerabilities of CAM on on-line bullying, radicalisation and grooming



CLICK ON THE DIAGRAM ABOVE TO EXPLORE THE KEY ISSUES or click on the link below

<http://res.afa3as.org.uk/ICAM/ABSENDvulnerabilitiesEN/index.html>

SPANISH <http://res.afa3as.org.uk/ICAM/ABSENDvulnerabilitiesES/index.html>

ITALIAN <http://res.afa3as.org.uk/ICAM/ABSENDvulnerabilitiesIT/index.html>

ROMANIAN <http://res.afa3as.org.uk/ICAM/ABSENDvulnerabilitiesRo/index.html>

<p>Communication Issues</p>	<p>Poor understanding of new language and local dialect or slang or emoticons (and other cultural “assets”)- unable to communicate feelings of bullying/intimidation; lacking assertive communication skills</p>
------------------------------------	--

Exploitative Bullying	Where features of a child’s social expression are used to bully them: speech and accent, clothing, emotional expression, “trigger” points (e.g. jokes or banter about home country)
Manipulative Bullying	Where a person/group is “controlling” a learner... who sometimes consciously complies to be “part of the group” e.g. group trolling. This vulnerability can lead to radicalisation and grooming directly.
Conditional Friendship	Where a child thinks someone is being their friend but times of friendliness are alternated with times of bullying and exploitation (at its extreme, ‘mate’ crime, grooming, radicalisation, etc.)
Provocative without realising it	Poor digital communication skills may lead to misunderstanding and peer resentment, leading to aggressive responses (both ways)
Lacking self-esteem and self-efficacy... and a sense of belonging	Low social resilience increases vulnerability to bullying. Self-isolation on-line or lack of participation can also trigger bullying behaviours by others

Whilst some of these aspects of risks might be covered by a school’s existing behaviour and anti-bullying policies, it is possible that not all areas are addressed explicitly in terms of CAM.



Reviewing your school’s Anti-Bullying Policy

When considering D.3 (Effective whole school policies and strategies for the inclusion and support of students) and D.6 (Effective strategies to ensure the safety and the wellbeing of students in and around the school) in particular, it is worthwhile to review existing anti-bullying policy practice and curriculum to ensure that all of these factors are addressed.

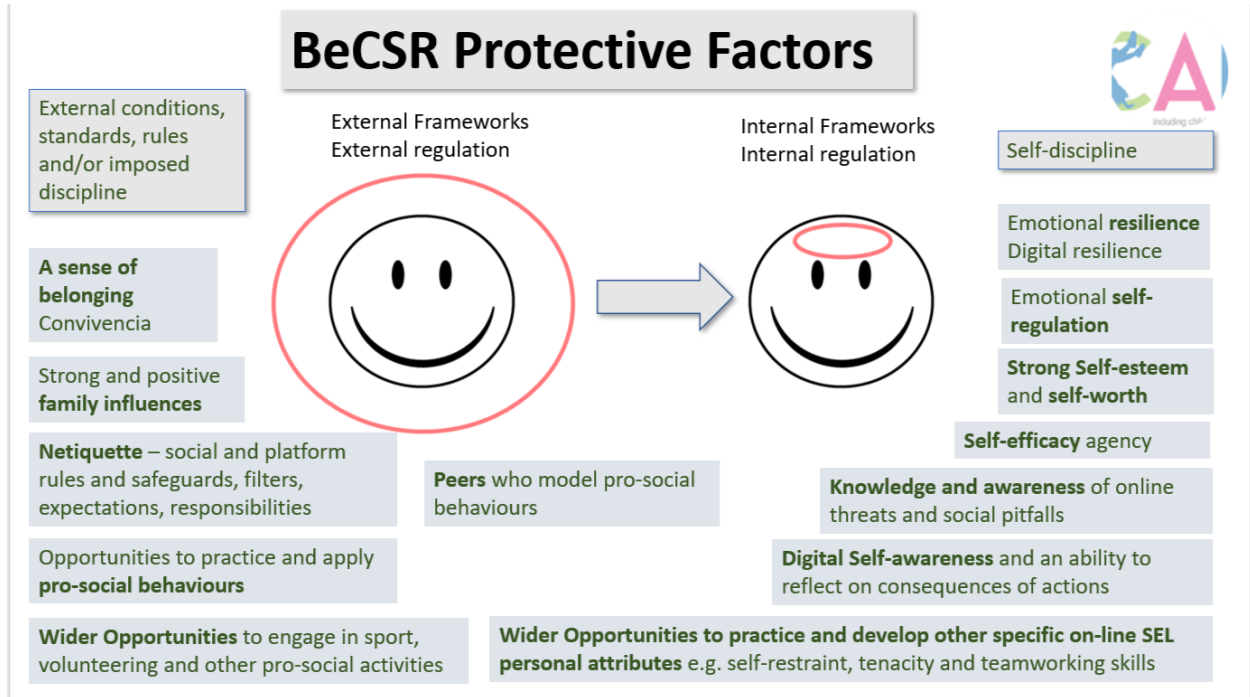
Protective Factors

In reviewing the literature relating to children affected by migration, particularly within the context of cyber safety and responsibility, evidence points towards two key areas of focus: **individual development of resilience** and the **agency of the other (adults and peers)**.

This research and positioning has supported the development of targeted materials and resources, from whole-school strategies to small group primary and secondary workshops and

support sessions for parents and carers, helping BeCSR become an important integral aspect of the ICAM programme.

Presented here is a simple infographic summarising the range of external frameworks and external regulatory aspects that impact on BeCSR as *well as* the fundamental SEL that will develop the internal frameworks in order for CAM to self-regulate and develop digital resilience.



Section D.8 explores this topic further.



Being Cyber-Safe and Secure Online- what do you do already?

Use the graphic above to promote discussion with other colleagues, with parents and carers. What does your school do well? What evidence have you got for this? What areas do you need to improve on, and why? Which three protective factors do you feel your school community needs to be the focus of school improvement?

D Twelve aspects of a school that is well organised for CAM inclusion- a BeCSR perspective

The ICAM Handbook is a comprehensive resource, and therefore content does not need to be repeated here. Please refer to the detail in the ICAM Handbook.

However, there are additional factors that are relevant to BeCSR, and these are highlighted in the following sections.

D.1 Awareness of the past and present experiences of CAM and their possible effects

Section D.1 in the ICAM Handbook focusses on:

- 1.1 Discovering, understanding and accepting the individual stories of CAM.
- 1.2 Developing empathy and a positive attitude towards CAM
- 1.3 Understanding the post-migration challenges for families of CAM
- 1.4 Protecting the rights of CAM

In addition, consideration needs to be made of how vital communication technologies are for CAM, and how technology is used to create a social and emotional “bridge” to a home country and family who are still there.

Another consideration is the possibility of re-traumatisation in the process of maintaining these links (because of the impact of war and civil disruption, famine, bereavement, loss, and a confused/disorientated sense of belonging).

D1.5 Technology as a social and emotional bridge

A number of recent studies have highlighted the importance of communication technology in the lives of CAM. Huang (2018)⁴ reports on internal migrant children in China, and how mobile phones maintain a bridge to the hometown and family.

“I don’t have a lot of friends to play with in Beijing. I was born and taken care of at a village in Hebei province till the age of 6. In my spare time in Beijing, I will call back and talk to some friends at hometown. It’s good to hear stories from them.”

CAM talked about using social media for information and useful education instructions, and all said that their parents thought that their use of mobile phones had a positive impact on their schoolwork and learning. The short report concludes that “it is important to observe migrant children’s daily mobile phone uses in different contexts, talk with them about their feelings of mediation through mobile phones. By doing so, we can try to support them by recognising their needs and help to build up their strengths in using mobile technology for enabling a better life.”

