

# Delivery of virtual support and services to children and families

## Key issues for practice

Available in [English language](#) and [Welsh language](#) versions

November 2020

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## Purpose of the document

The global health crisis that has arisen from the COVID-19 pandemic has had a profound impact upon family life, including the way that social care services for children and families are being delivered. At the NSPCC, we rapidly transformed the way that we work to support families during this crisis. In Children's Services, we shifted from working face to face with children and families in our service centres, to an exclusively virtual service offer. This raised questions for us about how this digital pivot has been experienced by children and families, and what we have learnt as practitioners about identifying families' needs and managing safeguarding risks digitally.

To understand more about the way the sector responded to the pandemic in Wales, on the 5th June 2020, NSPCC brought together colleagues from social care, health, education, the youth sector, police and the third sector, to explore best practice in assessing and managing safeguarding risks digitally during COVID-19. The roundtable highlighted new and innovative ways of working together to support families, while drawing out key challenges for the sector including digital inequalities, and safeguarding younger children and disabled children.

Following on from those discussions and building on what we have learned through delivery of our services to children and families virtually, the NSPCC has put together a series of principles for practice to support children and families digitally. We are sharing these principles in the hope that they will be helpful to colleagues in the social care sector.

This document sets out the key principles of delivering services to children and families virtually. It provides guidance for managing and navigating the challenges of working with families from home who are also based in their homes. The document includes:

- Issues and challenges for practitioners when working with complexity from home;
- Issues and challenges managers need to be mindful of when supporting staff;
- Safeguarding and assessing and managing risk.

## Offering direct support to families from home

Working virtually with children and families might include contacting families via video links, messaging apps and by telephone.

### Practical issues to consider

Some families may not have access to Wi-Fi that would enable contact to be made with them via video links using apps such as Microsoft Teams. This is also a potential issue for practitioners.

This should not preclude practitioners from continuing to offer support to families using other contact methods of communication.

- It is important that practitioners explore the best way to contact children and families that does not assume access to devices and/or Wi-Fi that may not be available to them.
- It is also important that practitioners consider which apps they use with young people and ensure these are age appropriate.
- Net Aware provide advice and guidance on the most popular apps and social media platforms used by children and young people that includes official age ratings.

This can be accessed here: <https://www.net-aware.org.uk/networks/>

- Practitioners and managers can refer parents and carers to this website for any queries they might have about keeping their children safe online.

## Navigating new technologies to work with families

It is acknowledged that some staff may not be comfortable using these technologies to deliver support services therefore it is important for managers to:

- Explore with practitioners the most appropriate approach to working with families during this time.

For some children, video may not be the best approach to working with them and they may find it easier to talk on the phone. It is recognised that contacting children and families via phones also has limitations. For example, the practitioner's ability to read body language and understand the potential impact of the work will be reduced.

## Focus of the work

Practitioners and managers may want to consider whether it is appropriate to continue the focused work they have been doing with a child or young person when support services. For example, it may be more appropriate to focus on safety; stabilisation work, maintaining a relationship and emotional wellbeing.

## Additional considerations - session location

There are additional considerations when delivering services to vulnerable children. For example, delivering sessions from a bedroom could have an emotional impact on the child. Practitioners should avoid, where possible, delivering sessions from their bedroom, or when a child or young person is in their bedroom. In circumstances where delivering a session from a bedroom is the only option, a background image or careful positioning of the webcam can be useful tools to ensure that the child or young person cannot see into the practitioner's bedroom, and vice versa.

## Maintaining confidentiality

It is important that practitioners consider timing of sessions that works for both the families they are supporting and their own family life to maintain confidentiality and reduce the risk of children being exposed to sensitive information. To help achieve this, it is helpful for practitioners to:

- Avoid undertaking a session when there may be lots of interruption from their own family members and/or when there may be lots of family activity in the background e.g. breakfast time.
- Explore with the children and families they work with the most suitable time of the day for sessions that work around their family routines.

# Manager's support for staff

## Emotional impact of the work

It is recognised that delivering support services and working therapeutically with vulnerable children and children affected by trauma can have an emotional impact on staff. It is important that managers ensure appropriate supports are in place for staff.

