

# Alice in Cyberland

**Protecting Children from Online Abuse:  
A Resource for Parents and Educators**



Inštitút pre výskum  
práce a rodiny



KMC

KOORDINAČNO-METODICKE CENTRUM  
PRE PREVENCIU NÁSILLIA NA ŽIAKOV

unicef 

pre každé dieťa



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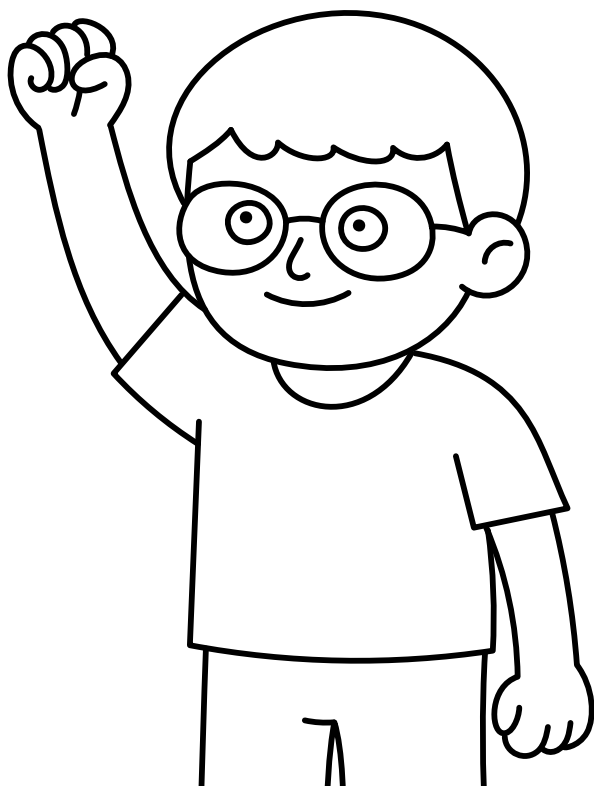
"This guidance was developed by the UNICEF Slovakia Refugee Response Office in collaboration with " Coordinating Methodical Centre for Prevention of Violence against Women " (Koordinačno – metodické centrum pre rodovo podmienené a domáce násilie (KMO). The guidance was created by Martha Rotskou-Pantelidi and Barbora Burajová with writing credential and editorial contributions from Zuzana Neupauer and Michal Biznar."

# **Definitions and explanations of digital GBV and online CSA**

## Global children's rights

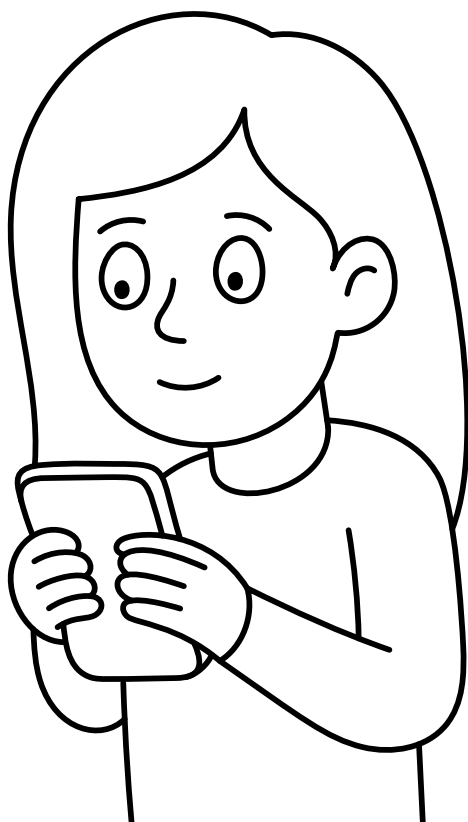
The United Nations Convention on the Rights of the Child is the most widely ratified treaty in history, with 195 countries as signatories. It sets out 54 articles that define children's rights in all areas of their lives. These rights also apply equally in the digital world.

Both online and offline, all children have the right to protection from harm, discrimination, exploitation, and abuse, including sexual exploitation and abuse. Anyone in a position of trust or responsibility towards children has a duty to uphold and safeguard these rights. Children also have the right to rest and play, to access safe, age-appropriate services, and to be protected from all forms of violence and abuse in these environments.



## What is online sexual violence?

This form of violence occurs online or through the use of new technologies. It is also a manifestation of gender-based violence, which has become widespread in recent years. As with all forms of gender-based violence, it can have deeply traumatic consequences, including physical, sexual, psychological and even financial one. Crucially, its impact often extends far beyond the digital world, affecting every aspect of a person's life. Recent research underscores that this form of violence disproportionately affects women, young girls and members of the LGBTQI+ community, who are particularly vulnerable to online abuse, harassment and exploitation.<sup>1</sup>



## What is online child sexual abuse?

When a child or young person (defined as anyone under the age of 18) is sexually abused, they're often coerced, manipulated or tricked into engaging in sexual activities. Often, the child may not fully understand that what is happening is abuse, or even that it is wrong. This abuse can occur offline, with images and videos of it then being circulated online. Alternatively, the abuse can take place entirely in digital spaces.