⁴ <https://blogs.lse.ac.uk/parenting4digitalfuture/2018/02/02/mobile-phones-in-china/>

For migrant parents too, the telephone, then Skype and other web-enabled video technologies, has enabled a link to allow “parenting at a distance”⁵.

A UNHCR and Accenture Report in 2016⁶ proposed that mobile phone and internet access is as critical to refugees’ safety and security as food, shelter and water.

“Most significantly, better connectivity can promote self-reliance by broadening the opportunities for refugees to improve their own lives. Access to the internet and mobile telephone services has the potential to create a powerful multiplier effect, boosting the well-being of refugees and of the communities that host them.”⁷

With the costs of connectivity ever decreasing, and access and usage ever rising, schools must be mindful of the resilience that some CAM have on their mobile technologies.



School Rules

If there are blanket rules in a school that state a mobile phone will be confiscated if a child is found to have one out during lesson time, or it goes off during a lesson, are there specific and realistic exceptions to this rule for CAM?

A recent scoping report⁸ in 2019 highlighted risks and opportunities. The authors argued that mobile devices promoted **social inclusion** and the **wellbeing** of migrants only to the extent that they have allowed the creation or maintenance of a double bond: one with one’s own cultural heritage and one with the new society. This double bond is fostered by mobile technologies’ affordances through the development of a virtual contact zone where refugees nurtured transcultural connections. Therefore, the use of mobile phones in refugees’ experience seem to be a driving force for the increase of the transcultural social capital and the identity capital.

However, the report also highlighted that mobile communication could also be a **ubiquitous digital threat**; through the same tools, refugees could become victims of human traffickers, tracked and controlled by the regimes from which they flee, intercepted or even rejected by the digital control systems of the countries to which they are directed and exploited and manipulated by mainstream media.

Therefore, in the absence of clear ethical regulations, the traces left behind by mobile devices could threaten migrants’ right to life and security and, consequently, the right to asylum, to citizenship and to wellbeing.

⁵ <https://www.open.edu/openlearn/body-mind/calling-home-how-mobile-phones-allow-migrant-parents-keep-touch>

⁶ <https://www.unhcr.org/uk/news/latest/2016/9/57d7d4478/mobile-connectivity-lifeline-refugees-report-finds.html>

⁷ <https://www.unhcr.org/5770d43c4>

⁸ <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0225684>

The report went on to highlight the significance of an individual's skillset (digital and linguistic skills, motivation to integrate in the society) and well as technological and social barriers. In terms of the latter, they described how a digital divide may impede assimilation into a new culture, and in some cases contributing to "freeze" their traumatic experiences.



CAM and mobile technologies

- How do individual CAM use the technologies at their disposal to maintain social contact with family?
- How can CAM be supported in the use of technology better to communicate and learn?
- Are some CAM parents in danger of not using technology effectively, falling into the "digital divide"? How can they be best supported? Can other parents help?

D.2 Regular reviews of the school's effectiveness in including CAM

Section D.2 in the ICAM Handbook focusses on:

- 2.1 The contribution of reviews to the school improvement cycle
- 2.2 The wider benefits and principles of a school review instrument
- 2.3 Protocols for reviewing
- 2.4 Implementing a school review – one possible model
- 2.5 Modelling social and emotional skills through the school review
- 2.6 Managing the results

There will be a new section in the review instrument to focus on BeCSR and allow you to benchmark current practice, analyse where improvement activity needs to take place, and evaluate progress over a period of time.

D.3 Effective whole school policies and strategies for the inclusion and support of students, including appropriate language support for CAM

Section D.3 in the ICAM Handbook focusses on:

3.1 Action planning following the review

3.2 Relevant school policies

Appendix 7 contains a review of available advice and guidance on e-safety, e-bullying, radicalisation and grooming across all the participating countries.




There are laws and statutory guidance that all schools within a jurisdiction need to adhere to. There is also support and guidance from charities and NGOs that will be useful in reviewing BeCSR activity against the wider aspects of safe internet use, and school policies that relate to safe internet use.



It is important that schools integrate BeCSR into existing standards, practice and curriculum.

UK links appear in the table below.

It is important to review statutory and non-statutory guidance on an annual basis to stay current with the ever-changing world of internet activity, opportunities and threats.

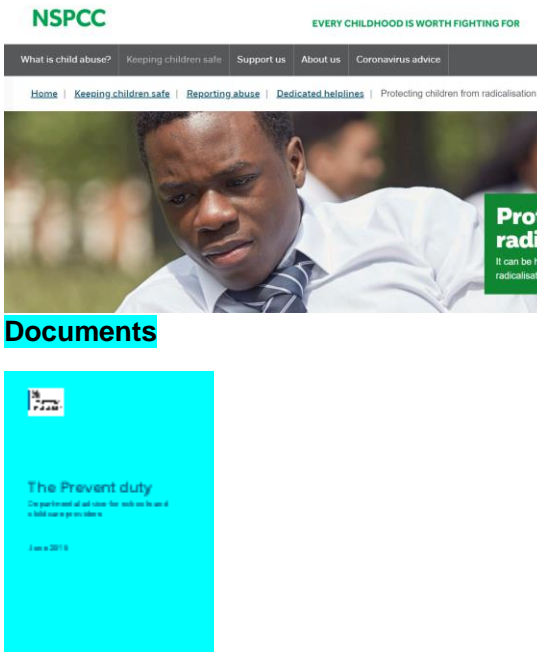
Source	Notes
GENERAL ONLINE SAFETY AND SAFEGUARDING (Government and NGOs)	
<p>Published 26 June 2019 From: Department for Education</p> <p>Applies to: England</p> <p>Documents</p> <p>Teaching online safety in school</p> <p><small>Ref: DfE-00128-2019 PDF, 66.9KB, 32 pages</small></p> <p>https://www.gov.uk/government/publications/teaching-online-safety-in-schools</p>	<p>Teaching online safety in schools Statutory and non-statutory government guidance</p>

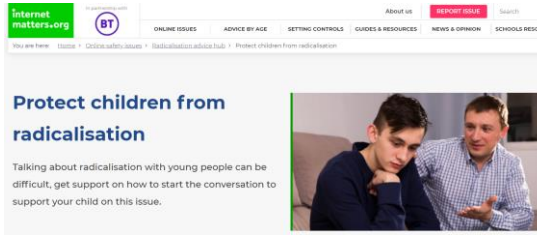

Source	Notes
<p>Policy paper Digital Resilience Framework</p> <p>A framework and tool for organisations, policymakers, schools and companies to use to embed digital resilient thinking into products, education and services.</p> <hr/> <p>Published 12 September 2019 From: UK Council for Internet Safety</p> <p>Documents</p> <p> UKCIS digital resilience framework PDF, 541KB, 14 pages</p> <p>https://www.gov.uk/government/publications/digital-resilience-framework</p>	<p>Digital resilience framework</p> <p>Digital resilience helps individuals recognise and manage the risks they come across when they socialise, explore or work online.</p> <p>It is achieved primarily through experience, rather than learning and it is fostered by opportunities to confide in trusted others and later reflect upon online challenges.</p>
<p>Vulnerable children report</p> <p>Internet Matters</p> <p></p> <p>https://www.internetmatters.org/about-us/vulnerable-children-in-a-digital-world-report/</p>	<p>This 2019 report provides insight into the online world of the UK's most vulnerable children highlights the potential online risks that different groups of vulnerable children may face online, such as pressure to be sexting, cyberbullying, cyber scams, or seeing content promoting self-harm, anorexia and suicide.</p>
<p>Research: The Children's Commissioner Report (Jan 2017): 'Growing Up Digital'</p> <p></p> <p>http://www.childrenscommissioner.gov.uk/sites/default/files/publications/Growing%</p>	<p>What does it mean to be 'growing up' in a world that is digital?</p> <p>What are the safeguarding issues around young people and children today?</p> <p>This piece of research is an excellent start.</p>

