



Infomig
about Risks



Befriending
Networks

Fact Sheet: Prevalence and Perceptions of Pornography among CYP (2016) (UK)

- Just over half of 11 to 16 year-olds surveyed (52%) had never seen any pornography online.
- The majority of 11 to 12 year-olds (72%) had not seen online pornography.
- Nearly two thirds (65%) of 15 to 16 year-olds had seen online pornography.

Of those who had seen pornography online:

- More boys (59%) view online pornography, through choice, than girls (25%).
- Children were [more] likely to stumble across pornography (28%) than to search for it deliberately (19%).
- Substantial minorities of older children (42% of 12 to 16 year-olds) wanted to try things out they had seen in pornography.
- A greater proportion of boys (44%) wanted to emulate pornography than the proportion of girls (29%).

Sending and receiving pornographic material

- Pornographic material had been received by a quarter (26%) of young people.
- A minority of young people had generated naked or semi-naked images of themselves [Out of the 948 CYP surveyed, 135 CYP responded 'yes' they had photographed themselves fully naked or semi-naked. Some respondents selected more than one answer]; some of them had shared the images further.
- Repeated viewing of online pornography may have a desensitising effect with young people feeling less negative over time and generally less anxious or disgusted by what they are seeing.

Young people's perceptions of pornography

- [Of 447 respondents, nearly half of] young people (49%) saw pornography as unrealistic, however, a minority rated it positively.
- Young people who rated pornography positively were more likely to be: boys; younger respondents; or those whose families and/or schools had not engaged with them about online pornography.
- Most young people thought pornography was a poor model for consent or safe sex and wanted better sex education, covering the impact of pornography.
- Young people wanted to be able to find out about sex and relationships and about pornography in ways that were safe, private and credible.
- Young people highlighted the need for materials that are age and gender appropriate. Some also touched on lack of teacher awareness of the potential additional vulnerabilities faced by young people who do not identify as either male or female in a binary manner.¹

Fact Sheet Discussion Questions

- 1) Did any of the information on the fact sheet surprise you?
- 2) Why or why not?
- 3) What, if anything, can be done to reduce the amount of exposure young people have to online pornography?

Note for tutors:

For ideas for question 3 please refer to the notes on 'Online Resilience' and 'Parental Controls' in the 'Protective factors' section of the online course.

¹ For full report see: Martellozzo, E., Monaghan, A., Adler, J.R., Davidson, J., Leyva, R. and Horvath, M.A.H. (2016) I wasn't sure it was normal to watch it. London: NSPCC available at: <https://www.nspcc.org.uk/services-and-resources/research-and-resources/2016/i-wasnt-sure-it-was-normal-to-watch-it>



Befriending
Networks



only 25%
work with children
& youth

Training activity: supporting children and young people to develop online resilience

In small groups, discuss how as a volunteer, you could encourage and challenge children and young people to be:

Critical thinkers: able to evaluate online content, including images and videos which are particularly powerful influencers, and recognise how the content they are exposed to and the people they interact with can affect their own emotions, beliefs and behaviours.

Ideas:

Ask about what they see online, if they believe everything they see, how they know if a source is fact or opinion.

Kind communicators: able to understand the feelings of others, with socio-emotional skills developed for a digital age and a passion for creating supportive online communities.

Ideas:

Challenge them to do random acts of kindness online, e.g. post an encouraging message to a friend, tell them how important they are, compliment them on an accomplishment big or small.

Considered creators: able to make responsible decisions when creating and sharing content, from photos and videos to conversations and comments.

Ideas:

Ask what they've recently shared online, what's shocked them, made them laugh, etc.

Helping hands: able to support their peers and able to seek help from friends, family, school and wider to ensure that concerns are responded to early and effectively.

Ideas:

Ask if they've stood up for a friend online, told off a bully, or reported a mean comment

Digital citizens: able to 'be the change' and take an active and empowered role in their online communities by taking action over the negatives and promoting the positives.

Ideas:

Watch a video together about digital citizenship, ask them if it's something they learn about in school

Adapted from UK Safer Internet Centre



Befriending Networks

Key question: Promoting child online safety to improve resilience- Is there a role in this for volunteers and what are you currently doing to support them in it?