A particularly concerning trend is the increase in so-called “self-generated” child sexual abuse content. This refers to images or videos created using devices such as smartphones, tablets, or computers with cameras. Children are manipulated, groomed, deceived or extorted into producing and sharing explicit content of themselves, often without realizing the long-term consequences. This material is commonly shared across various platforms and disproportionately involves girls aged 11 to 13, in home settings, such as their bedrooms.<sup>2</sup>

### Myth

“Online sexual abuse only affects children from unstable or deprived backgrounds.”

### Reality

Children from all backgrounds are potential victims. Any child who has unsupervised access to the internet is potentially at risk.

# What form does this abuse take?<sup>3</sup>

## Grooming

Grooming is a systematic manipulative process in which a – typically older person than the victim – seeks to gain the trust of a child or adolescent, often one who is vulnerable, with the ultimate goal of sexual exploitation or abuse. This form of abuse is increasingly prevalent online, particularly through social media platforms, where children and adolescents are frequently targeted. In many cases, groomers pose as peers, using fake identities and photos to appear more relatable and trustworthy. The process begins with psychological manipulation, showing at first excessive interest, admiration, appreciation and empathy to make the child feel special and understood. Groomers often encourage children to keep secrets about their relationship by emphasizing that they have a unique bond that others cannot comprehend. Over the time, they build a close relationship with the young person (emotional bonding), isolating them from those close to them, implying that only they understand and support them. They gradually violate the child's boundaries, often in subtle ways at first, by introducing sexual topics, making inappropriate comments, or asking for explicit photos. These behaviors are falsely presented as expressions of love or intimacy, which further confuses the victim. The ultimate aim of grooming is to gain the child's complete trust in order to arrange a meeting in person, at which point the abuser can carry out sexual exploitation. Grooming is a deeply harmful and calculated form of abuse that can have long-lasting psychological effects on victims.



## Image-based sexual abuse

The online sharing of photos and videos of sexual content without the consent of the person depicted is not only a violation of privacy but also a form of abuse. The content may be shared via websites, chat groups, messaging apps etc. The perpetrator is typically an ex-partner or former intimate partner, but may also be a stranger. The aim is to humiliate the victim and/or gain financially. This form of abuse is commonly known as revenge porn, which echoes the revenge motives of the perpetrator (ex/former intimate partner). Several times it functions as an extension of intimate partner violence in the internet space as well. Victims may experience significant emotional distress, reputational damage, and in some cases, threats to their safety and livelihood.

## Sextortion

Sextortion is a form of sexual blackmail in which an individual – often an ex-partner, former date, or even a stranger – threatens to publicly share nude or sexually explicit images or videos of the victim unless certain demands are met. These demands may include:

- a. sending additional explicit content,
- b. have sex with them,
- c. give them money.

This is sexual blackmail for the purpose of harassing, shaming and controlling the victim. Sextortion is a deeply coercive and exploitative act that can have devastating psychological and emotional consequences.

Recognized globally as a serious crime, sextortion is a growing form of online abuse. Victims may feel trapped, isolated or ashamed, but they should know that they are not alone – support is available and they can seek help without fear of judgement.

### Morphing or Transmogrification

Morphing or transmogrification refers to morphing, superimposing, and splicing photographs or videos to create “deep fakes” and uploading them onto pornographic platforms, with the intention of sexualizing and demeaning the individual targeted.

### Cyberstalking

Stalking can also occur online or via technology. Cyberstalking is as well as repeatedly contacting a person via email, social media or messaging apps even against the expressed refusal of the victim. Often, stalking can occur simultaneously in the real world, involving persistent phone calls, stalking and/or intrusion into places such as schools and family homes. This behaviour may include obsessive communication, unwanted attention and surveillance, thus blurring the line between online and offline harassment.

### Doxxing

Doxxing is the practice of publishing someone's personal information online in a defamatory manner. This may involve searching for and posting personal information (such as name, address, place of work, email address, phone number and social media profiles) online, or even making personal communications public. The intention is typically to harass, intimidate, threaten or otherwise harm the individual by exposing them to public scrutiny or danger.

## Non-consensual sexting

Non-consensual sexting occurs when someone shares sexual messages, images, or videos with another person without their consent. The same category includes publishing personal messages containing sexual content (abusive sexting) online without the consent of everyone who exchanged them, with the intention of humiliating the victim.