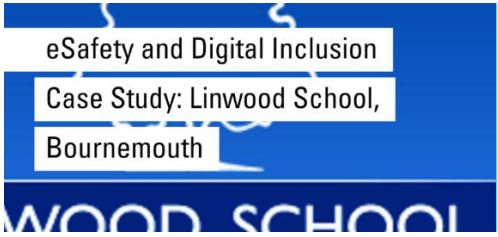
Source	Notes
<p>20Up%20Digital%20Taskforce%20Report%20January%202017_0.pdf</p>	
 <p>https://www.internetmatters.org/issues/</p>	<p>About us</p> <p>We're a not-for-profit organisation that has a simple purpose – to empower parents and carers to keep children safe in the digital world. Learn more about why we do, what we do.</p> <p>With the support of our industry partners BT, Sky, TalkTalk, Virgin, Sky, Google and BBC to name a few and the help of leading child online safety experts, we're able to offer you the best advice and information available on tackling online safety issues.</p>
 <p>https://www.saferinternet.org.uk/</p>	<p>We are a partnership of three leading organisations: Childnet International, Internet Watch Foundation and SWGfL, with one mission - to promote the safe and responsible use of technology for young people.</p> <p>What we do: The partnership was appointed by the European Commission as the Safer Internet Centre for the UK in January 2011 and is one of the 31 Safer Internet Centres of the Insafe network. The centre has three main functions:</p> <p>Awareness Centre: to provide advice and support to children and young people, parents and carers, schools and the children's workforce and to coordinate Safer Internet Day across UK.</p> <p>Helpline: to provide support to professionals working with children and young people with online safety issues.</p> <p>Hotline: an anonymous and safe place to report and remove child sexual abuse imagery and videos, wherever they are found in the world.</p> <p>The UK Safer Internet Centre is funded under the Connecting Europe Facility (CEF) programme of the European Commission. As such we contribute to the Better Internet for Kids (BIK) core service platform to share resources, services and practices between the European Safer Internet Centres and advice and information about a better internet to the general public. In line with the European Commission's Better Internet for Kids strategy, the key vision behind the BIK core service platform is to create a better internet for children and young people.</p>

Source	Notes
 https://parentzone.org.uk/	
 http://www.childnet.com/teachers-and-professionals	
CYBER-BULLYING	
 https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/	
GROOMING- See also section D6.5	
<p>https://www.internetmatters.org/issues/online-grooming/?gclid=EAlaIQobChMIqLG_kYIo6wIvO4BQBh2F7QxYEAAYASAAEqKGKfD_BwE</p>  <p>https://www.internetmatters.org/issues/online-grooming/resources/</p>	<p>An outstanding resource with links to a multitude of agencies, advice, other web sources etc.</p> <p>https://www.internetmatters.org/issues/online-grooming/resources/</p> <p>Help for parents... help for kids</p> <p>Excellent age-specific resources</p>

Source	Notes
 <p>https://www.thinkuknow.co.uk/parents/</p>	<p>Excellent home activity packs</p> <p>https://www.thinkuknow.co.uk/parents/Support-tools/home-activity-worksheets/</p>
 <p>https://www.mariecollinsfoundation.org.uk/</p>	<p>Our Aim To ensure that the response to children and their families who have suffered harm via the internet and mobile technologies is based on sound, evidence based practice.</p>
<p>RADICALISATION- see also Section D6.6</p>	
<p>PREVENT DUTY (UK Govt)</p> <p>https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty</p>  <p>The prevent duty: for schools and childcare providers</p>	<p>This is for:</p> <ul style="list-style-type: none"> school leaders, school staff and governing bodies in all local-authority-maintained schools, academies and free schools owners, governors and staff in all independent schools owners, managers and staff in childcare settings <p>This is about the 'prevent duty' in the Counter-Terrorism and Security Act 2015.</p> <p>The guide 'The use of social media for online radicalisation' is also available to help schools.</p> <p>Read further prevent duty guidance for use in England, Wales, and Scotland - including information for higher and further education institutions</p>

Source	Notes
<p>Ref: DFE-00174-2015PDF, 234KB, 11 pages</p>	
<p>INTERNATIONAL EU LINK</p> <p>https://ec.europa.eu/home-affairs/what-we-do/policies/crisis-and-terrorism/radicalisation_en</p>	
<p>NSPCC</p>  <p>Documents</p> <p>https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/protecting-children-from-radicalisation</p>	
<p>https://www.internetmatters.org/issues/radicalisation/protect-children-from-radicalisation/</p>	<p>Choosing the right time to talk</p> <p>It is difficult to know at what point you should make your children aware of the online subculture of online extremism. There is no perfect time to brace these issues, so keep in mind your own child's maturity and</p>

Source	Notes
<p>Internet Matters </p> <p>Again an excellent wide ranging and comprehensive resource- well organised with advice resources and links to other agencies</p> <p><i>“Radicalisation is a process by which individuals, often young people, move from supporting moderate mainstream views, to supporting extreme ideological views.</i></p> <p><i>This process can occur online through exposure to and engagement with violent ideological propaganda, or offline through extremist networks. Radicalisation makes those at risk more likely to support terrorism and violent acts of extremism, and possibly even commit such criminal acts themselves.”</i></p>	<p>their risk to online threats. If your child is independently using the internet, it is important to provide basic advice ensuring they do not reveal private information, speak to strangers or visit restricted websites.</p> <p>It is important to approach the topic of radicalisation in a subtle manner, for example by making reference to events on the news. You can then seek to discuss these situations, ask what they might have done if they were there and gauge their reaction. Alternatively, you could ask their advice on behalf of a ‘friend’ who is expressing particular views, or whose child is doing so, and again see how they react.</p> <p>It is important for your understanding that you ask your child to show you how they spend their time online, perhaps by asking for pointers on how to use the internet and different apps. The more involved you are in their online life, the better you will understand whether or not your child is being radicalised. Ask them about specific websites they frequently visit or people they speak to and how they know them.</p>
<p>https://educateagainsthate.com/</p> 	<p>Some excellent resources!</p> <p>https://educateagainsthate.com/category/school-leaders/promotional-materials-school-leaders/</p>
<p>An excellent school site!</p> <p>https://www.havelockschools.org.uk/index.php/safeguarding/preventing-radicalisation</p>	<p>Super links for parents- well curated</p>
<p>ANY OTHER RELATED TOPICS</p>	

Source	Notes
<p>Get Safe Online splits it's resources for 10--12 year olds and 13years of age and over.</p>	
<p>The Think You Know site for 14+ has a range of short films, like below, to help support more adult concerns ('<i>Clare Thought She Knew</i>' grooming, sexting, sexual abuse and '<i>Consequences</i>' which gives some netiquette advice).</p>	
<p>Reflection: Learners with SEND and Online Safety Case Study</p> <p>https://sway.com/S8TcA7s5bNZHYK3t?ref=Link&loc=play</p> 	



CAM and internet access policy and practice

- How do CAM feature in current internet usage policy?
- How does your school currently work with parents and carers to address aspects of safe internet use, cyber-bullying, the dangers of grooming, exploitation and radicalisation?
- Review the small group workshops supplied as a BeCSR resource. How can these resources and approaches be used to impact on *all* children, given that Covid-19 has significantly moved learning and teaching (and social interaction) into web-based applications, some that have built-in safeguarding, whilst other apps might not?