## Ensuring availability to support staff

Working from home has the potential to reduce support from other team members and opportunities to de-brief following difficult sessions. Given this, it is important that managers are available to staff to ensure they continue to have access to supports.

## Co-working/peer support

In addition to line management support and supervision, it is helpful for teams to continue with usual co-working arrangements where possible and make use of this support to de-brief. Where these arrangements are not established, teams may consider implementing a buddying system to strengthen the supports available to practitioners from their team members.

## Online practice sessions

Online practice sessions can be a helpful way to provide opportunities for staff to share learning and access peer support.

A range of virtual 'keeping in touch' arrangements can be implemented across teams to ensure staff get the support they need to undertake the work. Examples include:

- Virtual tea breaks
- Virtual lunches
- Virtual practice forums
- Informal WhatsApp groups

Whilst these various approaches to keeping in touch can be helpful, it is important that managers promote a flexible approach to staff participating to ensure a balance between supporting staff and not overwhelming them with meetings.

Similarly, for families, there can be a risk of them being bombarded with calls if all agencies maintain contact with them.

- It is important therefore that staff adopt a co-ordinated approach with the professional network to supporting the family.

### Working in unprecedented times

It is important that the views of children, their parents and carers is sought about continuing the delivery of services at home as this may not always be appropriate.

It is also important for practitioners and managers to keep sight of the level of pressure and stress the current situation with COVID 19 may be having on children and families. For example, whilst families might initially agree to continue working with services, their circumstances may change due to ill health and/or additional family pressures such as financial difficulties that may prevent them from remaining engaged in the work.

It is also important that practitioners continue to reflect on the work in supervision to ensure this remains child focused.

For both staff and the families they are working with, there are likely to be challenges with children being at home.

- Practitioners could consider adjusting the timing and length of sessions to work around family pressures. For example, limiting sessions to 30 minutes.

## Safeguarding

### Risk assessment

Family and working life has changed considerably in Wales since the implementation of social distancing measures in March 2020 and various levels of lockdown since then. It is recognised that these changes will bring additional pressures to vulnerable families, meaning children being placed at increased risk of harm. To help gain an understanding of the child's current circumstances, it is important that practitioners and managers:

- Review and update their risk assessment of the family in collaboration with their professional network to reflect the current situation including available supports and protective factors.

### Working agreements

It is helpful for practitioners to draw up a working agreement with the child and their family to continue the work virtually and when accepting new referrals. This could include:

- timing, day and length of sessions;
- session location;
- availability and location of parent/carer/supporting adult;
- confidentiality;
- managing complaints
- access to records.

The agreement should be signed off by all relevant parties.

### Support for the young person

It is important that practitioners discuss with parents and carers the timing of sessions and agree who will be available to provide emotional support following the session if required.

Practitioners may consider sharing session plans with parents and carers ahead of sessions to agree these.

Practitioners should continue to work collaboratively with families and the professional network. For example, practitioners should ensure any emotional impact from the sessions is communicated to the child's supporting adult and professional network.

### Assessing and managing risk

It is important that practitioners and managers maintain professional curiosity and critical reflection, when working with families virtually.

### Alternative non-verbal channels of communication

When supporting young people virtually, there may be additional challenges to ensuring they have space to talk without being overheard by others. This has potential implications for maintaining their confidentiality and could serve to compromise their safety. To help overcome this and remove barriers to accessing support, practitioners might consider offering alternative methods of communication including:

- Texting
- Using chat in Video calls
- Sending materials through to the YP
- Organisations may need to update their codes of conduct/professional boundaries policies/use of IT policies to ensure these include new channels of

communication with young people. Practitioners should not use their personal phones, email or social media accounts to contact children.

### Downloading apps

It is important that staff discuss and gain the agreement of parents and carers prior to asking a young person to download an app to facilitate virtual working.

### Safeguarding all family members

It is important that practitioners negotiate the timing and location of sessions to prevent any interruptions to:

- maintain the confidentiality of the young person;
- protect younger family members from being exposed to inappropriate discussions.

In the event interruptions continue, practitioners and managers should:

- Review risk assessments of the young person to inform whether the work can continue.

When working with young people via telephones, it is important to consider potential risks of them not being in the area of the home they agreed to be in.