- 1) Would you feel comfortable/confident in offering training to your volunteers on this topic? If not, why?
- 2) Do you feel your volunteers would currently feel comfortable/confident discussing these topics with the children or young people they support? If not, why?
- 3) What practical steps could you take to support your volunteers to openly discuss these issues with children/young people?
- 4) Do you feel that you would need to obtain parental consent to enable your volunteers to discuss online safety with children and young people? Do you feel this could potentially create a barrier for child/young person participation?
- 5) Are there any cultural sensitivities which you would need to bear in mind for any of the children/young people your service supports? Could these be addressed without online safety advice being compromised?
- 6) Do you feel that encouraging awareness of online safety is just a natural extension of child protection training, or do you feel it goes beyond what your service is setting out to achieve with children/young people?
- 7) Do you agree with the idea that there is a role for volunteers to offer support in this area based on the relationships they form with children/young people, or do you feel that this should be left to paid staff or parents?
- 8) In Scotland, this work sits comfortably with national government policy. Do you feel it would be the same in your country? If you were to introduce or enhance current support in this area, would it make your service more attractive to funders?

As a tandem activity

Goal: to highlight what has become a key area of concern in Child Protection and assess the role of the befriending/mentoring relationship in supporting safe and risk managed online use by children and young people.



Improving mentoring relationships: The role of the coordinator



**A workshop for the European Mentoring
Summit 2018**



Topic 1: Making your mentoring training the best it can be

(1) Understand and accommodate different learning styles

People can learn in many different ways, and we all have our preferred methods for doing so.

Activity 1:

In the box below, list as many different ways you can think of in which people can learn:

ideas:
bring in
different
former
mentors
with dif-
ferent
perspectives

Best Way of Learning is Teaching

- o learning by doing
- o studying / Reader reading
- o testimonies/former mentors telling
- o role plays
- o online/visual learning
- o brainstorming

⊗ the more
used the
learning
experience,
the better
⊗ the more
active, the
more
impact

- From the list you've created, which are your preferred learning methods?

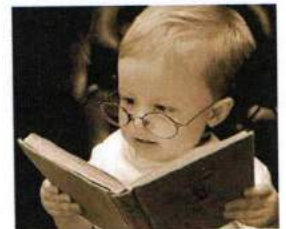
Activity 2 – Discussion:

- Why is it important to know about different learning styles when preparing and delivering training to your mentors?

to include everybody

- How might knowledge of your own learning style be important when you're delivering training?

- What are some of the things you can do to accommodate different learning styles when preparing your mentoring training?



What do

**Topic 1: Making your mentoring training the best it can be****(2) Achieve a balance of presentation and facilitation in delivery**

In your training, you plan, design, initiate and manage situations so that your mentors can learn. Delivering effective training requires a combination of **presentation** and **facilitation** skills.

It is necessary to give appropriate and relevant information to the mentors in the most effective way – this is where good **presentation skills** are essential.

However, it is also necessary to allow mentors to discuss topics with one another and to explore their own related experiences and ideas. As we have seen, learning needs to be an active process. People training in a group context also need to feel comfortable within the group. Achieving both of these aims depends on **facilitation skills**.



Presentation skills: A good presenter should ...

Activity 3	✓	✗	?
Cover as much information as they possibly can in the time available			
Become familiar with the room and space before presenting			
Plan and practice what they need to say until they can say everything comfortably and fluently without notes			
Assume their audience knows very little about the topic (or why would they be coming to a training session about it?)			
Feel completely calm and relaxed at all times			
Concentrate on the middle section of the presentation as that's where most information is given			
Concentrate on what they are actually saying and forget about non-verbal behaviour			
Use examples to support the points made			
Talk for longer than planned			
Ensure they have a really good set of slides to accompany the presentation			

- Is there anything else you think makes a verbal presentation really **good**?



The role of facilitation in training

As we have said, facilitation is all about making sure people have a chance to participate, are engaged with the topic and are comfortable, including with one another.

Literally, facilitation is about **making things easier** – in this case for your mentors to learn.

In your mentor training, as well as presenting any information which needs to be presented, your role is to provide the right environment for mentors to participate in the learning process: to explore and express their own ideas, to reach conclusions and make decisions about the topic under discussion.

Activity 4: Discussion

- What kind of things could you do to try to ensure that mentors have a chance to contribute to the session?
- What kinds of things could you do to make sure that mentors feel comfortable?
- What kind of things could you do to make sure that mentors relate well to one another?
- How do you feel about presenting information verbally during a session? Is there anything that worries you about this?
- Do you have any concerns about facilitating group discussions during training?