## Cyber harassment

Cyber harassment is the repeated use of digital platforms to intimidate, threaten, or harm someone. It often targets children and adolescents. In the context of cyber sexual harassment, aggressive, sexist, offensive, misogynistic and homophobic language and rhetoric are often used, disproportionately affecting women, children, adolescents and LGBTQI+ individuals.

## Creepy shots/up skirting

'Creepy shots' refers to the act of taking photos or videos of people in an invasive or unsettling manner that makes them feel uncomfortable. These kinds of shots typically happen without the subject's consent and may include taking photos of someone in private situations from a distance or without their knowledge.

Upskirting is a specific form of voyeurism where a person secretly and without consent takes a photo or video of another person's intimate areas, often by angling the camera under their clothing.

These practices breach personal boundaries and can cause significant emotional distress to those affected.

## Cyberflashing

The sending, usually via chat, of a person's genitals to an unaware individual online without their consent.

## Sexist hate speech

It is defined as any expression that spreads, provokes, promotes, or justifies hatred based on gender. In practice, the term refers to sexist verbal attacks and threats (e.g. rape and torture) directed at women, girls, and LGBTQI+ people. Such speech is not merely offensive; it contributes to a broader culture of misogyny and gender-based oppression, both online and offline.

### Myth

"Online sexual abuse only affects children from unstable or deprived backgrounds."

### Reality

Children from all backgrounds are potential victims. Any child who has unsupervised access to the internet is potentially at risk.

## Who perpetrates it?<sup>4</sup>

Digital gender-based violence (GBV) and child sexual abuse (CSA) can be perpetrated by anyone. As with in-person abuse, there is no single profile of a perpetrator: romantic partners, acquaintances, friends and strangers can all be perpetrators.

Violence can occur between people of the same age, as well as between different generations. In many cases, it is current or former partners – whether in stable or casual relationships who inflict digital gender-based violence. Perpetrators often exploit digital anonymity by hiding their identity behind pseudonyms, fake profiles, or multiple online personas. This anonymity enables them to manipulate, threaten and control their victims while evading detection.

### **Myth**

“Stranger danger”: Most cases of online child sexual abuse are perpetrated by strangers.

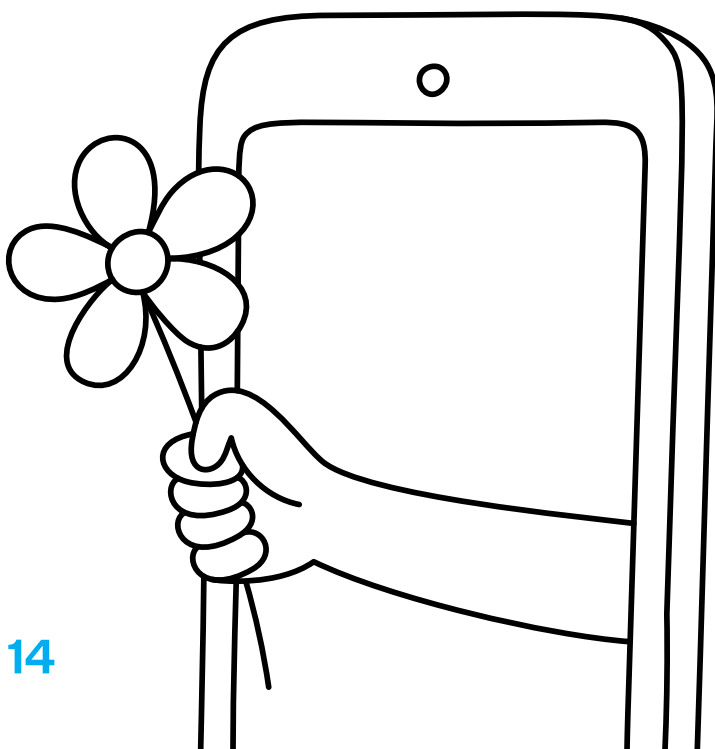
### **Reality**

In fact, many cases of online child sexual abuse are often perpetrated by someone the child already knows, such as a friend, acquaintance, family member or romantic partner.

## How do abusers do it?<sup>5</sup>

Contrary to popular belief, many forms of digital abuse do not occur in the hidden corners of the internet, but in plain sight on the very platforms and apps used by children and their parents.

Once offenders have made contact, they quickly proceed with their intentions, often encouraging, manipulating or coercing children into engaging in sexualized activities, which they may then record – thus creating further opportunities for them to force contact and deepen the abuse. Offenders often use image hosting sites and cyberlockers (secure file sharing services) to store and distribute the material. Disturbingly, the time between first contacting a child to distributing material can be just a few minutes, or hours.



## What are the effects and the long-term consequences of online sexual abuse?<sup>6</sup>

Experiencing sexual abuse can evoke feelings and responses that may appear frightening or cause self-doubt. These are normal effects of the intense emotions and manipulation experienced during abuse.