## Additional supports

### Further coronavirus resources

- Find further coronavirus resources on the NSPCC Learning website:  
<https://learning.nspcc.org.uk/safeguarding-child-protection/coronavirus>

### Keeping children safe online

For many children, the current situation of additional time at home and spending time online could place them at increased risk of online abuse. This may also be an increasing concern for parents. The NSPCC have developed online agreements in partnership with O2 to support parents and carers to keep children safe online. This can be accessed here: <https://www.o2.co.uk/help/nspcc/resources>

### Signposting – ChildLine and NSPCC Helpline

The NSPCC Helpline and ChildLine are available to offer children and families additional supports that includes emergency out of hours support.

Links to the ChildLine supports:

📌 **Childline main site** – <https://www.childline.org.uk/>

📌 **Childline under-12s area** – <https://www.childline.org.uk/kids>

The NSPCC has also developed Welsh Government funded Childline branded resources to support children and young people to speak out if they have experienced abuse:

📌 **Getting help to keep safe** – <https://www.childline.org.uk/get-support/contacting-childline/contacting-childline-in-welsh/getting-help-to-keep-safe/>

📌 **Getting help to keep safe under-12s** – [https://www.childline.org.uk/get-support/contacting-childline/contacting-childline-in-welsh/getting-help-keep-safe/?in\\_type=under12service](https://www.childline.org.uk/get-support/contacting-childline/contacting-childline-in-welsh/getting-help-keep-safe/?in_type=under12service)

📌 **Coronavirus advice page** – <https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus/>

📌 **Calm Zone** – <https://www.childline.org.uk/toolbox/calm-zone/>

# Darparu cymorth a gwasanaethau i blant a theuluoedd ar-lein

## Materion allweddol ar gyfer ymarfer

Tachwedd 2020

## Pwrpas y ddogfen

Mae'r argyfwng iechyd byd-eang sydd wedi deillio o bandemig COVID-19 wedi cael effaith ddofn ar fywyd teuluol, gan gynnwys y ffordd y mae gwasanaethau gofal cymdeithasol i blant a theuluoedd yn cael eu darparu. Yn yr NSPCC, fe wnaethon ni drawsnewid y ffordd rydyn ni'n gweithio i gefnogi teuluoedd yn ystod yr argyfwng hwn yn gyflym. Ym maes Gwasanaethau Plant, fe symudon ni o weithio wyneb yn wyneb gyda phlant a theuluoedd yn ein canolfannau gwasanaeth, i gynnig gwasanaeth ar-lein yn unig. Roedd hyn yn codi cwestiynau i ni ynghylch sut mae'r newid hwn i wasanaethau digidol wedi cael ei brofi gan blant a theuluoedd, a beth rydyn ni wedi'i ddysgu fel ymarferwyr ynghylch adnabod anghenion teuluoedd a rheoli risgiau diogelu yn ddigidol.

Er mwyn deall mwy am y ffordd yr ymatebodd y sector i'r pandemig yng Nghymru, ar 5 Mehefin 2020, daeth yr NSPCC â chydweithwyr o faes gofal cymdeithasol, iechyd, addysg, y sector ieuenctid, yr heddlu a'r trydydd sector at ei gilydd i archwilio'r arferion gorau o ran asesu a rheoli risgiau diogelu yn ddigidol yn ystod COVID-19. Roedd y drafodaeth bwrdd crwn yn tynnu sylw at ffyrdd newydd ac arloesol o weithio gyda'n gilydd i gefnogi teuluoedd, gan dynnu sylw at heriau allweddol i'r sector, gan gynnwys anghydraddoldebau digidol, a diogelu plant iau a phlant anabl.

Yn dilyn y trafodaethau hynny ac adeiladu ar yr hyn rydyn ni wedi'i ddysgu drwy ddarparu ein gwasanaethau i blant a theuluoedd ar-lein, mae'r NSPCC wedi llunio cyfres o egwyddorion ar gyfer ymarfer i gefnogi plant a theuluoedd yn ddigidol. Rydyn ni'n rhannu'r egwyddorion hyn yn y gobaith y byddan nhw o gymorth i gydweithwyr yn y sector gofal cymdeithasol.