Topic 2: Establishing appropriate boundaries

Activity 5: Why are boundaries important in a mentoring relationship . . .



... for mentees? for mentors? for the organisation?
<ul style="list-style-type: none"> o keeping keeping a sustainable relationship o get expert help o child safety 	<ul style="list-style-type: none"> o keeping satisfaction about relationship 	<ul style="list-style-type: none"> o security

Activity 6: Defining the appropriate boundaries for your project

Mentoring practice area	What's ok for your project?	What's not ok for your project?
Times of visits / outings		
Duration of visits / outings		
Location of visits / outings		
Activities carried out during visits / outings		
People present during visits / outings		
Exchange of gifts / money		
Physical contact		
Information exchanged		



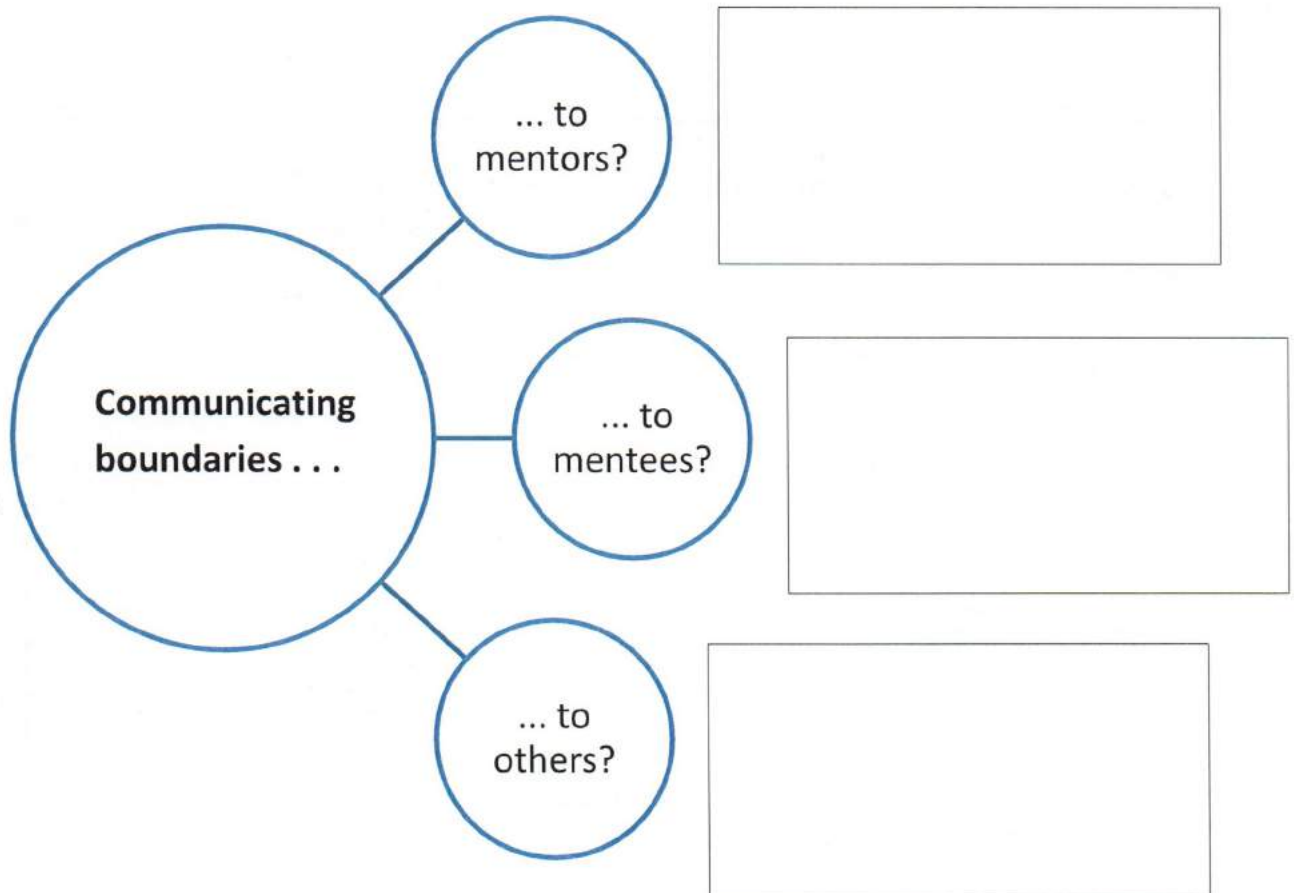


Activity 7: Communicating Boundaries

No matter how carefully you've thought about the appropriate boundaries for your service, they won't be adhered to if people don't know what they are! Communicating what the boundaries of your mentoring relationships to the relevant people in the most effective way is an important part of the coordinator's job.