### Here are some common effects

#### → **Feelings of guilt and shame:**

Abuse can make someone feel as if they did something wrong or that they are to blame.

Important: The abuser is 100% responsible, not the victim

#### → **Reduced trust in others:**

After abuse, they may feel unable to trust people or form new relationships.

Abuse often occurs after an abuser has gained the victim's trust, which can lead to feelings of insecurity.

#### → **Fear or anxiety:**

They may experience persistent fear, worry, or nervousness.

The experience of abuse can create a sense of insecurity that triggers fear of bad things happening again.

→ **Difficulty expressing emotions:**

It can be hard to talk about feelings, and they may avoid certain subjects.

Abuse can cause emotional confusion and repression as a defense mechanism.

→ **Lowered self-esteem:**

They may feel less valuable or believe they deserved what happened.

It is important to remember that: No one deserves to experience abuse, and it is never the victim's fault.

→ **Poor school performance:**

They may have trouble concentrating or show weaker academic results

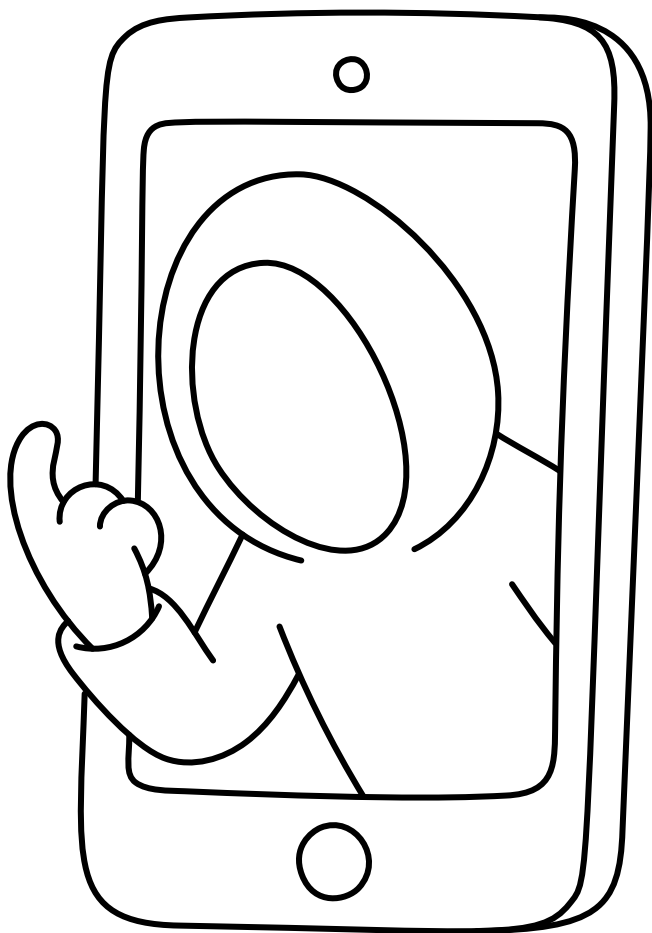
Stress and painful memories can affect daily activities such as learning.

→ **Social isolation:**

They may spend less time with friends and family, preferring to be alone.

Fear of being judged or feelings of mistrust can lead to withdrawal from social life.





**What can you do?**

## As a Parent/Caregiver

### **Teach and model healthy relationships, respect, consent, and constructive communications**

Understanding and encouraging positive social values, respect, empathy, good communication and conflict resolution can help keep children safe online. Parents or caregivers do not need technological skills to talk to their children about these things.<sup>7</sup>

### **Talk to your child about online safety and online sexual abuse**

Regularly talking with your child can help to keep them safe online. Making it part of your daily conversations, in the same way that you talk about their day at school, will help your children to feel relaxed. Start the conversation and listen to their concerns.

Older children and teenagers have changing needs and behaviors, and they may find it embarrassing to talk to you about difficult topics related to potential sexual abuse.<sup>8</sup> Having the first conversation will probably be the hardest thing – talking about sex feels awkward, and nobody wants to think about something as shocking as sexual abuse. Few parents and carers will feel confident or prepared to talk to their child about this, and everyone will wish it weren't necessary.

## **Here are some tips for getting the conversation started<sup>9</sup>**

- ➔ Plan what you want to say in advance. Seek support and information if needed. This will help you to feel prepared.
- ➔ Choose a time when you and your child are free from distractions and feel relaxed. Have the conversation in an environment that feels safe to the child. There will never be an 'ideal' time to talk about online child sexual abuse but try to ensure your child is relaxed and calm, and open to having a chat.
- ➔ Be honest in an age-appropriate way. Depending on their age, you can give your children more or less detail about why this conversation is so important. However, you do need to explain the issue clearly and in a way they can understand.
- ➔ Avoid judgement, blame or shame. No matter what your child tells you, never imply that they are to blame for chatting with strangers online or discussing personal or intimate issues, nor responsible if someone asks them to share sexual material, or if they have already shared it. The key is to maintain open communication. If your child thinks you are judging or shaming them, they will be less likely to talk to you honestly and more likely to behave secretly in future. Remain non-confrontational, don't blame your child, and emphasize that the abuser is responsible for their actions.