Mae'r ddogfen hon yn nodi prif egwyddorion darparu gwasanaethau i blant a theuluoedd ar-lein. Mae'n darparu canllawiau ar gyfer rheoli a llywio'r heriau sy'n gysylltiedig â gweithio gyda theuluoedd o gartref sydd hefyd wedi'u lleoli yn eu cartrefi. Mae'r ddogfen yn cynnwys y canlynol:

- Materion a heriau i ymarferwyr wrth weithio gyda chymhlethdod o gartref;
- Materion a heriau y mae angen i reolwyr eu hystyried wrth gefnogi staff;
- Diogelu ac asesu a rheoli risg.

## Cynnig cefnogaeth uniongyrchol i deuluoedd o'u cartrefi

Gallai gweithio ar-lein gyda phlant a theuluoedd gynnwys cysylltu â theuluoedd drwy gysylltiadau fideo, apiau negeseua a thros y ffôn.

### Materion ymarferol i'w hystyried

Efallai na fydd gan rai teuluoedd fynediad at Wi-Fi a fyddai'n eu galluogi i gysylltu â nhw drwy gysylltiadau fideo gan ddefnyddio apiau fel Microsoft Teams. Mae hwn hefyd yn broblem bosibl i ymarferwyr.

Ni ddylai hyn atal ymarferwyr rhag parhau i gynnig cefnogaeth i deuluoedd gan ddefnyddio dulliau cysylltu eraill.

- Mae'n bwysig bod ymarferwyr yn edrych ar y ffordd orau o gysylltu â phlant a theuluoedd nad yw'n tybio bod dyfeisiau a/neu Wi-Fi ar gael iddyn nhw.
- Mae hefyd yn bwysig bod ymarferwyr yn ystyried pa apiau maen nhw'n eu defnyddio gyda phobl ifanc ac yn sicrhau bod y rhain yn briodol i oedran.
- Mae Net Aware yn rhoi cyngor ac arweiniad ar yr apiau a'r llwyfannau cyfryngau cymdeithasol mwyaf poblogaidd sy'n cael eu defnyddio gan blant a phobl ifanc sy'n cynnwys sgoriau oedran swyddogol.

Gellir ei weld yma: <https://www.net-aware.org.uk/networks/>

- Gall ymarferwyr a rheolwyr gyfeirio rhieni a gofalwyr at y wefan hon ar gyfer unrhyw ymholiadau sydd ganddyn nhw am gadw eu plant yn ddiogel ar-lein.

### Llywio technolegau newydd i weithio gyda theuluoedd

Cydnabyddir efallai na fydd rhai staff yn gyfforddus yn defnyddio'r technolegau hyn i ddarparu gwasanaethau cefnogi, felly mae'n bwysig bod rheolwyr yn gwneud y canlynol:

- Trafod gyda'r ymarferwyr y dull mwyaf priodol o weithio gyda theuluoedd yn ystod y cyfnod hwn.

I rai plant, efallai nad fideo yw'r ffordd orau o weithio gyda nhw ac efallai y bydd yn haws iddyn nhw siarad ar y ffôn. Cydnabyddir bod cyfyngiadau ar gysylltu â phlant a theuluoedd drwy ffonau hefyd. Er enghraifft, bydd gallu'r ymarferydd i ddarllen iaith y corff a deall effaith bosibl y gwaith yn cael ei leihau.

### Ffocws y gwaith

Efallai y bydd ymarferwyr a rheolwyr am ystyried a yw'n briodol parhau â'r gwaith penodol y maen nhw wedi bod yn ei wneud gyda phlentyn neu berson ifanc pan fyddan nhw'n darparu gwasanaethau cefnogi. Er enghraifft, gallai fod yn fwy priodol canolbwyntio ar ddiogelwch; sefydlogi gwaith, cynnal perthynas a llesiant emosiynol.

### Ystyriaethau ychwanegol – Lleoliad y sesiwn

Mae ystyriaethau ychwanegol wrth ddarparu gwasanaethau i blant agored i niwed. Er enghraifft, gallai darparu sesiynau o ystafell wely gael effaith emosiynol ar y plentyn. Pan fo'n bosibl, ni ddylai ymarferwyr ddarparu sesiynau o'u hystafell wely, na phan fydd y plentyn neu'r person ifanc yn ei ystafell wely. Pan fydd yn rhaid darparu sesiwn o ystafell wely, mae'n gallu bod yn ddefnyddiol defnyddio delwedd gefndirol neu osod y gwe-gamera yn ofalus i sicrhau na fydd y plentyn neu'r person ifanc yn gallu gweld ystafell wely'r ymarferydd, ac fel arall.