How can you ensure that everybody knows what is and isn't ok within your mentoring relationships?



Action point!

Think about the following question:

What would be the appropriate steps to take if a mentor or mentee overstepped a boundary within your project?





Topic 3: Creating and monitoring mentoring relationships

Making good mentoring matches

Matching is the process which links mentors to mentees. It involves making informed decisions on the suitability of each person to form a relationship with the other.

The aim of the process is to ensure that by personalising each match, they are given the best opportunity to become established and meet the needs and expectations of both parties.

Matching which involves careful consideration also enables the organisation to provide its best service and be accountable for the decisions that it takes.

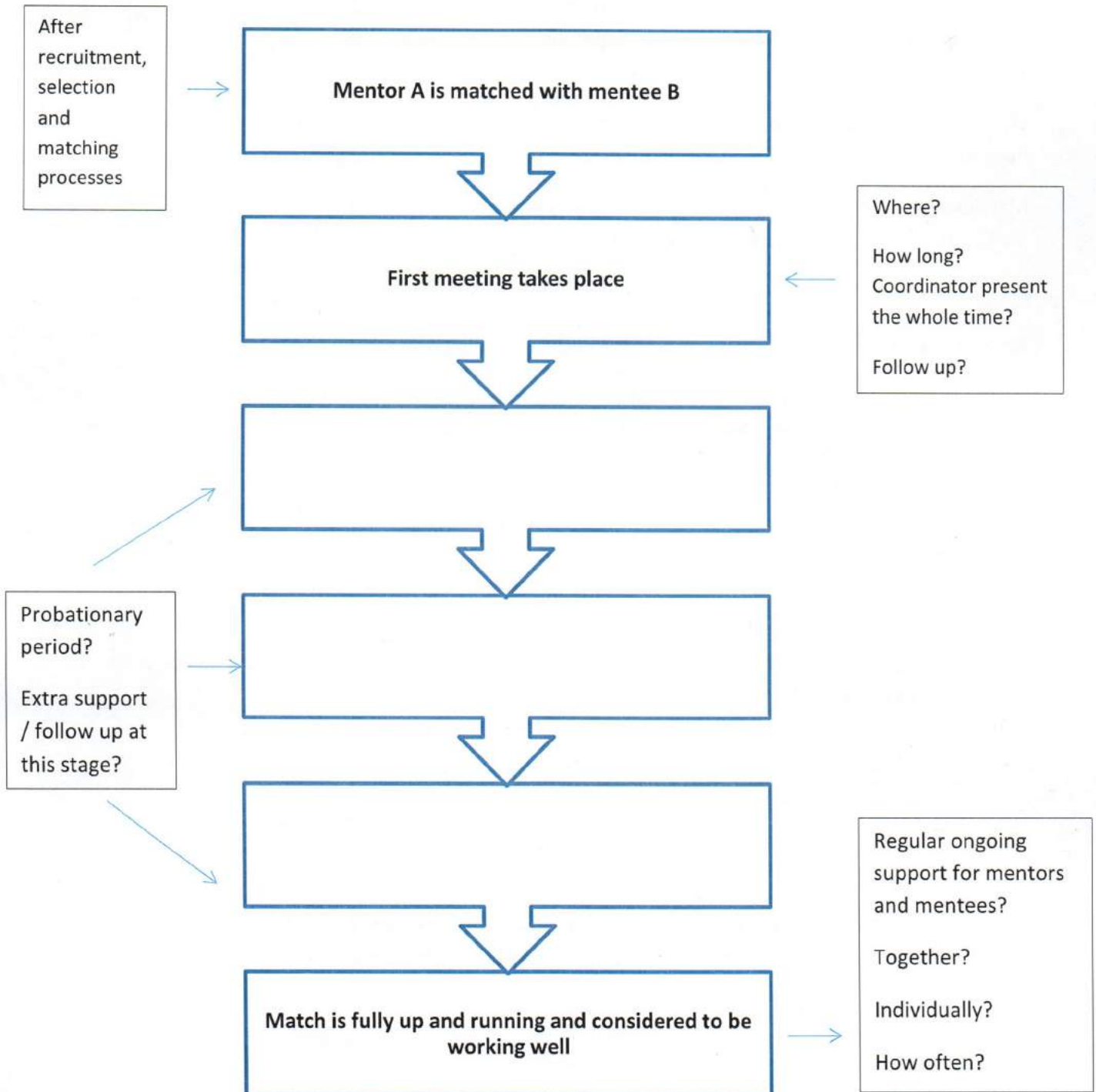


Activity 8: Discussion – personal preferences in the matching process

- Is it important to take the personal preferences of mentors and mentees into account during the matching process? If so, why?
- What, if any, are the choices that you always try to give to mentors and mentees about who they are matched with?
- Are there any types of personal preference which you would not be willing to accommodate? In other words, are there preferences which are actually prejudices?



Activity 9: What happens next?
Supporting new matches and beyond



Action point!

Do you think that anything needs to change about the way you currently carry out the matching process and provide support to mentors and mentees after they're matched?





Topic 4: Managing risk and keeping everyone safe

Activity 10: Discussion

- What are some of the things which can go wrong if risk is not appropriately managed within mentoring?



Activity 11: Processes which help to ensure safety

Mentoring organisations have many processes at their disposal which can and should help to ensure the safety of the service and everyone involved with it. We may not think of all of these processes as being part of our risk management, but nonetheless they are all factors which contribute to the safe running of our activities.