- Acknowledge that they may not feel ready to speak straight away, or that they may feel more comfortable talking to someone else. If possible, facilitate the next conversation. If you can, have a conversation with that person first, to let them know what they need to talk to your child about and explain why.

## Dos and Don'ts<sup>10</sup>

### Instead of saying:

"Give me your phone! I'm deleting that app."

"Don't use your phone, it's not safe."

"If someone asks you a video and you send it then you've only got yourself to blame."

"You were wrong/naughty/it was bad to do that."

### Say:

"Why do you like using that app?"

"What kind of things do people talk about there?"

"Nobody should ask you to do anything sexual online or send them anything like that."

"They're wrong for asking."

"Do you have consent for what you want to share?"

"What would you do if someone is pressuring you to do something that you don't want to do?"

**If your child does tell you about something that's already happened**

**Instead of saying:**

"I can't believe you did that!"

"Why did you do that when you know it's not safe?"

"What a stupid thing to do/you are stupid."

**Say:**

"I'm really glad you told me."

"Well done for telling me about this – it can't have been easy to say."

"Tell me what happened, and we'll work it out together."

"They were wrong to ask you to do that."

"No-one should ever ask you to do something like that."

"It is always ok to say no."; "They are to blame."; "Would you like a hug?"

**The key is to keep communication open and avoid judgement.**

## Setting rules about the way you use technology as a family

While you can't control over everything your child does online, having a family contract or agreement can set out expectations for positive and safe online behavior.

Involving your child in setting the 'rules' will make them feel that their opinion matters and that they have a say. They will understand why there are rules about internet use, and it will feel fairer than being told

“this will happen” without explanation. It’s also really important that you, as an adult, follow the rules as well, and act as role models. Children copy what you do, so they will question you if there is one rule for them and another for adults.

Things to say: “What rules do we need to use the internet safely?”; “What should happen if someone doesn’t stick to the rules?”

### **Is banning access to the internet and devices a good idea?**

Banning a child from using all social media, for example by taking away their devices, making them delete their apps, or getting them to unfollow everyone they don’t know in person, is not an effective way to keep them safe. Preventing them from accessing an essential part of their reality and from connecting with their friends may make them feel resentful, angry and alienated from you. They may see these measures as a punishment rather than a way of keeping them safe online and look for ways to work around the restrictions. If they are worried that further restrictions may be put in place, they may be reluctant to share concerning experiences in the future.

### **Learn about the platforms and apps your child loves. Take an interest in their online life**

Take an interest in your children’s online life in the same way that you would if they were reading a book, drawing or making something, or watching TV. Just as you ask about what they are doing and show an interest in their offline life, do the same with their internet use. Showing an interest in what they are reading, watching or doing online in a positive and open way will encourage them to share this with you, rather than treating it as something private and of no interest to anyone else.

## WHAT CAN YOU DO?

Don't be too quick to judge.

Dismissing or mocking a platform or app your child enjoys using can make them feel ashamed to use it. They may feel 'guilty' and become secretive about using certain apps or platforms, and they may even use a device in secret, even if they're doing it safely. As they get older, this secrecy can become a habit, which can leave them more vulnerable as they are less likely to be open or may even lie about what they are doing.

### **Familiarize yourself with online safety tools, apps and settings that can help to keep your child safe online.**

Learn how to use technology to keep your child safe online.

Even if you already have controls in place, it's worth taking a bit of time to explore the other options available to help protect your child online.

Set up your parental controls – make use of safety settings across your home Wi-Fi, devices, and accounts. Use safety settings – Explore in-app and device safety settings with your child, and review them regularly to make sure they're still active. Regular conversations about online safety are essential, especially as technology evolves so quickly.

#### **Examples of safe online behaviors:**

- ➔ username choices,
- ➔ not sharing personal information,
- ➔ checking sources of information,



- ➔ privacy settings (including friend/follow requests, photos and tagging permissions).

It is important to be aware of any signs that your child is upset or distressed by their online activities. For example, if a child is upset by something or experiences bullying, supporting their ability to protect themselves involves teaching them to:

- ➔ mute,
- ➔ restrict,
- ➔ block,
- ➔ report – both to an adult and via the in-app reporting routes.

### **Instead of saying:**

“You shouldn’t be using your real name!”;

“You mustn’t post photos.”