### Cynnal cyfrinachedd

Mae'n bwysig bod ymarferwyr yn ystyried amseriad sesiynau sy'n gweithio i'r teuluoedd y maen nhw'n eu cefnogi a'u bywyd teuluol eu hunain er mwyn cadw cyfrinachedd a lleihau'r risg y bydd plant yn dod i gysylltiad â gwybodaeth sensitif. Er mwyn helpu i gyflawni hyn, mae'n ddefnyddiol i ymarferwyr wneud y canlynol:

- Peidio â chynnal sesiwn pan fydd aelodau eu teulu a/neu pan fydd llawer o weithgareddau teuluol yn y cefndir ee amser brecwast.

- Trafod gyda'r plant a'r teuluoedd y maen nhw'n gweithio gyda nhw yr amser mwyaf addas o'r dydd ar gyfer sesiynau sy'n gweithio o amgylch eu harferion teuluol.

## Cefnogaeth y Rheolwr i staff

### Effaith emosiynol y gwaith

Cydnabyddir bod darparu gwasanaethau cefnogi a gweithio'n therapiwtig gyda phlant agored i niwed a phlant sy'n cael eu heffeithio gan drawma yn gallu cael effaith emosiynol ar staff. Mae'n bwysig bod rheolwyr yn sicrhau bod cefnogaeth briodol ar gael i staff.

### Sicrhau bod cymorth ar gael i staff

Gallai gweithio gartref leihau'r gefnogaeth gan aelodau eraill o'r tîm yn ogystal â chyfleoedd i adrodd yn ôl yn dilyn sesiynau anodd. O ystyried hyn, mae'n bwysig bod rheolwyr ar gael i staff i sicrhau eu bod yn dal i allu cael gafael ar gymorth.

### Cydweithio / cefnogi cyfoedion

Yn ogystal â chefnogaeth a goruchwyliaeth rheolwyr llinell, mae'n ddefnyddiol bod timau'n parhau â'r trefniadau cydweithio arferol lle bo hynny'n bosibl ac yn defnyddio'r gefnogaeth hon i adrodd yn ôl. Os nad yw'r trefniadau hyn wedi'u sefydlu, gall timau ystyried rhoi system gyfeillio ar waith i gryfhau'r cymorth sydd ar gael i ymarferwyr gan aelodau eu tîm.

### Sesiynau ymarfer ar-lein

Gall sesiynau ymarfer ar-lein fod yn ffordd ddefnyddiol o roi cyfleoedd i staff rannu dysgu a chael gafael ar gymorth gan gymheiriaid.

Gellir rhoi amrywiaeth o drefniadau 'cadw mewn cysylltiad' ar waith ar draws timau i sicrhau bod staff yn cael y gefnogaeth sydd ei hangen arnyn nhw i wneud y gwaith. Dyma rai enghreifftiau:

- Amser paned ar-lein
- Amser cinio ar-lein
- Fforymau ymarfer ar-lein
- Grwpiau WhatsApp anffurfiol

Er bod y dulliau amrywiol hyn o gadw mewn cysylltiad yn gallu bod yn ddefnyddiol, mae'n bwysig bod rheolwyr yn hyrwyddo agwedd hyblyg tuag at staff sy'n cymryd rhan er mwyn sicrhau cydbwysedd rhwng cefnogi staff a pheidio â'u llethu â chyfarfodydd.

Yn yr un modd, i deuluoedd, gall fod perygl iddyn nhw gael eu llethu gan alwadau os bydd pob asiantaeth yn cadw mewn cysylltiad â hwy.

- Mae'n bwysig felly bod staff yn mabwysiadu dull cydlynol gyda'r rhwydwaith proffesiynol o gefnogi'r teulu.

### Gweithio mewn cyfnod unigryw

Mae'n bwysig ceisio barn plant, eu rhieni a'u gofalwyr ynghylch parhau i ddarparu gwasanaethau yn y cartref gan nad yw hyn bob amser yn briodol.