Risk Management
↕
Risk Assessment



Activity 12: Maximising the safety aspect of existing procedures

To ensure that your routine processes and procedures are effective components of your risk management strategy, it is important to think about how to maximize the safety aspect of those processes and procedures.



Below is an example of how this could be done throughout the process of recruitment and selection of volunteers.

Process: Recruitment and selection of volunteers

Task	Made more effective by...
Recruitment	<ul style="list-style-type: none">• Think about what kind of mentors you would like and use tailored materials that would appeal to that group.• Think about the images you use on any promotional materials
Application forms	<ul style="list-style-type: none">• Think carefully about the questions that you ask and the way that they are worded.• Ask questions which will help you to understand the applicants' reasons for wanting to volunteer with your organisation.• Allow it to be more than a registration form.
References	<ul style="list-style-type: none">• Ask for more than one reference.• Stipulate who the reference should be given by.• Ask questions in the reference request that require a thought-out answer rather than a yes/no response.• Read between the lines.• Ask for follow-up information if you are not satisfied by the information you get from the original reply.
Interview	<ul style="list-style-type: none">• Conduct interviews either in the office or a public place.• Ask pertinent, searching questions.• Listen to your instinct and try to identify any discomfort that you feel about any potential volunteer.• If unsure ask someone else to meet the person.



Over to you

Have a look at the list of routine processes outlined in the document in this section entitled "Processes which help to ensure safety" and choose one (not recruitment and selection!) to break down and note ways of maximizing the safety aspect like the example provided above.



Process: _____

Task	Made more effective by...