### **Say:**

“Did school teach you about the kind of information that’s safe or unsafe to post?”;

“Is it safe to use your full name? What could you use instead?”;

“That’s a good username – it suits you, and it is still safe”;

“Have you checked with X that she’s OK with you posting that photo of the two of you?”;

“That celebrity uses their real name because using social media is part of their job.”

### Agreeing controls

Discuss and agree on privacy settings for the platforms and apps your child uses, as well as more general settings for the whole family. Explain to your child why you prefer certain controls or want to apply new ones, and why you might restrict use of a particular app. **If they understand the reasons behind your decisions, they are more likely to accept and** respect them and apply restrictions themselves as they grow older and become more independent in their internet use.

#### Myth

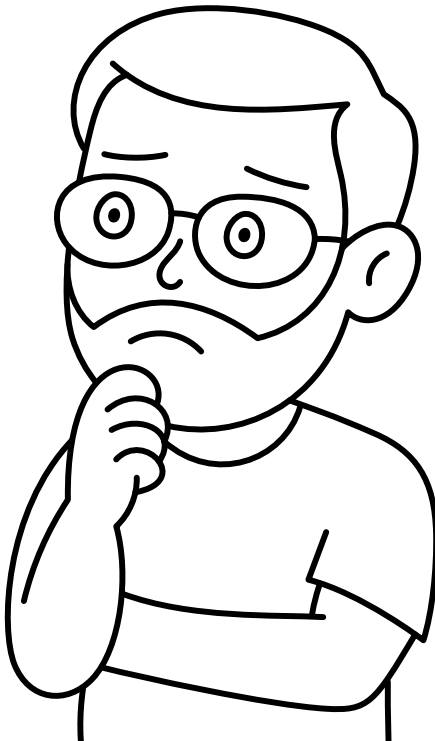
Parental controls and privacy settings are enough to keep children and young people safe online.

#### Reality

To ensure online safety, a variety of strategies are required, including having open and honest conversations with children and young people.

## As an Educator

1. **Include subjects such as healthy relationships, consent, bullying, and online safety in the schools curriculum.**
2. **Create psychologically and physically safe environments.**
3. **Model caring and respectful relationships, and enforce positive discipline and conflict resolution methods.**
4. **Listen to and support the survivors of Cyber Violence<sup>11</sup>**



## Useful Tips!

### **How to talk about child sexual abuse imagery and nude sharing?**

Educators should recognize that young people share personal or intimate content online for a variety of reasons, frequently as a means of exploring relationships, identity or self-expression within digital spaces. This may involve flirting, seeking connection, building confidence, or looking for affirmation. However, some content is shared under pressure or through manipulation, including coercion from peers or partners, blackmail, grooming by adults, or deception—such as someone pretending to be a peer. While all young people can be affected, girls and LGBTQ+ youth often report experiencing more pressure, while boys are frequently targeted in extortion cases. Once shared, this content can spread rapidly through peer networks, especially within schools, leading to reputational harm, bullying or shaming. Even unverified rumors about such content can have a serious emotional impact, regardless of whether the content actually exists.

### **How you can support the young people involved<sup>12</sup>**

- ➔ **Don't minimise the impact:** if their image has been shared without their consent, it can be incredibly distressing, so don't minimise the impact.

➔ **Avoid victim blaming**, such as saying it's the child's fault that their image was shared or that they shouldn't have shared it in the first place.

It is never the young person's fault if an image has been shared without their consent.

As educators, it is vital to avoid victim blaming which implies that young people are responsible for image of them being shared without their consent.

Such behaviour can make young people feel ashamed at an incredibly vulnerable moment and reduce the likelihood of them reporting other incidents or abuse in the future.

How to avoid victim blaming:

When an incident is brought to your attention, remember:

1. The fact that the young person may have created or shared an image in the first place does not mean they're responsible for it being shared more widely.
2. Don't remind them that they should have known better or that you've covered the respective rules/laws in previous lessons.
3. Don't immediately tell a young person what they should have done or that they are responsible for keeping themselves safe.

➔ **Make students feel safe**

Remember, a student making a disclosure needs to feel safe, and heard.

Use welcoming body language and tone, and conduct the conversation in an appropriate place.