D.4 School leadership for development

Section D.4 in the ICAM Handbook focusses on:

- 4.1 Distributed and dispersed leadership for promoting inclusion
- 4.2 Leadership styles for promoting inclusion

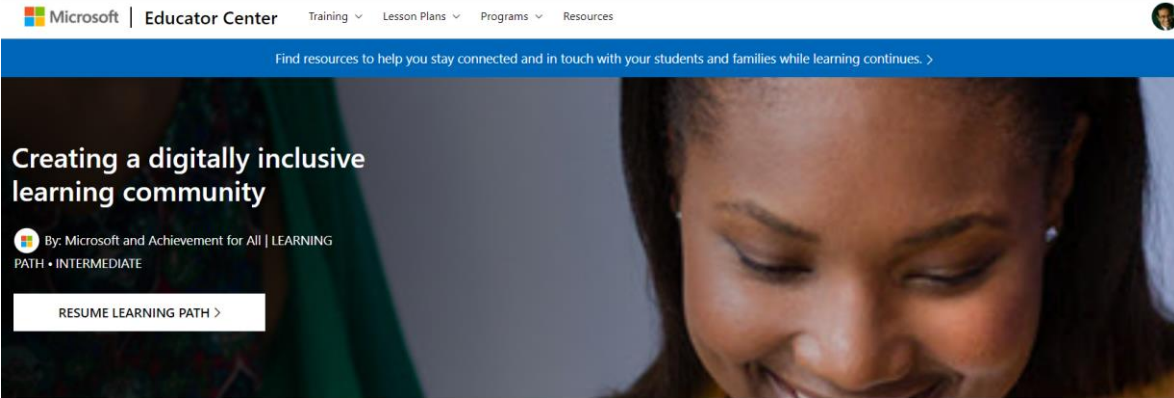
4.3 Leadership skills for motivating staff to improve inclusion and develop a climate of convivencia

4.4 Leadership of change - anticipating and managing problems



Creating a digitally inclusive learning community

Achievement for All has created a professional development resource that has been accessed by a worldwide audience of over 200,000 education professionals from 30 different countries.




Description

Duration: 6.0 hours Date published: 7/3/2020

In a world where everything (from banking to benefits, shopping to government services) is online, it is essential that schools create a digitally rich learning environment that supports the needs of every learner. Achievement for All is a leading educational charity that enables all children and young people to succeed regardless of background.

Recognition



Creating a digitally inclusive learning community

<https://education.microsoft.com/en-us/learningPath/1ce2977c>

In a world where everything (from banking to benefits, shopping to government services) is online, it is essential that schools create a digitally rich learning environment that supports the needs of every learner. Achievement for All is a leading educational charity that enables all children and young people to succeed regardless of background, challenge or need. In a partnership with Microsoft, we offer a learning path that will create a more digitally inclusive school community, unlocking progress and achievement for all children.

There are 6 one-hour modules available free.

D.5 Effective strategies for the induction of new CAM into the school community

Section D.5 in the ICAM Handbook focusses on:

5.1 Providing a welcome. Celebrating cultural diversity and acceptance

5.3 Structures for support for CAM and the importance of a Key Adult

Assistive Technologies (Ats) can provide a communication bridge that would have been impossible to have imagined even five years ago.

The technology giants (Microsoft, Google, etc.) have produced free-to-access, cloud-based resources that can transform the ability to communicate in multiple languages.

The proviso is fast broadband access- the faster the better!

Also, parents and carers need access to the appropriate technology. Sometimes this is not an issue, as web-enabled smart phones are now widely available: but it is a consideration.

Achievement for All, in partnership with Microsoft, has produced a series of webinars and practice guides to show how some of the latest apps can be applied to CAM working, in school and with parents (see table below)

Assistive Technology tool	What is it?	How can I use it?
<p>Microsoft translator</p>	<p>A free APP which can be downloaded to a mobile/tablet/laptop. It can be used to translate words and phrases that are typed or spoken in over 70 languages.</p> <p>This 51 second video shows a short multi-lingual conversation.</p> <p>Microsoft Translator live feature in action</p> <p>This PowerPoint explains the steps to set up Microsoft Translator on a mobile/tablet/laptop.</p> <p>https://www.youtube.com/watch?v=nYPhhB9IBV8&ab_channel=ICAM</p> <p>Using Microsoft Translator to support remote meetings with parents (Covid-19 disruption has meant that travelling to school has been problematic for some families- this feature however can support engaging with CAM families who may continue to have transport issues).</p> <p>https://www.youtube.com/watch?v=uLVN0sLgYpg&t=1s&ab_channel=ICAM</p>	<p>In the sessions to break down the language barriers. Facilitators can set up devices before the sessions to enable all language users to participate.</p>
<p>Immersive reader</p>	<p>A free tool to improve reading and writing for people, regardless of their age or ability. Immersive Reader can improve reading comprehension and increase fluency for all language learners. It can help build confidence for emerging readers learning to read at higher levels, and offer text decoding solutions for parents/carers with learning differences such as dyslexia. Immersive Reader can translate text in to 70+ languages enabling access.</p> <p>This PowerPoint explains the steps to set up and use Immersive Reader.</p> <p>https://www.youtube.com/watch?v=ljyLqAQG-SU&t=2s&ab_channel=ICAM</p> <p>Microsoft Tutorial Video</p> <p>How to use the Microsoft Immersive Reader - making reading more accessible</p>	<p>In the sessions to read any resource sheets and translate the language, if needed ,or support reading ability.</p>

Assistive Technology tool	What is it?	How can I use it?
<p>PowerPoint Live Captioning</p>	<p>PowerPoint for Microsoft 365 can transcribe your words as you present and display them on-screen as captions in the language you are speaking, or as subtitles translated to another language. This can help accommodate individuals in the audience who may be deaf or hard of hearing, or more familiar with another language, respectively.</p> <p>There are also position, size, color, and other appearance options for the captions and subtitles to accommodate different environments and audience needs.</p> <p>For best results it is recommend that you use a headset microphone connected to the device running PowerPoint. Also, the feature requires a reliable internet connection throughout your presentation.</p> <p>This PowerPoint explains the steps to set up and use Live Captioning in PowerPoint.</p> <p>https://www.youtube.com/watch?v=ocQopb1Bp94&t=1s&ab_channel=ICAM</p> <p>Microsoft Tutorial Video</p> <p>How to use PowerPoint captions and subtitles to present more inclusively</p>	<p>In the sessions, when sharing slides, so that spoken words are translated as captions for the audience in their preferred language. It can cater for a range of languages in the audience if each participant’s device is set up beforehand with their preferred language.</p>
<p>Edge</p>	<p>Edge is Microsoft’s web browser i.e it can be used to search the internet and it incorporates Microsoft features such as Immersive Reader.</p> <p>This PowerPoint explains the steps to set up and use Edge browser so you can read aloud text from the internet.</p> <p>Microsoft Tutorial Video</p> <p>How to use the Immersive Reader in the Microsoft Edge browser</p>	<p>In the sessions, or to support families with research, to share how Immersive Reader works within Edge to read the text on the screen.</p>
<p>OneNote</p>	<p>A free note-taking program for free-form information gathering and multi-user collaboration. It gathers users’ notes, drawings, screen clippings, and audio commentaries. Notes can be shared with other OneNote users over the Internet or a network.</p> <p>Teacher guide to OneNote</p> <p>http://onenoteforteachers.com/en-us/guides/Getting%20started%20with%20OneNote%20for%20Windows%2010</p>	<p>To help organize, tag individuals, ink onto documents, use mixed media. To share notes with participants or fellow facilitators.</p>