Mae hefyd yn bwysig bod ymarferwyr a rheolwyr yn cadw golwg ar lefel y pwysau a'r straen y gallai'r sefyllfa bresennol gyda COVID 19 fod yn ei gael ar blant a theuluoedd. Er enghraifft, er y gallai teuluoedd gytuno i ddechrau i barhau i weithio gyda gwasanaethau, gall eu hamgylchiadau newid oherwydd salwch a/neu bwysau teuluol ychwanegol fel anawsterau ariannol a allai eu hatal rhag ymwymo i'r gwaith.

Mae hefyd yn bwysig bod ymarferwyr yn parhau i ystyried y gwaith goruchwylio er mwyn sicrhau bod hyn yn parhau i ganolbwyntio ar y plentyn.

I'r staff a'r teuluoedd y maen nhw'n gweithio gyda nhw, mae'n debygol y bydd heriau gyda phlant gartref.

- Gallai ymarferwyr ystyried addasu amseriad a hyd y sesiynau i weithio o amgylch pwysau teuluol. Er enghraifft, cyfyngu sesiynau i 30 munud.

## Diogelu

### Asesiadau risg

Mae bywyd teuluol a gwaith wedi newid yn sylweddol yng Nghymru ers gweithredu mesurau cadw pellter cymdeithasol ym mis Mawrth 2020 a lefelau amrywiol o gyfyngiadau symud ers hynny. Cydnabyddir y bydd y newidiadau hyn yn rhoi pwysau ychwanegol ar deuluoedd agored i niwed, sy'n golygu bod plant yn cael eu rhoi mewn mwy o berygl o niwed. Er mwyn helpu i ddeall amgylchiadau presennol y plentyn, mae'n bwysig bod ymarferwyr a rheolwyr yn gwneud y canlynol:

- Adolygu a diweddarau eu hasesiad risg o'r teulu ar y cyd â'u rhwydwaith proffesiynol i adlewyrchu'r sefyllfa bresennol gan gynnwys y cymorth sydd ar gael a'r ffactorau amddiffynnol.

### Cytundebau gwaith

Mae'n ddefnyddiol i ymarferwyr lunio cytundeb gwaith gyda'r plentyn a'i deulu i barhau â'r gwaith ar-lein ac wrth dderbyn atgyfeiriadau newydd. Gallai hyn gynnwys

- amseriad, diwrnod a hyd y sesiynau;
- lleoliad sesiwn;
- argaeledd a lleoliad rhiant/gofalwr/oedolyn cefnogol;
- cyfrinachedd;
- rheoli cwynion
- mynediad at gofnodion.

Dylai'r holl bartïon perthnasol lofnodi'r cytundeb.

### Cefnogaeth i'r person ifanc

Mae'n bwysig bod ymarferwyr yn trafod amseriad y sesiynau gyda rhieni a gofalwyr ac yn cytuno pwy fydd ar gael i roi cefnogaeth emosiynol ar ôl y sesiwn os bydd angen.

Efallai y bydd ymarferwyr yn ystyried rhannu cynlluniau sesiwn gyda rhieni a gofalwyr cyn sesiynau er mwyn cytuno ar y rhain.

Dylai ymarferwyr barhau i gydweithio â theuluoedd a'r rhwydwaith proffesiynol. Er enghraifft, dylai ymarferwyr sicrhau bod unrhyw effaith emosiynol o'r sesiynau'n cael ei chyfleu i rwydwaith proffesiynol ac oedolion cefnogol y plentyn.

### Asesu a rheoli risg

Mae'n bwysig bod ymarferwyr a rheolwyr yn cynnal chwilfrydedd proffesiynol a myfyrio beirniadol, wrth weithio gyda theuluoedd ar-lein.