Assessing risk

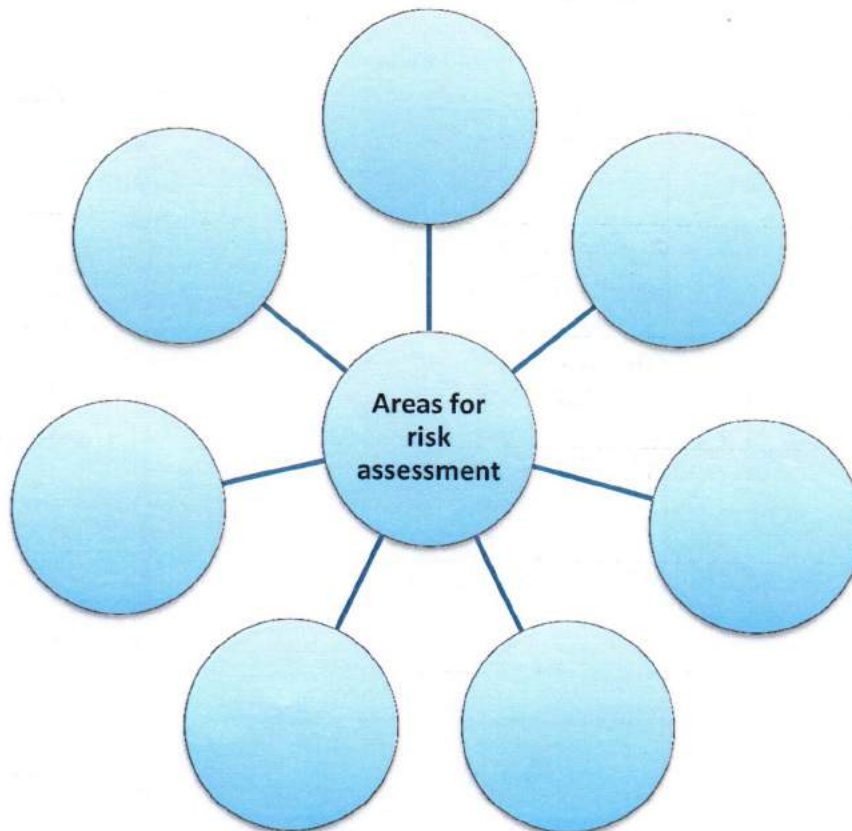
As part of a wider risk management strategy, all organisations are obliged / advised to carry out written risk assessments on their activities. Conducting a risk assessment of the mentoring relationship is usually the job of the coordinator.



The 5-step model

1. Look for the **hazards** and define them
2. Define both the types and of **harm** which might be done and the **likelihood** of this happening (If you want, you can attach a numerical value to each of these which indicates their seriousness, or you can indicate this using 'low', 'medium', 'high' etc).
3. Evaluate the **risk factor** for each hazard and decide on precautions if required. The risk factor is reached by considering both the potential seriousness of the harm and the likelihood of it happening. Calculate the risk factor again after factoring in precautions to see whether it is now at an acceptable level.
4. Record significant findings
5. Review assessment as required

Activity 13: What needs to be assessed?





Activity 14: Risk assessment scenarios



Scenario One: Activities in the community

The Link-up Project provides mentoring support for young people aged 10-16, who are having difficulty at school or at home. Mentors are matched 1:1 with the young people and typically the weekly contact is activity based e.g. trips to the cinema, swimming, 10 pin bowling etc.

- What would the coordinator need to consider when taking a young person on a trip to the cinema?
- What would the risk assessment of a trip to the swimming pool involve?
- The mentor has two horses and wants to take the mentee riding. Would you be happy for this to go ahead? Why?

Scenario Two: The home visit

The Family Mentoring Project supports families in crisis with children under 10.

The Smith family's mentor reports that when she goes round to visit there are often people in the house, many of whom she doesn't know.

Sometimes they are sitting around drinking alcohol.

Mr Smith has a history of violence towards other family members and, although he no longer lives with the family, he is often there visiting and Mrs Smith says that she is hopeful of a reconciliation.

The Smiths' little boy seems to really enjoy it when the mentor goes round and he gets someone to pay him attention and play with him.

- How would you risk assess this situation?



Activity 15: A risk management action plan

Is there anything you've thought about during this discussion of risk and safety that you need to take back and discuss with others in your organisation? Are there any changes you think you need to make to the way your organisation approaches risk management? Note your reflections in the table below.



- What, if anything, needs to be changed about the way safety is tackled in your project?
- Whom do you need to discuss today's information with?
- What three specific action points could you take forward from today?

○ Action Point 1	Timescale
○ Action Point 2	Timescale
○ Action Point 3	Timescale

Final reflections

- Safety is everyone's responsibility whether in setting policy, providing info and training to others, or taking care whilst out providing mentoring support.
- Many of your existing work practices influence safety. Consider how they can be used to their full potential.
- Risk assessment is a simple tool to check for risks, take precautions and maintain safety standards. It is part of a wider risk management strategy.
- Don't make risk assessment a bureaucratic or a paper exercise just to cover yourselves. Make it meaningful for individual mentees and mentors by involving them in the process.
- Don't forget to ask your mentors to update you on any changes they see and update risk assessments in the light of information that your mentors observe when out with their mentees.
- You can never eliminate risk completely nor are you required to. Good risk management should allow you to ensure everyone's safety so far as is practicable, whilst still providing mentoring support that is fun, exciting and dynamic. **Taking care of risk allows you to feel safe about being adventurous.**