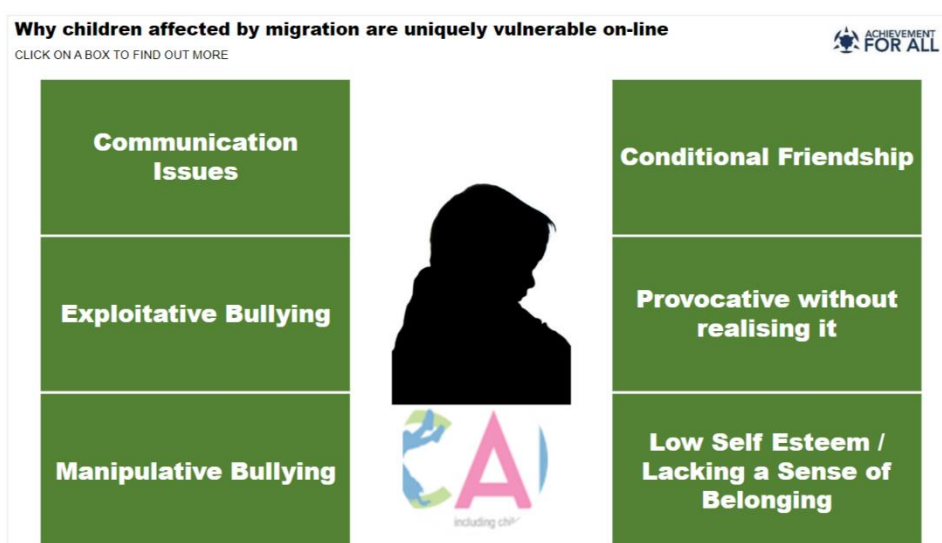
Assistive Technology tool	What is it?	How can I use it?
Office Lens	<p>Office Lens trims, enhances, and makes pictures of whiteboards and docs readable. You can use Office Lens to convert images to PDF, Word and PowerPoint files, and you can even save images to OneNote or OneDrive. Office Lens is like having a scanner in your pocket.</p> <p>https://www.microsoft.com/en-gb/p/office-lens/9wzdncrfj3t8?activetab=pivot:overview-tab</p>	Combined with OneNote to use existing, and create new, teaching resources.

D. 6 Effective strategies to ensure the safety and the wellbeing of students in and around the school

Section D.6 in the ICAM Handbook focusses on:

- 6.1 Recognising and celebrating the contribution of CAM to the life of the school
- 6.2 Safeguarding CAM and recognising signs of abuse and neglect
- 6.3 Bullying and the vulnerability of CAM
- 6.4 Dealing with bullying and other forms of violence

The distinct vulnerabilities of CAM on on-line bullying, radicalisation and grooming emerged from research undertaken during the Literature Review (see Section C.7).



CLICK ON THE DIAGRAM ABOVE TO EXPLORE THE KEY ISSUES or click on the link below

<http://res.afa3as.org.uk/ICAM/ABSENDvulnerabilitiesEN/index.html>

The distinct vulnerabilities of CAM on on-line bullying, radicalisation and grooming

Communication Issues	Poor understanding of new language and local dialect or slang or emoticons (and other cultural “assets”)- unable to communicate feelings of bullying/intimidation; lacking assertive communication skills
Exploitative Bullying	Where features of a child’s social expression are used to bully them: speech and accent, clothing, emotional expression, “trigger” points (e.g. jokes or banter about home country)
Manipulative Bullying	Where a person/group is “controlling” a learner... who sometimes consciously complies to be “part of the group” e.g. group trolling. This vulnerability can lead to radicalisation and grooming directly.
Conditional Friendship	Where a child thinks someone is being their friend but times of friendliness are alternated with times of bullying and exploitation (at its extreme, ‘mate’ crime, grooming, radicalisation, etc.)
Provocative without realising it	Poor digital communication skills may lead to misunderstanding and peer resentment, leading to aggressive responses (both ways)
Lacking self-esteem and self-efficacy... and a sense of belonging	Low social resilience increases vulnerability to bullying. Self-isolation on-line or lack of participation can also trigger bullying behaviours by others

D6.5 Cyber-bullying

Cyberbullying is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone.

Cyberbullying can include:

- Sending threatening or abusive text messages
- Creating and sharing embarrassing images or videos
- **Trolling** – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- Excluding children from online games, activities or friendship groups
- Shaming someone online
- Setting up hate sites or groups about a particular child
- Encouraging young people to self-harm
- Voting for or against someone in an abusive poll

- Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- Sending explicit messages, also known as sexting
- Pressuring children into sending sexual images or engaging in sexual conversations.

Sections D.7-D.11 detail the processes and practice within BeCSR that can safeguard children from cyber-bullying, in addition to the effective practice in ICAM Handbook.



Tracking monitoring and recording CAM Bullying Incidents in England Schools

Schools and Academies in England are obliged to monitor and report on all incidents of bullying within their school communities and submit collated reports to the Local Authority. The recording and monitoring of bullying and prejudice based incident data is a key feature of the Ofsted Inspection Framework.

Under the Behaviour and Safety judgement of the Ofsted Evaluation Schedule inspectors are asked to consider:

- types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment – this includes cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability

- the effectiveness of the school's actions to prevent and tackle discriminatory and derogatory language – this includes homophobic and racist language, and language that is derogatory about disabled people

Cyber-bullying behaviours directed towards CAM could be considered under the "racist" category: better still, ICAM school communities could include a higher level of detail, noting when CAM are targeted through different types of bullying, including cyber-bullying.

The link below illustrates how one local authority in England advises schools and academies about tracking, monitoring and recording bullying.

https://present.brighton-hove.gov.uk/documents/s60521/5%20BH_reporting_guidance_V3Jan_2013%20from%20Sam%20Beal.pdf



Bullying and prejudice-based incident recording and reporting guidance for Brighton & Hove Schools

D6.6 Grooming and Radicalisation

Two specific on-line dangers have emerged in recent years to *all* children and young people navigating cyber-space: grooming and radicalisation.

Grooming is a word used to describe people befriending children in order to take advantage of them for sexual purposes. CAM are uniquely vulnerable because individuals who enable migrants to illegally cross international borders may also be involved in sex

trafficking (moving children from country to country with the specific aim of exploiting them for sexual purposes).

As children become more active online it's highly likely that they'll see something that they may not be able to process and in many cases may not tell anyone about what they've seen. According to research from [L.GfL – Hopes and streams](#), one out of 5 children said that they had never told anyone the worst thing that had happened to them.

Online groomers will target children on sites and platforms that are popular with young people. On social media, online groomers will often target a number of young people at any one time by sending out friend requests to see who responds. Through online forums and online games, they may strike up a conversation to build a relationship with a child and ask them to continue the talking on another platform or chat privately.

It's important to note that online communities can help children seeking support on issues they may not be able to openly talk about with parents. However, if children are active on social or online forums, it's important to make sure they know how to report to families or to official government safeguarding agencies if they come across anyone that they suspect is a potential danger.

Online grooming in the UK


In April 2017, the UK Government introduced the [Sexual Communication with a Child](#) offence giving the police the power to charge adults who send a sexual message to children in England and Wales.

The aim is to stop abuse before it starts. As of January 2018 over 1,300 cases of sexual communication with a child have been recorded with girls aged between 12 – 15 being the most likely to be targeted.

In September 2018 the number of suspected incidents of online child sexual abuse referred to the Metropolitan police [increased by 700% since 2014](#).