Try using calm, reassuring phrases such as:

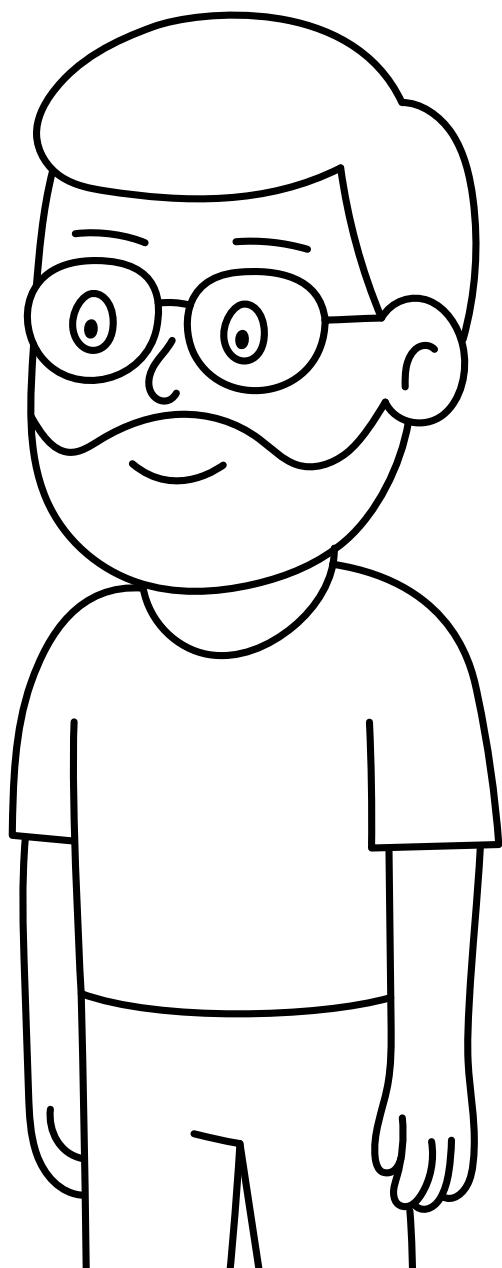
- “Would you like to tell me what’s going on?”
- “I’m here to listen to you – remember that you’re not alone and that the school will try to help you in any way we can.”
- “It’s brave to share this – thank you.”

➔ **Don’t promise that every image can be taken down, but assure the student that every effort will be made.**

➔ **Don’t ask to see the content/image.**

➔ **Report to:** Focal Point (e.g. a school psychologist).

**Learn what the policy is in your school.** Following an incident of harmful sexual behaviour, the school should take a number of actions to decide whether a safety plan is needed. All schools will have different approaches.



# Recognizing the signs of online abuse<sup>13</sup>



The internet is an incredible resource, offering a brilliant way to connect with others, engage with entertaining content, and explore new interests and trends. However, it's important that children and young people understand the potential impact of online content and interactions on their mental health and overall well-being. If going online is having a negative impact on a child and young person's mental health, it's important to recognize that and take necessary steps to redress the balance and protect them. Depending on the child's age, two useful questions to ask are:<sup>14</sup>

**“How do you know when you've spent too long online and need to take a break?”**

**“What advice would you give to someone whose online activities were having a negative effect on their mental health?”**

There are certain warning signs to look out for that may indicate a child is experiencing abuse or other difficulties online.

**For example, the child might:**

- ➔ Make changes to their internet use, e.g. spending a lot more or a lot less time online than usual.
- ➔ Want to stop using apps and services, or participating in offline activities that they previously enjoyed.
- ➔ Display unexplained changes in behavior, such as becoming withdrawn, distant, upset or angry after going online or using their devices.
- ➔ Become more secretive about their online activities. This can include not wanting to share information about who they're talking to and what they're doing online, and isolating them-

selves (e.g. closing their door or leaving the room) to use their devices.

- Mention names of friends, contacts or followers that you are unaware of, and be vague, or unwilling to talk, about who they are.
- Start to talk about more adult issues, demonstrate inappropriate behaviors or use inappropriate language for their age.
- Have unexplained gifts, credits or money to spend online.

**The effects of online and offline abuse can be wide-ranging and may lead to a child or young person:**

- experiencing problems with their sleep, including nightmares;
- feeling extremely tired and having difficulty concentrating;
- displaying behavioral problems or falling behind at school.
- becoming socially withdrawn;
- being more emotional or experiencing unusual outbursts of anger;
- taking less care of their appearance or presentation;
- feeling under pressure or experiencing panic attacks;
- developing an eating disorder;
- having thoughts about, or carrying out, self-harm;
- having suicidal thoughts;
- experiencing other mental health difficulties;
- having flashbacks or repetitive or disturbing thoughts.

### Myth

Parental controls and privacy settings are enough to keep children and young people safe online.

### Reality

To ensure online safety, a variety of strategies are required, including having open and honest conversations with children and young people.

## How to prepare for the conversations?<sup>15</sup>

If you have identified a child as being at risk of, or as having committed or experienced, digital violence, talk to them individually. When preparing for these conversations, consider how you will approach them and whether any child(ren) may have difficulty communicating with you. There are many reasons why children may find it difficult to talk to you about the incident.