### Dulliau cyfathrebu heb eiriau amgen

Wrth gefnogi pobl ifanc ar-lein, efallai y bydd heriau ychwanegol o ran sicrhau bod ganddyn nhw le i siarad heb i bobl eraill eu clywed. Mae gan hyn oblygiadau posibl o ran cynnal eu cyfrinachedd a gallai amharu ar eu diogelwch. Er mwyn helpu i oresgyn hyn a chwalu rhwystrau rhag cael gafael ar gymorth, efallai y bydd ymarferwyr yn ystyried cynnig dulliau cyfathrebu eraill, gan gynnwys:

- Tecstio
- Defnyddio sgwrsio mewn galwadau Fideo

- Anfon deunyddiau i'r Person Ifanc
- Efallai bydd angen i sefydliadau ddiweddarau eu codau ymarfer/polisiau ffiniau proffesiynol/polisiau defnyddio TG i sicrhau bod y rhain yn cynnwys sianeli cyfathrebu newydd gyda phobl ifanc. Ni ddylai ymarferwyr ddefnyddio eu ffonau personol na'u cyfrifon e-bost neu gyfryngau cymdeithasol personol i gysylltu â phlant.

### Llwytho apiau i lawr

Mae'n bwysig bod staff yn trafod gyda rhieni a gofalwyr ac yn cael sêl eu bendith cyn gofyn i berson ifanc lwytho ap i lawr i hwyluso gweithio ar-lein.

### Diogelu aelodau'r teulu

Mae'n bwysig bod ymarferwyr yn trafod amseriad a lleoliad sesiynau i osgoi unrhyw darfu er mwyn:

- cadw cyfrinachedd y person ifanc;
- Diogelu aelodau iau o'r teulu rhag bod yn nghlyw trafodaethau amhriodol

Os bydd tarfu'n parhau, dylai ymarferwyr a rheolwyr wneud y canlynol:

- Adolygu asesiadau risg y person ifanc er mwyn rhoi gwybod os gall y gwaith barhau.

Wrth weithio gyda phobl ifanc dros y ffôn, mae'n bwysig ystyried peryglon posibl os na fyddan nhw yn ardal y cartref y cytunwyd arno.

## Cymorth ychwanegol

### Rhagor o adnoddau coronafeirws

- Dewch o hyd i'r hyn rydych chi'n chwilio amdano yn NSPCC Learning:  
<https://learning.nspcc.org.uk/safeguarding-child-protection/coronavirus>  
(Saesneg)

### Cadw plant yn ddiogel ar-lein

I nifer o blant, gall y sefyllfa bresennol o fod gartref am fwy o amser a threulio amser ar-lein olygu eu bod mewn mwy o berygl o gael eu cam-drin ar-lein. Gallai hyn hefyd fod yn bryder cynyddol i rieni. Mae'r NSPCC wedi datblygu cytundebau ar-lein mewn

partneriaeth ag O2 i gefnogi rhieni a gofalwyr er mwyn cadw plant yn ddiogel ar-lein. Gellir cael gafael ar y rhain yma: <https://www.o2.co.uk/help/nspcc/resources>

### Cyfeirio - Llinell gymorth ChildLine a'r NSPCC

Mae'r NSPCC a ChildLine ar gael i gynnig cymorth ychwanegol i blant a theuluoedd sy'n cynnwys cymorth mewn argyfwng a thu allan i oriau.

Dolenni i wefannau cymorth ChildLine

- **Prif safle Childline (Saesneg)** – <https://www.childline.org.uk/>
- **Maes Childline i blant o dan 12 oed (Saesneg)** – <https://www.childline.org.uk/kids>

Mae'r NSPCC hefyd wedi datblygu adnoddau Childline wedi'u brandio sydd wedi cael eu hariannu gan Llywodraeth Cymru er mwyn cefnogi plant a phobl ifanc i allu rhoi gwybod os ydyn nhw wedi dioddef camdriniaeth:

- **Cael help i gadw'n ddiogel** – <https://childlinecms.nspcc.adapt/get-support/contacting-childline/contacting-childline-in-welsh/getting-help-to-keep-safe-welsh/>
- **Cael help i gadw'n ddiogel - plant dan 12 oed** – [https://www.childline.org.uk/get-support/contacting-childline/contacting-childline-in-welsh/getting-help-keep-safe-welsh/?in\\_type=under12service](https://www.childline.org.uk/get-support/contacting-childline/contacting-childline-in-welsh/getting-help-keep-safe-welsh/?in_type=under12service)
- **Cynnwys ynglŷn â'r Coronafirws** – <https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronafeirws/>
- **Calm Zone (Saesneg)** – <https://www.childline.org.uk/toolbox/calm-zone/>