Due to the scale of the issues, the [UK Government has committed to doing more to tackle online child sexual](#) exploitations by working with the tech industry to stop online child sexual abuse, sharing solutions and best practice to improve the response.

Many organisations are looking for tech tools to alert and stop images of abuse being shared online. [Google recently announced their AI tools](#) created to do just that.



Grooming (further information- UK)

https://www.internetmatters.org/issues/online-grooming/?gclid=EAlaIqobChMIqLG_kYjo6wIVO4BQBh2F7QxYEAAYASAAEgKGKfD_BwE



<https://www.internetmatters.org/issues/online-grooming/resources/>

D 6.6.1 What is radicalisation?

Radicalisation is when an individual or group adopt extreme political, social, or religious views that can lead to violence. This is why the term is often used when referring to those who carry out or encourage acts of terrorism.

You may not believe a child could become radicalised or involved in terrorism, but children of all ages can be influenced by people who don't have their best interests at heart.

- **Children may be susceptible to radicalisation if they are:**
- **Struggling with their identity.**
- **Isolated from peer groups or UK culture.**
- **Recovering from a traumatic event.**
- **Experiencing low self-esteem or family tensions.**

Other factors like **local community tensions and events in their region of origin** may also cause children to be influenced by radical ideas.

Children may be influenced into adopting radicalised views through:

Online platforms – coming across extreme messages on social media or online gaming.

Face-to-face – being influenced by those within a peer group or in the community.

Media – receiving extremist or incorrect messages through TV, magazines or newspapers.

D6.6.2 Spotting the signs of radicalisation

Radicalisation can be really difficult to spot. Signs that may indicate a child is being radicalised include:

- **Isolating themselves from family and friends**
- **Talking as if from a scripted speech**

- **Unwillingness to listen to or engage with those who have different points of view**
- **A sudden disrespectful attitude towards others**
- **Having several profiles on social media, using their own name or aliases to share extreme views.**
- **Increased levels of anger**
- **Increased secretiveness, especially around internet use** (accessing extremist materials or networking with extremist individuals or organisations)
- **A quick conversion to a new religion, leading to a rejection of friends or activities they previously enjoyed**

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. Extremists might target them and tell them they can be part of something special, later brainwashing them into cutting themselves off from their friends and family.

However, these signs don't necessarily mean a child is being radicalised – it may be normal teenage behaviour or a sign that something else is wrong.

D6.6.3 Taking action if radicalisation is suspected

In England, the duty of care to counter extremism and radicalisation is enshrined in statutory guidance and law (the the 'prevent duty' in the [Counter-Terrorism and Security Act 2015](#)).

Support from NGOs such as NSPCC in England comes in the form of advice, guidance and helplines. Helplines offer a safe, non-judgmental space where adults and children can talk confidentially. However, if a child was thought to be at significant risk of harm, NSPCC would alert the appropriate authorities, as they would in any case where a child's safety is in serious question.

D6.6.4 Talking about terrorism

Children are exposed to news in lots of different ways and what they see can worry them:

- Listen carefully to their fears and worries.
- Offer reassurance and comfort.
- Avoid complicated and worrying explanations that could be frightening and confusing.
- Help them find advice and support to understand distressing events and feelings.
- Children can always contact [Childline](#) free and confidentially on the phone and online.

It's important to address bullying and abuse following terrorist attacks.

- **Some children may feel targeted because of their faith or appearance**
Look for signs of bullying, and make sure they know they can talk to you. Often children might feel scared or embarrassed, so reassure them it's not their fault this is happening and they can always talk to you or another adult they trust. Alert the child's parents so they can be aware of the issue.
- **Dealing with offensive comments about a child's faith or background**
If you think your child is making unkind or abusive comments, it's important to intervene. Calmly explain that comments like this are not acceptable. The child should also understand that someone's beliefs don't make them a terrorist. You could ask them how they think the other child felt, or ask them how they felt when someone said something unkind to them.



The Prevent Duty

Every education setting in the UK has duties under the “Prevent” programme. More information can be found here:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>



[The prevent duty: for schools and childcare providers](#)

D.7 A school formal and informal SEL curriculum designed to improve learning, emotional health and wellbeing and social inclusion

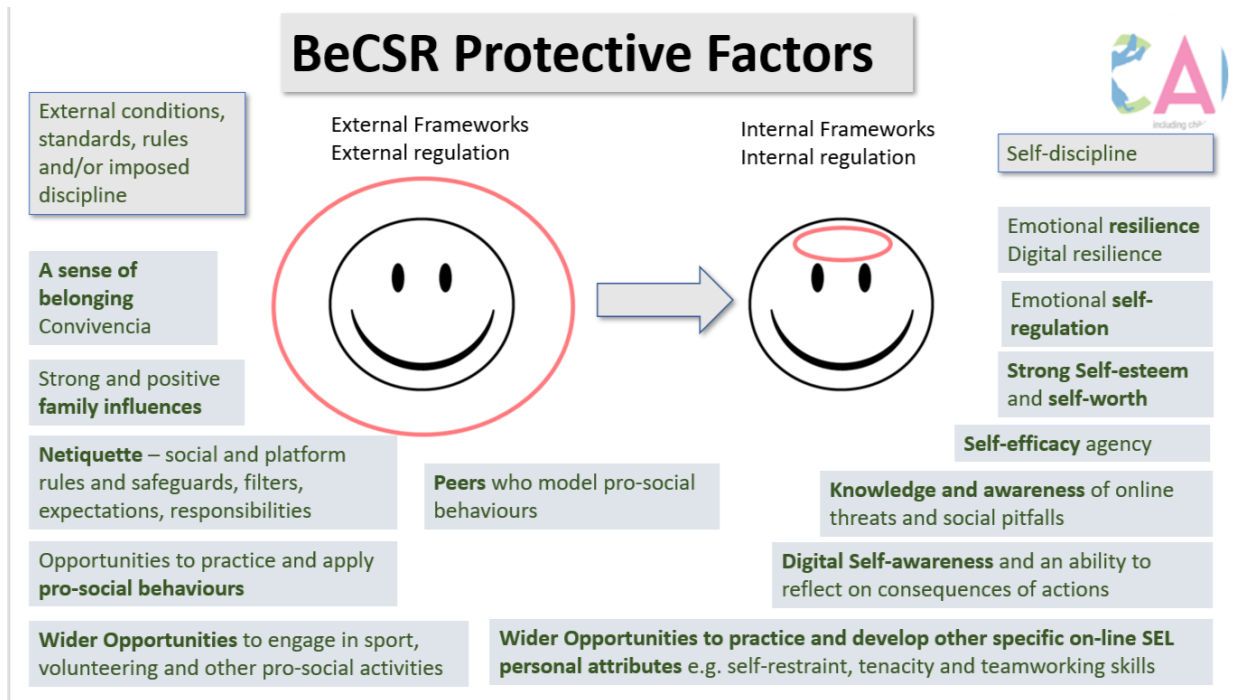
Section D.7 in the ICAM Handbook focusses on:

7.1 Devising a programme of Social and Emotional Learning (SEL) and incorporating the principles of Rights Respecting Schools.

7.2 Developing the four core elements of SEL to promote the inclusion of CAM

In reviewing the literature (Section C.6) relating to children affected by migration, particularly within the context of cyber safety and responsibility, evidence points towards two key areas of focus: **individual development of resilience** and the **agency of the other (adults and peers)**.

This infographic summarises the range of external frameworks and external regulatory aspects that impact on BeCSR as well as the fundamental SEL that will develop the internal frameworks in order for CAM to self-regulate and develop digital resilience.



Section D.8 explores this topic further.