**A child who has been harmed** may, for example:

- feel **embarrassed or ashamed** by their experience;
- feel **responsible** for the harm,
- fear that they will **not be believed** if they tell someone,
- be **threatened or manipulated** by the individual who has harmed them,

- fear **the reaction of adults** – the child may think they will lose control of what happens next or may bring shame to their family or community,
- fear other consequences of telling, such as being ostracized and/or bullied from their peers, damage to their **reputation**, or having to **move to a new school**,
- not having the **language** or the **capacity** to communicate verbally, or not knowing how to tell,
- **not recognizing their experience as abusive** – this can be especially significant if the child thinks “This is just part of school life” or “Others have it worse than me”.

**A child who has harmed may**, for example:

- feel **embarrassed or ashamed** of their behavior,
- **be afraid of the consequences of accepting responsibility, such as punishment from school or parents, police involvement, social worker involvement, or having to move to a new school**,
- fear other consequences of accepting responsibility, such as **alienation** and/or **retribution** from their peers, damage to their reputation, or having to move to a new school;
- not have the **language** or the **capacity** to communicate verbally, or not know how to talk about it,
- **not recognize their behaviour as abusive** – this can be especially significant if the child thinks: “This is just part of school life” or “Others do worse things”.

A child who has been sexually abused themselves may find it particularly difficult to talk about their behaviour.

Some children may face additional barriers based on characteristics such as their age, social class, culture, beliefs, ethnic background, sex, sexual orientation, gender identity or expression, or disability – or a combination of those characteristics. Professionals may make assumptions about them, for example, by assuming that a boy has committed sexual harm because 'boys will be boys', rather than considering the possibility that his behaviour indicates he himself has been abused. However, professionals should not make assumptions that excuse violence; conclusions must always be backed up by facts.

Be prepared for children who have harmed or been harmed not to maintain eye contact or acknowledge everything you say when you meet them. They are likely to be experiencing considerable stress, embarrassment or shame, but don't assume that they are not listening because they are not showing it.

**Where to report  
and get support in  
Slovakia?**

**Slovak national hotline**

(Slovenská národná hotline) for reporting digital violence or abusive online content

[Read more](#)

**National Security Office**

Cybersecurity Incident Reporting

[Read more](#)

**Mental Health Support**

**Linka detskej istoty**

[Read more](#)

**Linka dôvery Nezábudka**

0800 800 566

**Národná linka na pomoc deťom v ohrození VIAC**

**AKO NI(c)K** — Online chatroom for children and youth

[Read more](#)

# Endnotes and others



# Endnotes

- 1 PlaySafe App User UNICEF Greece & Diotima
- 2 IWF A guide for parents and carers
- 3 PlaySafe App User UNICEF Greece & Diotima
- 4 PlaySafe App User UNICEF Greece & Diotima
- 5 IWF A guide for parents and carers
- 6 The “Let’s block online sexual abuse!” campaign, Information and Documentation Center on the Rights of the Child (CIDDO)
- 7 TIPS FOR PARENTS AND CAREGIVERS: KEEPING CHILDREN SAFE ONLINE DURING THE COVID-19 PANDEMIC, UNICEF
- 8 <https://www.nspcc.org.uk/>
- 9 ICMEC “Connected kids: a comprehensive guide to ensuring online safety and well-being”& [How can I talk to my child about online safety?](#)
- 10 IWF A guide for parents and carers & ICMEC “Connected kids: a comprehensive guide to ensuring online safety and well-being”
- 11 [Q&A: The role of teachers in preventing and addressing school violence | UNESCO](#) & “YOUTH GUIDE TO END ONLINE GENDER-BASED VIOLENCE”, UN WOMEN
- 12 IWF “Nude sharing and Child Sexual Abuse Imagery”
- 13 ICMEC “Connected kids: a comprehensive guide to ensuring online safety and well-being”
- 14 ICMEC “Connected kids: a comprehensive guide to ensuring online safety and well-being”
- 15 Safety planning in education A guide for professionals supporting children following incidents of harmful sexual behaviour p. 24

## Other Resources

- Safety planning in education: A guide for professionals supporting children following incidents of harmful sexual behaviour (Centre of expertise on child sexual abuse (CSA Centre))
- Making All Spaces Safe Technology Facilitated Gender based Violence UNFPA, 2021
- Yosep, I.; Hikmat, R.; Mardhiyah, A. Preventing Cyberbullying and Reducing Its Negative Impact on Students -Using E-Parenting: A Scoping Review. Sustainability 2023, 15, 175
- Elsaesser, C., Russell, B., Ohannessian, C. M., & Patton, D. (2017). Parenting in a digital age: A review of parents' role in preventing adolescent cyberbullying. Aggression and Violent Behavior, 35
- 79/243 United Nations Convention against Cybercrime; A/RES/79/243
- Combating Cyber Violence against Women and Girls, European Institute for Gender Equality (EIGE)
- ThinkUKnow: Parents and carers guide to online child sexual exploitation