Building digital resilience

Building on discussions encouraged in Activity C.6, focus on the social and emotional knowledge and skills specific to being responsible, safe and secure on-line:

- Netiquette- how familiar are CAM with the social “language” used in web chat rooms and social media?
- Do CAM have knowledge and awareness of online threats and social pitfalls?
- Do CAM know what to do if harassed and bullied on-line?
- How are CAM encouraged to be “pro-social” online, supporting others if trolling or cyberbullying of others is observed?

Policy paper

Digital Resilience Framework

A framework and tool for organisations, policymakers, schools and companies to use to embed digital resilience thinking into products, education and services.

Published 12 September 2019

From: [UK Council for Internet Safety](#)

Documents



[UKCIS digital resilience framework](#)

PDF, 541KB, 14 pages

<https://www.gov.uk/government/publications/digital-resilience-framework>

D.8 Additional support for CAM's Social and Emotional Learning (SEL) and general wellbeing

Section D.8 in the ICAM Handbook focusses on:

8.1 Understanding the impact of migration experiences and common possible psychological effects

8.2 Identifying CAM in need of additional SEL support

8.3 Organising small group or individual support

The BeCSR Project includes a series of small group workshops that are specifically designed to address the social and emotional aspects of online behaviours that build digital resilience, risk awareness, harm reduction and building pro-social online behaviours.

The materials can be deployed to meet learner needs from ages 9 and 14. **The age at which these resources are first used must be very carefully considered, depending on professional judgement and discussions with parents and carers.**

It is possible that some parents may feel that discussions about independent use of on-line social media platforms should not occur before the age of 13 or 14. It is possible that many parents across Europe, knowing what the risks are of ungoverned access to the internet, put in place strict usage guidelines to their children, and use parent controls and age-appropriate filters to prevent children from being exposed to online harm.

But is this true for CAM? Is this the case for every child?

Recent investigations in England have shown how children under 10 are being targeted through what could be considered as “safe spaces” on the internet.



<https://news.sky.com/story/sharp-rise-in-children-investigated-over-far-right-links-including-youngsters-under-10-12131565>

It is important to take an informed view on when best to start a programme of SEL that best meets the needs of the individual CAM in your care.

D.8.4 An introduction to the small group sessions

The are 8 BeCSR sessions, focusing on online safety, security and responsibility, supplement the ICAM small group work sessions which focus on social and emotional development.

For migrant families, possibly even more than for most people, the internet is an invaluable source of information, translation, news and contact with distant loved ones. However, as research has shown, CAM are two times more likely than other children to be victims of cyber-bullying and three times more likely to suffer exclusion on social media. They are also vulnerable to online abuse, grooming and radicalisation. They may need additional help to reinforce the work the school does to ensure the safety of its students online and additional opportunities to raise their concerns.

However, although the issues addressed in the sessions are particularly relevant for CAM, they concern all children, and schools may wish to use this resource with other vulnerable students or with whole classes to extend their work in this area.

ICAMcsr furthers social and emotional learning (SEL) in relation to the issues addressed in ICAM small group sessions e.g. by promoting an understanding of the pressure on self-image and self-esteem which is applied by social media. Reference to, reminders of, and extension of learning from the ICAM activities will support cyber safe and responsible learning.

The sessions provide a framework and materials which facilitators can adapt in their context according to participants’ need, experiences and understanding. Like all ICAM resources, it is intended to be a menu rather than a recipe.

Facilitators will necessarily be aware of different cultural and social norms.

The sessions provide opportunities for those who would like to share experience to do so.

Participants should be reassured that the group provides a safe place for this and that confidentiality will be respected. However, it is necessary to be mindful that revelations may raise issues which require action according to the school’s safeguarding procedures and participants should be made aware of this.

Please refer to the **separate Handbook** that details the individual sessions.

There are parallel BeCSR sessions parents/carers (see Section D.11). It may be decided to run combined sessions for adults and children together.

Learning outcomes	Activities
<p>Session 1 – My online experience</p> <p>I can share my experience of online activity</p> <p>I know the benefits and dangers of being online</p> <p>I know rules for safe and responsible online use</p>	<p>1.Popular apps/sites devices</p> <p>2. Benefits and dangers of using the internet</p> <p>3. Rules for being safe online</p>
<p>Session 2 – Online behaviours</p> <p>I can describe online behaviours that can make people feel accepted and included</p> <p>I know how to behave towards others as I would like others to behave towards me online</p> <p>I understand that, if people show unacceptable behaviour online there can be serious consequences. There are laws to deal with this.</p>	<p>1.Online and offline behaviour</p> <p>2.Our rules for online behaviour</p> <p>3.Netiquette Charter</p> <p>4.The law and online behaviour</p>
<p>Session 3 – Emotions and resilience online</p> <p>I can recognise and describe the feelings that I experience when online</p> <p>I can tell how others may be feeling from their online behaviour</p> <p>I know how I can strengthen my resilience and my relationships with others online</p>	<p>1. Recognising emotions offline and online</p> <p>2.Dealing with difficult feelings</p> <p>3.Building online resilience</p> <p>4.How can we increase our digital resilience?</p>

Learning outcomes	Activities
<p>Session 4. My online presence</p> <p>I can develop and look after my online identity so that it shows my personal values, ambitions and beliefs</p> <p>I know that data about me is collected online and how to be careful about what I reveal</p> <p>I know how to be responsible and thoughtful about protecting the privacy of others online</p>	<ol style="list-style-type: none"> 1.Life Tree - my online presence 2.What information can be gathered about us online? 3.Privacy scenarios
<p>Session 5. Cyber-bullying</p> <p>I know the different forms of cyber-bullying and understand how it can start in different contexts</p> <p>I can recognize when online behaviour aims to hurt someone and know how to seek and show support to challenge this behaviour</p> <p>I have the confidence and resilience to protect myself and others from cyber-bullying</p>	<ol style="list-style-type: none"> 1. Forms of cyber-bullying 2. Differences between cyber-bullying and other forms of bullying behaviour 3. Roles in a cyber-bullying incident
<p>Session 6. Risks and good online habits</p> <p>I accept the need to install security updates and antivirus software on all of the devices that my family owns, as well as update passwords and codes</p> <p>I know what I need to do for myself if I have a problem online outside of school</p> <p>I know what acceptable and healthy use of the internet at home looks like</p>	<ol style="list-style-type: none"> 1. Online risks 2. Risks and settings 3. Risks and good online habits 4. Reporting concerns
<p>Session 7. Questioning what we see online</p> <p>I know how online images and language can influence how I feel</p> <p>I understand how information is targeted at users of different social media</p> <p>I know how important it is to question what I see and hear online, and the values and motives of the person who posted it.</p> <p>I can resist unreasonable pressure (and help my friends to do the same) from people who try to persuade us to their view. I know how to get help if this concerns me.</p>	<ol style="list-style-type: none"> 1.Evaluating online images and information 2.Fake news 3.How are we affected by advertisements or influencers online? 4.The influence of people with extreme views

Learning outcomes	Activities
<p>Session 8. Online benefits and barriers</p> <p>I know how I can use the internet to develop my education, interests and opportunities</p> <p>I understand that there are risks to online activities, such as malware, cybercrime, hacking, addiction, anxiety and depression</p> <p>I understand how to manage and resist peer pressure to get involved in potential criminal activities, such as hacking</p>	<p>1. Benefits and barriers</p> <p>2. Next steps</p>

D.9 Support for staff, including continuing professional development for the inclusion of CAM

Section D.9 in the ICAM Handbook focusses on:

9.1 Four stages of staff CPD for the inclusion of CAM

9.2 Wellbeing

9.3 Strategies to enhance staff wellbeing

9.5 Developing a database of resources to meet the needs identified through the ICAM programme

D.10 Involvement of students throughout the school in supporting each other and the inclusion of CAM

Section D.10 in the ICAM Handbook focusses on:

10.1 Relationships in the classroom

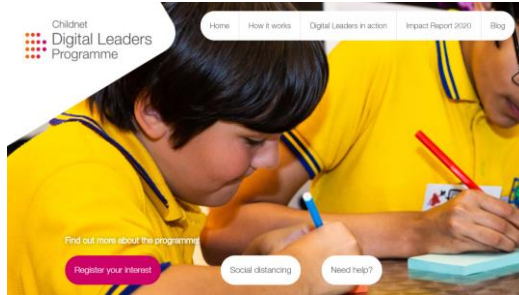
10.2 Peer support systems

10.3 Student voice and the student council



Peer support for CAM BeCSR Online Activity (UK)

Childnet Digital Leaders Programme



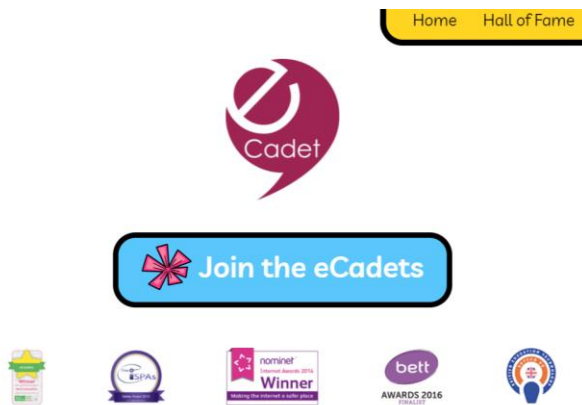
<https://digital-leaders.childnet.com>

Schools or groups joining the programme will have access to an interactive online platform for either primary or secondary schools.

These platforms train and empower young people to be online safety peer mentors in their school or youth setting. This programme has been created by online safety experts and teachers in consultation with young people themselves.

85% of teachers who have taken part in the Childnet Digital Leaders Programme said that it has helped their school fulfil their safeguarding duties.

E-Cadets



<https://www.ecadet.zone>

The eCadets programme coaches your students to be online safety experts.

They can deliver our class and assembly activities. Schools have seen a dramatic impact in improving behaviour, safeguarding and reducing online safety issues.

D.11 Support from, and help for, CAM's parents / carers on continuing SEL in the home

Section D.11 in the ICAM Handbook focusses on:

- 11.1 Communicating with parents/carers
- 11.2 Working with migrant parents before they leave home
- 11.3 Working with migrant parents while they are away from home
- 11.4 Involving parents/carers, including those who are hard to reach, in the work of the school
- 11.5 Continuing SEL in the home
- 11.6 Providing a programme for parents/carers of CAM to support them in their parenting role

D.11.7 An introduction to the BeCSR parent and carer sessions

The BeCSR Parent and Carer sessions, focusing on online safety, security and responsibility, supplement the ICAM small group work sessions which help to raise awareness and knowledge about aspects of social and emotional development. They are designed with the parents of 8-14 year-old children affected by migration (CAM) in mind.

These sessions are very closely aligned to the small group sessions outlined in D8.4.

It may be decided to run combined sessions for adults and children together. If, as recommended for other ICAM sessions, there are two co-facilitators, they can divide the group when they think it better for adults and children to work separately on an issue.

Each session is designed to be covered in approximately an hour.

They all follow the same pattern

- Welcome and reflection on the time since the previous session
- Warm-up activity
- Reminder of group aims
- Plan for today's session
- Core activities
- Review, reflection and plans for the time until the next session

The Handbook provides a framework which facilitators can adapt and develop to suit their context. The learning outcomes for each session and the purpose of each activity (to show how it contributes to the learning outcomes) are clearly stated to help in this process.

Note: Individuals' experience and access of the internet will vary. Session 1 provides an opportunity for facilitators to explore participants' needs and use the outcomes of this session to inform the order of, and emphasis on, subsequent sessions in their planning.

Learning outcomes	Activities
Session 1 – The online experience of myself and my child	1.Popular apps/sites devices

Learning outcomes	Activities
<p>I can share in my child's online experience</p> <p>I can help my child when they experience the benefits and dangers of being online</p> <p>I can help my child understand rules for safe and responsible online use</p>	<p>2. Benefits and dangers of using the internet</p> <p>3. Rules for being safe online</p>
<p>Session 2 – Online behaviours</p> <p>I can help my child to understand online behaviours</p> <p>I can help my child to behave towards others as they would like others to behave towards them online</p> <p>I understand that there are legal consequences to unacceptable online behaviour and can guide my child to safe and responsible online behaviour.</p>	<p>1. Online and offline behaviour</p> <p>2. Our rules for online behaviour</p> <p>3. Netiquette Charter</p> <p>4. The law and online behaviour</p>
<p>Session 3 – Emotions and resilience online</p> <p>I can help my child to talk about how they feel about online experience and behaviours</p> <p>I can help my child to recognise the emotions of others from their online behaviours</p> <p>I can help my child to develop their online relationships and resilience</p>	<p>1. Recognising emotions offline and online</p> <p>2. Dealing with difficult feelings</p> <p>3. Building online resilience</p> <p>4. How can we increase our digital resilience?</p>
<p>Session 4. My child's online presence</p> <p>I can help my child to develop and look after their online identity so that it shows their personal values, ambitions and beliefs</p> <p>I can help my child to make the best choices to protect their data and online presence</p> <p>I know how to help my child to be responsible and thoughtful about protecting the privacy of others online</p>	<p>1. Life Tree - my online presence</p> <p>2. What information can be gathered about us online?</p> <p>3. Privacy scenarios</p>
<p>Session 5. Cyber-bullying</p> <p>I know what cyber bullying behaviour is and how to help my child in recognising and reporting it</p> <p>I can help my child to manage incidents of cyber-bullying behaviour, including helping others who experience it</p>	<p>1. Forms of cyber-bullying</p> <p>2. Differences between cyber-bullying and other forms of bullying behaviour</p> <p>3. Roles in a cyber-bullying incident</p>
<p>Session 6. Risks and good online habits</p> <p>I understand the security settings available to me</p>	<p>1. Online risks</p> <p>2. Risks and settings</p>

Learning outcomes	Activities
<p>I can support my child in developing safe and healthy internet use at home, including managing the amount of time they spend online</p>	<p>3. Risks and good online habits</p> <p>4. Reporting concerns</p>
<p>Session 7. Questioning what we see online</p> <p>I can help my child to question what they see and hear online, and the values and motives of the person who posted it</p> <p>I can help my child with managing unwelcome messages/information online</p> <p>I can help my child if their online activity changes their emotions and behaviour</p>	<p>1.Evaluating online images and information</p> <p>2.Fake news</p> <p>3.How are we affected by advertisements or influencers online?</p> <p>4.The influence of people with extreme views</p>
<p>Session 8. Online benefits and barriers</p> <p>I will be able to help my child to identify the barriers and benefits as they use the internet more</p> <p>I will be able to help my child to protect themselves online in the future</p> <p>I will be able to help my child to become a responsible online citizen</p>	<p>1. Benefits and barriers</p> <p>2. Next steps</p>

D.12 Involvement with the local community to enhance the inclusion of CAM

Section D.12 in the ICAM Handbook focusses on:

- 12.1 Identifying sources of support for CAM in the local community
- 12.2 Developing and leading partnerships within the local community
- 12.3 Celebrating the contribution of CAM and their families to the local community